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MAJOR PAPER

THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE ENGLISH TEACHING LEARNING PROCESS IN JUNIOR HIGH EDUCATION

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DEDICATION

To all the teachers that helped me for a long period of time to become a teacher and to get my Major. It is also dedicated to my friends, family and my lovely wife.

ABSTRACT

Communication in a foreign language has great social, educational and practical importance. It is therefore a fundamental objective in the National Education System in Cuba. The present work entitled: THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE ENGLISH TEACHING LEARNING PROCESS IN JUNIOR HIGH EDUCATION, where the problem related to the deficiencies in: grammatical items, vocabulary, pronunciation, oral comprehension, coherence, creativity of the oral skills in the language, so the aim of the research is to apply teaching activities with the use of ICTs, to develop the oral skills in the English language in eighth graders from Ramon Leocadio Bonachea junior high school. In its realization, educational research methods from the theoretical, empirical and mathematical level were used; as well as techniques and instruments associated with them. Its application has allowed the researcher determining the relevance of the proposal.

Résume

La communication dans une langue étrangère a une grande importance sociale, éducative et pratique. C'est donc un objectif fondamental du système éducatif national à Cuba. Cette recherche a pour titre: L'USAGE DES TECHNOLOGIES DE L'INFORMATION ET DE LA COMMUNICATION DANS LE PROCESSUS DE L'ENSEIGNEMENT ET APPRENTISSAGE DE LA LANGUE ANGLAISE DANS LES ÉTUDES SECONDAIRES, dont le problème concernait les déficiences suivantes: les éléments grammaticaux, le vocabulaire, la prononciation, la compréhension oral, la cohérence, et la créativité de l'expression orale dans la langue, donc le but de la recherche c´est d'appliquer des activités pédagogiques avec l'utilisation du technologies, de développer la compétence de l´habilité orale dans la langue, à la huitième année des étudiants de l'études secondaires Ramon Leocadio Bonachea. On a employé des méthodes au niveau théorique, empirique et mathématique, ainsi que les techniques et les instruments associés. Son application a permis de déterminer la pertinence de la proposition.

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INTRODUCTION

Languages like people have their history and evolution, the mastery of them shows the peculiar and genuine vision of the world and the collective character of its inhabitants. The teaching and learning of foreign languages has been a subject of many research works, and it has become a paramount aspect in the contemporary society.

The teaching learning process of English as the international language has received the extraordinary influence and benefits with the arrival of the new technologies, the use of the recent advances has increased the progress of different societies through the use of social networks, where a greater quantity of users interact, publish, consult, receive and teach courses or lectures.

The new Information and Communication Technologies (ICTs) are contributing to significant changes in communities and they favor the interrelation of them at the local, national and global levels. In such an environment, it has become necessary to rethink the fundamental actions that determine expectations and behaviors of daily life.

The rapid influence of ICTs has tremendously changed the way people interact and learn. Technologies have provided ways of making the educational services more interesting to the students. The integration of technology in the school has created opportunities for a better teaching and learning environment. Technologies can be used in almost all disciplines and specially in learning a new language.

Due to the political, economical, social and cultural importance of mastering the English Language for the progress of the Cuban socialist project, the use of ICTs has the highest interest.

With the Revolutionary Triumph in 1959, the Ministry of Education in Cuba has established different changes to prepare the population to face upcoming transformations, with the initial goal of the study and learning of foreign languages and more recently the study and use of ICTs in different levels of education in where the population and mainly new generation could acquire a comprehensive formation.

Outstanding researchers have based their criteria on the teaching – learning process of the English language in the Cuban context, taking as a point of reference the different criteria stated by some of the authors from English speaking countries.

Cuban and foreigners researchers like: Byrne, D. (1989); Dörnyei (1997); Crandall (1999); Cangelosi (2000); Fernandez, M. (2000); Slavin (1997); Richards & Rodgers (2001); Celce- Murcia (2001); Isora, J. (2008); Garcia, S. (2010); Rod Ellis (2014).

The use of ICTs related to the development of the oral expression of the language through the communicative approach is an objective in the teaching –learning process in the English language. It is really important to develop language skills in an integrated way and using the communicative situations for a better communication.

 The development of the oral expression constitutes a social and academic work of great magnitude and it is the macro ability in which students show less competence.

In the exploratory study about the teaching of the English language at Ramon Leocadio Bonachea junior high school, through the application of scientific methods from the empirical level such as the scientific observation, interview and survey, and some instruments such as pedagogical tests, documental revision of the leading documents of the English subject, some potentialities and limitations were confirmed, among them:

Potentialities:
- Teachers have experience in leading the teaching learning process in junior high education.
- The students' interests and consciousness to learn languages.
- All the students have different technological devices.

Limitations:

1. The students face difficulties when expressing orally in English about the studied topic among them:

- Inadequate use of grammar tenses and pronunciation mistakes
- Inappropriate organization and selection of ideas due to the lack of vocabulary.
- Weakness on the oral message due to the fact that they do not understand commands and orders,

2. Teachers not always have an adequate methodological preparation for the use of ICTs to contribute to the development of language skills, mainly oral skills.

3 Teachers not always plan creative activities which allow the students interaction, the search of information and the free practice after the lesson.

4 Students are focused on the use of ICTs for other interests and not for practicing the studied content in the English lessons.

In spite of all the efforts from the scientific viewpoint, it is necessary to continue the search of alternatives aimed at improving the English teaching learning process and mainly the development of language skills, and among them oral skills through the use of ICTs

So the following **scientific problem** is stated:

How to contribute to enhance the development of the oral expression in the English language in eighth graders from Ramón Leocadio Bonachea junior high school?

Aiming to the solution of the above stated problem, the following objective is stated:

Objective: To apply the proposal of teaching activities for the development of the oral expression in the English language in eighth graders from Ramón Leocadio Bonachea junior high school.

To guide the solution of the proposed scientific problem, the following Scientific Questions are presented:

1) What are the theoretical and methodological foundations that sustain the development of the oral expression in the English language as a foreign language in junior high education?

2) What is the current state of the development of the oral expression in the English language in eighth grade students from Ramón Leocadio Bonachea junior high school?

3) What kinds of teaching activities can be carried out to solve the problem concerning the development of the oral expression in the English language through the use of ICTs in eighth grade students from Ramón Leocadio Bonachea junior high school?

4) How to evaluate the effectiveness of the proposal of teaching activities to contribute to the development of the oral expression in the English language in eighth grade students from Ramón Leocadio Bonachea junior high school?

To achieve the formulated objective the following research tasks were stated:

1) Determination of the theoretical and methodological foundations that sustain the development of the oral expression in the English language as a foreign language in junior high education.

2) Diagnosis of the current state of the development of the oral expression in the English language in eighth grade students from Ramón Leocadio Bonachea junior high school.

3) Elaboration of the proposal of teaching activities to contribute to development of the oral expression in the English language through the use of ICTs in eighth graders from Ramón Leocadio Bonachea junior high school.

4) Evaluation of the effectiveness of the proposal of teaching activities to contribute to the development of the oral expression in the English language in eighth grade students from Ramón Leocadio Bonachea junior high school.

In this research work, the following scientific methods from the **theoretical level were** considered:

-Historic – Logic: It was taken into account to state the history and evolution of the teaching and learning of foreign languages, deepening in the development of the oral expression in the English language.

-Analytic – Synthetic: It permitted the analysis of different information resources and theoretical positions departing from the current state of the use of ICTs taking into account the development of the oral expression, and also states the elaboration of an effective proposal of teaching activities.

-Inductive-deductive: It allowed drawing generalizations and peculiarities of the students' development of the oral expression when making the integral diagnose.

The following methods from the **empirical level** were considered:

-Scientific Observation: to verify how the teaching-learning process of the English language is developed, and the different strategies teachers use for the development of the oral expression in the English language in eighth graders from Ramon Leocadio Bonachea junior high school and the use of ICTs.

-Interview: it was employed in order to know about the different interests and motivations students have, related to the subject and the development of the oral expression ability in English, and also, to know what some professors think about the difficulties that exist related to the use of the oral expression ability in the English lessons in eighth graders from Ramon Leocadio Bonachea junior high school.

-Survey: To diagnose the students' level of motivation towards the English Language and to speak in English.

The following **techniques** have been employed:

-Pedagogical Tests: to determine the development of the oral expression in the English in eighth graders from Ramon Leocadio Bonachea junior high School.

-Documental analysis: to evaluate the main objectives of the syllabus and the methodological treatment for the use of ICTs in the English language in the leading documents.

With the aim of calculating and obtaining the percentage the following method from the **mathematical level** was used:

-Descriptive-statistics: by using the mathematical procedure of percentage analysis that allowed the quantitative and qualitative interpretation of the obtained results in the application of the different techniques and instruments, and showed the collected information.

Population and Sample: To carry out this research a population was selected, composed of 281 students of the 8th grade from Ramon Leocadio Bonachea junior high school. The sample is composed of 41 students of the group number 4 representing the 14, 60% of the population. This group has 22 females and 19 males. In general, it is a group with a high level of learning. Intentionally chosen because these students resemble and coincide with the population in the cognitive, volitive and motivational spheres, these students are average, they have different learning styles and need to master the language to graduate.

The Scientific novelty of this Major paper lies on the proposal of a set of teaching activities, with a higher level of complexity, the proposal of teaching activities are graded from the simple to the complex, from general to particular, it responds to the current state of the development of the oral expression in English language in eighth graders from Ramon Leocadio Bonachea junior high school. The activities are based on the communicative approach which has the aim of developing the communicative competence mainly at the time of speaking.

The practical contribution is to offer didactic alternatives to provide a solution to the current problem related to the development of the oral expression in the English language in eighth graders from Ramon Leocadio Bonachea junior high school.

This major paper is structured in introduction, development, conclusions, recommendations, bibliography and annexes.

DEVELOPMENT

In this chapter a deep analysis is done in relation to the theories and definitions related to the use of ICTs and its possibilities for the development of the oral expression ability in the English language. Also, it is analyzed the results obtained in the initial stage of the research from the qualitative and quantitative stand points. An analysis of the teacher´s role in the teaching learning process, making emphasis on the kind of didactic actions they should follow and apply is made in the Major Paper, taking into account the Foreign Languages Didactic in the Cuban context to contribute to the expected learning goal in students from Ramón Leocadeo Bonachea Junior High School.

The importance of the methodological strategy is based on facilitating the teachers and students alternatives to develop the oral expression in the English language in eighth graders from Ramón Leocadio Bonachea junior high. Its selection and design are made up according to the objectives and learning goals of the subject, and the reasons of consulting a varied and updated bibliography about the topic, to support the methodological strategies established by the paper from a theoretical point of view.

1. Information and communication technologies in the foreign language teaching and learning.

Without question, this generation truly is the media generation, devoting more than a quarter of each day to media. As media devices become increasingly portable, and as they spread even further through young people's environments— from their schools to their cars—media messages will become an even more ubiquitous presence in an already media-saturated world. Anything that takes up this much space in young people's lives deserves full attention.

Media and materials，sometimes referred to as resources or instructional aides, facilitate understanding and foster learning by clarifying verbal abstractions and arousing interest in the lesson. The teacher's selection should depend on the objectives and contents of the lesson plan; the age，abilities and interest of the students; the teacher's abilities to use the resources; the availability of the

materials and equipments; and the classroom time available. (Isora, 2008, p.145)

Different studies have shown the importance they all have to perfect the teaching learning process of any subject in the case of the English subject in the Cuban educational system with the use of ICTs help to:

- Reinforce reading and the study of the lecture contents.
- Favour the development of a common base of knowledge among students.
- Enhance student comprehension and discussion.
- Provide greater accommodation of diverse learning styles.
- Increase student motivation and enthusiasm.
- Promote the teacher effectiveness

Recent studies support the theory of viewing them in the process to an active process. And different criteria had been stated to enhance student's skills to face life changes.

The successful and productive use of television and video in schools has increased dramatically over the last decades. As the technology continues to grow both more sophisticated and more user-friendly, teachers continue to become more skilful at integrating these media into their instruction.

Over a period of 20 years, the Corporation for Public Broadcasting conducted surveys of classroom uses of television and video that reveal increased use of and satisfaction with video in the classroom. In the most recent survey, 92% of teachers said that using TV and video helped them teach more effectively, and 88% said that "it enabled them to be more creative" in the classroom CPB (1997).

Researches of this matter had stated that or referred to this issue as: "one which can be "an ongoing and highly interconnected process of monitoring and comprehending" and "a complex, cognitive activity that develops and matures with the child's development to promote learning" (Marshall, 2002, p.7).

Mayer (2001) explains that while it may appear to be passive, can involve the high cognitive activity necessary for active learning: "well-designed multimedia instructional messages can promote active cognitive processing in students, even when learners seem to be behaviourally inactive" (p.19).

Marshall (2002) details three theories that explain how learning may occur via well-selected video "based on the ability of the entertaining media to engage the learner, activate emotional states, initiate interest in a topic, and allow for absorption and processing of information" (p.7).

The visual messages of multimedia are processed in a different part of the brain than that which processes textual and linguistic learning, and the limbic system responds to these pictures by triggering instinct, emotion and impulse Bergsma (as cited in CPB, 2004)

The content and context are both crucial elements for engaging students as active learners. Content should be age- and skill-appropriate, as the content one watches may be a truer determinant of future academic success than the amount of time one spends watching television; Stanovitch & Cunningham (as cited in CPB, 2004)

The richness of these forms of information (images, motion, sound, and, at times, text) benefits learners, by enabling them (…) to learn through both verbal and visual means, to view actual objects and realistic scenes, to see sequences in motion, and to view perspectives that are difficult or impossible to observe in real life. Wetzel (as cited in CPB, 2004)

"Most researchers agree that "…when viewed together, each source provides additional complementary information," thus increasing the chances that comprehension will take place" (Kozma, 1991, pp.179-212).

As with all educational technologies, the value of ICTs relies on how they are implemented in the classroom. The researches indicate that positive learning and affective outcomes are greatly enhanced and extended when using ICTs, they are integrated into the rest of the lessons. Effectively integrating ICTs into classroom instruction involves preparation and activities before, during and after viewing.

The scientific technique revolution that experiments the world today has introduced visible changes into the current society. Informatics has irrupted very fast and it has affected the most of the branches of the social activity, economic and political of the world; encouraging with it society information.

Transformations that today operate into the world´s educative system and especially in Cuba, demands the utilization of the teaching web sites, as one of the applications of the informatics technologies and the communications to the teaching and learning process of different matters. Along these lines Fernandez (2000) sets out.

Technologic changes about the information access and his treatments influence,…,in all social grounds and of course in the educational field, making easier new ways of communication and new ways of communicate, new social culture and community and new ways of transmitting and reorganizing,…, and the knowledge. (p.1)

1.1 Software Tools in the English teaching and learning process and the development of the oral expression.

The advances of technologies have allowed teachers an important tool for the development of the teaching learning process, they allow students growth and acquisition of knowledge in a more immediate and wide form, nevertheless, it is not sufficient for pupils to learn from them, due to the fact, that they are not systematically used by teachers so the acquired knowledge it is not always applied.

Teacher fulfills a fundamental role, in the knowledge and use of these technologies, due to the didactic importance that they could have if they are used properly.

The function of the ICTs in education is great and varied, they can go from the production of a text up to the use and elaboration of web pages like informative way, on the other hand, they allow teachers support a wide vision of the discipline they teach, to incorporate new methodologies in their work and to update students knowledge, as well as also to improve the communication between the pupils.

The teachers who know and handle ICTs adequately show competitions in the use of the technologies, due to the fact that they encourage students to search on Internet, calculate information, use e-mail. In spite of all these advantages, many teachers nowadays do not have the skills to manage their classroom when using ICTs and they do not understand their usefulness

Important aspects of their used had been stated about the use of Software tools, teachers should master how to use them and their main purpose, among them: Dr. Cipi (2014).

a) Multimedia presentation tools: Tools such as Microsoft PowerPoint are useful for creating slideshows incorporating text, images, audio, video, spreadsheets, and hyperlinks to web, transitions, and movement of components on screen. Through these tools it is possible to combine different media caters students' different learning preferences, or make attractive design draws and retains attention.

b) Interactive tools: Tools such as Microsoft Mouse Mischief (a PowerPoint add-in to collect students' responses through multiple mice connected to the teacher's computer) allow multiple students to interact with a presentation, even with only one classroom computer. This approach enhances direct student involvement, allows a student to control parts of the presentation and contribute answers. Another opportunity is that this tool increases accountability, motivation and engagement.

c) Software tools used in the didactic learning process: Other tools are grouped in: Photo and video editing tools, Research tools, Communication tools, Accessibility tools, Assessments tools. The technology has had little real impact upon education. Although the personal computer and the internet are old, less than 20 years, information and communication technology (ICT) has changed our life. We live, work and communicate using ICT. (pp.327-328)

1.1.2 The oral expression as a communicative ability in the English language in Junior High School.

The teaching-learning process of the oral communication is an event in which in a certain way they relate teacher and student to each other. In teaching, the teacher´s activity is (teaching) and that of the student (learning) are combined to form a certain quality of pedagogical work.

The learning of foreign languages in Cuba, specifically English, constitutes an important part of the students' comprehensive formation. The teaching of English in our country is characterized by a complete approach to the basic skills of the English language: listening, speaking, writing and reading.

Oral expression does not only consist of expressing ideas, but also in listening sincerely the person who is speaking because the communication is a two-way process.

D. Byrne (1989) specifies that:

Oral communication is a two way process between speakers and listeners and involves the productive skill of speaking and the receptive skill of understanding. The four skills are related" "... Both speaker and listener have a position function to perform. In simple terms the speaker has to encode the message he wishes to convey in appropriate language, while the listener (no less actively) has to decode (or interpret) the message. (p.8)

Oral communication is an activity involving two or more people. The participants are both listeners and speakers. They have to react to what they hear and make

their contributions at high speed. Each participant has to be able to interpret what is said to him and reply with the language he has at his disposal. Besides that, each participant has an intention or a set of intentions. (These are goals they want to achieve in the interaction).

It is important to remark that the oral expression ability depends on nine main elements:

1. Diction.
2. Fluency.
3. Volume.
4. Rhythm.
5. Clarity.
6. Coherence.
7. Emotiveness.
8. Corporal and face movements.
9. Vocabulary.

Oral practice activities must be relevant and immediately useful to the learners. The content should reflect the level of communicative competence and performance of the learners and the language sample on which the practice activity is based must be short enough, so, that learners have little difficulties remembering it, but long enough to provide the necessary context for practicing. Garcia (2010) expresses that.

> Communicative competence is the capacity that should be developed in students to produce and process written and oral texts in a coherent way… it implies the expression, interpretation and negotiation of meaning involving interaction between two or more persons, or between a person and an oral or written text. (p.12)

It is important to have a clear understanding of what oral expression in a foreign language is, some authors focus on the transmition and comprehension of the ideas expressed, but the concept it is better seen from the interaction speaker-

receiver stand point. "So, the oral expression ability in a foreign language is defined as the ability to transmit and comprehend meaningful messages in a coherent and fluent way in which there is a constant feedback, according to" (Rod Ellis, 2014,p.43).

For its application the speaker has to select the correct way to express the ideas according to the formality and informality of the conversation. Fluency which the ability to link words, phrases and sentences without too much halts during the conversation act. Coherence is the ability of intertwining different ideas in such a way that they seem to function as a single one.

According to Celce (2001)

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

To achieve an efficient communication, it is necessary to develop the oral expression ability by means of different activities that propitiate speaking in an active way while communicating.

The English language subject curriculum is being designed to contribute to reinforce the general curriculum of Junior High School and the formation of the revolutionary and responsible student in an active environment where the habits and the abilities are gradually formed by means of a process that includes not only the study and the practice, but also the creativeness, the solution of problems and the risks of learning are assumed in the foreign language therefore. The main learning goals of this subject are:

1. To contribute to the political and ideological formation of the students as they learn to use English as a means of communication and social interaction in classroom activities and outside the school context.

2. To foster in students a variety of learning strategies that will enable them to interact orally in meaningful ways and comprehend written and spoken English.

3. To enable the students to complete authentic tasks and projects involving communication in English.

4. To increase students' general knowledge by using English as a vehicle for supporting learning across the curriculum and for demonstrating understanding of school subjects (such as Spanish, History, Mathematics), sexual education, environmental issues, and other curriculum content.

5. To stimulate understanding of the cultural similarities and differences between the cultures of the English speaking countries and the Cuban culture as reflected in the English and Spanish languages.

The approach to be used is another important aspect to be taken into account by teachers in the lesson of English to potentiate the cooperative learning tasks which facilitate the interaction and progress in the process.

> The teacher's fundamental task is to get students to engage in learning activities that are likely to result in achieving [the intended learning] outcomes. It is helpful to remember what the students do; it is actually more important what the teacher does. Every learning activity should be intentional, meaningful and useful. (Schuell, 1986, p.429)

This means that learning is a chain of consciousness of oriented acts to achieve certain goals, directed by social needs and regulated by social practice. Learning is an adequate and stable modification in man's activity and a result of previous actions; there is always modification in learning. Learning is a change in performance that occurs under the conditions of practice.

> It is viewed as a product but also as a process by means of which people introduces changes in their behavior, improve their ways of acting, reorganize

their ways of thinking or discover new forms of activity, new concepts or information with the practical solution of a task in mind. As each person has his or her own style of learning, it is said that it is a difficult and individual process. Learning is the goal of teaching. (Acosta, 2003, p. 28)

Each learning activity should be aligned to the unit, as well as to the more specific learning outcomes of each session or module that some teaches. The intent of the activity is then clear to both teachers and students.

It is equally important that each activity is meaningful, and ensures student's development and advancement through the unit. Activities should build on previous activities and avoid being repetitive, they should enable students to engage with and develop their skills, knowledge and understandings in different ways. Meaningful activities engage students in active, constructive, intentional, authentic, and cooperative ways.

Characteristics of the learning task include how people are instructed (or induced, supported) in attending to the information, rehearsing it, and actively elaborating it. Knowledge about the effects of learning tasks from several studies has been applied as guidelines for how to use media for the design of appropriately learning tasks.

"Cooperative learning task is a set of teaching strategies used to promote face-to face interaction among students and help them reach specific learning and interpersonal goals in structured groups" (Johnson & Johnson, 1994, pp.55-65). While most cooperative learning approaches share this definition, cooperative learning strategies employed within them may vary in a number of ways.

Stahl (1995) noted that "cooperative learning encourages students to interact, ask and answer questions, solve problems, and make decisions" (pp.1-16).

Cooperative learning builds on the theories of Piaget and Vygotsky, who stated the importance of discussion and problem solving among peers in the learning process. In the 1970s, cooperative learning began to be used as a structured method of learning. Initially, cooperative learning was used mostly in

elementary and secondary schools in North America. However, current studies show that cooperative learning activities may be successfully used both in colleges. (Slavin, 1997, pp.159-173)

A variety of models and activities have emerged in the field of cooperative learning which are used both in schools and higher levels of education.

The Learning Together model of cooperative learning was developed by Johnson and Johnson (1994). In this model, heterogeneous groups of four or five learners work on assignment cards. A main aspect of this model is having students who differ in achievement, gender or ethnicity work together to achieve shared learning goals and to complete the group assignments.

Group Investigation was developed by Sharan and Sharan (1994). Students form groups and study subtopics of a unit studied by the whole class. The group members determine the subtopics, plan their investigations, carry out individual tasks, plan and make presentations. Eventually, the teacher and the students evaluate their projects together.

In Slavin's (1994) Teams-Games Tournament (TGT) model, students work together in heterogeneously grouped teams to compete against other teams. After the teacher presents the instruction, groups discuss and work on the material. Finally, they compete with other teams to answer questions prepared by the teacher.

Jigsaw was developed by Aronson and his colleagues (as cited in Good & Brophy, 2000). Each member of the group studies his/her own piece of material in an expert group and returns to the home group to discuss this material. In order to complete the group's task, each member must participate in the activity. At the end of the activity students may be given individual quizzes (Clarke, 1994; Good & Brophy, 2000). Jigsaw II, developed by Slavin (1994), is a modified version of the original Jigsaw. In this version, students work on common material first and then are given separate topics to become experts on. Having worked on their topics in

the expert groups, students return to their home groups to explain the materials that they have studied.

Cooperative Language Learning is grouping students within the classroom, having them study on specific assignments cooperatively and providing benefits for each team member to practice the target language while interacting with each other

In language teaching cooperative learning has five major objectives:

- To provide opportunities for naturalistic second language acquisition through the use of interactive pair and group activities.

- To provide teachers with a methodology to enable them to achieve this goal and one that can be applied in a variety of curriculum settings.

- To enable focused attention to particular lexical items, language structures, and communicative functions through the use of interactive tasks.

- To provide opportunities for learners to develop successful learning and communication strategies.

- To enhance learners motivation and reduce learners stress and to create a positive affective classroom climate. (Richards & Rodgers, 2001)

Although cooperative learning enthusiasts have advocated its use in teaching a variety of subjects and its successful use has been widely researched over a number of years; Richards & Rodgers (2001), it has only recently gained importance in language instruction; Dörnyei (1997). The failure of cooperative learning to be an area of major interest may result from its similarity to typical group work activities in communicative language teaching.

1.1.4 Cooperative learning versus group work.

Because group work does not necessarily describe each learner's task and promotes peer tutoring, it may differ from cooperative learning. Cooperative learning activities are well-structured tasks which involve "genuine information gap, requiring learners to both listen to and contribute to the development of an oral, written or other product which represents the group's efforts, knowledge and perspectives" (Crandall, 1999, pp.226-245).

> In typical group work activities, the tasks are usually not as well and clearly designed as cooperative learning activities. Besides, as students are responsible for both their own learning and their group member's learning in activities such as Jigsaw, students practice peer-tutoring which is not necessarily a part of group work. (Bruffee, 1993)

Putnam (1998) states that "one of the other differences between typical group work and cooperative learning group work is the heterogeneous nature of cooperative learning groups"

Cooperative learning groups are usually intentionally mixed in terms of ability and achievement level of the students, gender, culture, and language characteristics. Several problems often occur in the implementation of typical group work. Some group members may not contribute equally to the success of the group, so members who complete most of the work may feel abused. High-achievement students may benefit from the work more than the low-achievement students.

"In addition, responsibility within the group cannot be divided equally" (Açıkgöz 2002, p.75). Dörnyei (1997) "also confirmed that these possible problems in typical group work activities are directly addressed in well-structured cooperative learning groups" (pp.482-493).

Johnson & Johnson (1994) introduces five essential elements to be structured in cooperative learning groups to make them work well and overcome the problems

faced in typical group work. The most important element is positive interdependence. Students must be aware of the fact that they must support and assist each other in completing every single phase of the assigned task, since the output of cooperation will be the success of each individual in the group.

The second important element is face-to face promotive interaction. Students need to help, assist, and encourage each other to learn by problem solving and discussing items that are learnt. Individual accountability is one of the other elements of cooperative learning groups. Each group member needs to perform well and assist in their team members' performance, since they are assessed both individually and as a group. Incorporating the teaching of social skills to students is also an essential element for structuring effective cooperative learning groups. Leadership, organization, decision-making, trust building, and communication are among the skills that should be taught to students.

Group processing, which is the last element includes the discussions by group members on how each member contributed to the group product, what problems they encountered, and what to do in the next cooperative group learning activity to avoid similar problems. These discussions are performed after completion of each group work.

Cooperative learning offers many advantages in language classroom settings, such as reducing anxiety, increasing motivation, and assisting in the development of the language skills of learners. Cooperative language learning helps teachers create a positive affective classroom atmosphere in which psychological barriers, such as student anxiety, are lowered and self-confidence and self-esteem are increased (Crandall, 1999; Dörnyei, 1997; Oxford, 1997).

 As Crandall (1999) states that:

   Students' anxiety results from the fear of making mistakes, especially when they are asked a question to be answered individually. When students are allowed to study together, they have more time to think, to share their opinion

with other students, receive feedback from them, and correct any mistakes. As a result, their anxiety level is reduced, and they become willing to participate in answering the questions of the teacher. (p.233)

This often results in enhanced self-confidence and self-esteem (Crandall, 1999; Dörnyei, 1997). One of the other reasons of anxiety is interpersonal competition among students. Interpersonal competition may take place in traditional classes and causes high anxiety, poor communication among students, a sense of uselessness. However, in intergroup competition, which is provided by cooperative learning, anxiety is reduced, interaction among students increase and student confidence is enhanced.

In cooperative learning groups, students assist their classmates in learning because each member of the group is responsible not only for his own learning but also for other members' learning, students support each other. With support, shy, insecure or uninterested students are often motivated

In addition, because the groups have specific goals to achieve and sometimes a reward to win, cooperative learning activities are enjoyable for students. Enjoyable activities encourage learners to participate in lessons; hence they contribute to motivation (Crandall, 1999). Cangelosi (2000) concluded that engaging students in cooperative learning activities, especially those which focus on problem solving, promotes intrinsic motivation which is crucial in learning.

The teacher is "no longer a lecturer or transmitter of material, but rather a facilitator of learning who focuses on the learning process by encouraging cooperation among the students" (Bejarano, 1987, pp.483-501).

In the role of facilitator, the teacher gives students the opportunity to learn the material by themselves while helping them if need arises. Teachers interact with students, encourage them to solve the problems they encounter by using thinking skills, give feedback, clarify difficulties, and empathize as a facilitator (McDonell, 1992, p.51).

Teachers in cooperative language classrooms are also observers. They listen to learners while they are studying in cooperative groups to discover the needs, interests, problems, and strengths of learners. These observations help teacher gather information about the learning process of the students, and organize plans and activities according to this process. (McDonell, 1992, p.64)

"Teachers as observers also may intervene in the cooperative group activities if students in the group need assistance or redirection towards the objectives of the given tasks" (Sharan, 1994, pp.336-348).

> In order to achieve the objectives of cooperative language learning and provide maximum benefit, teachers have to create well-structured tasks, set the goals of activities clearly, organize groups and assign students to different roles, and select suitable materials to be taught. (Johnson & Johnson, 1994, p.81)

The success of all these preparations and effectiveness of cooperative language learning depend on the belief and the attitude of the language teacher towards cooperative language learning.

Cooperative learning activities enable students to understand the needs and abilities of the learners better and offered them a chance to see the perspectives of language learners.

2. THE DIAGNOSIS OF THE CURRENT STATE OF THE DEVELOPMENT OF THE ORAL EXPRESSION IN THE ENGLISH LANGUAGE IN RAMÓN LEOCADEO BONACHEA JUNIOR HIGH SCHOOL.

2.1- Problem current state.

To answer the established Scientific Questions an explanatory research was made and applied on the manifestation of the level of the development of the oral expression in the English language in eighth graders from Ramón Leocadeo Bonachea Junior High School in Sancti Spiritus province.

As part of the diagnosis, some techniques were applied in a sample of 41 students which represents 14, 60% per cent of the population, with the objective to verify the initial state of the problem.

Scientific observation analysis:

The scientific observation was one of the methods from the empirical level applied in this Major paper; a guide of observation was made to explore the didactic behavior on the development of the oral expression in the English language in eighth graders from Ramón Leocadeo Bonachea Junior High School and the use of ICTs Also, it was taken into account the teachers and students ´behavior.

Three lessons were observed in eighth graders students from Ramon Leocadio Bonachea junior high school with the objective to observe the development of the teaching- learning process, and specifically, the different didactic strategies teachers' use for the treatment of the use of ICTs in the English language. See in (Annex#1)

The obtained results were the following. See in (Annex#2)

In the first item related to the teacher´s role in using ICTs within the lesson for the development of the oral skills in the English language, since the first part of the lessons including basic aspects such as: the correct use of ICTs, students working with their technological devices and the way ICTs are selected for a better development of the lesson, in only 1 lesson of the observed lessons, teachers had worked with these matters, representing the 33.33%. The rest, 2 lessons was not observed these aspects, representing the 66.6%.

In the second item related to the teacher´s role to motivate students through the use of ICTs during the lesson, propitiating cooperative learning through the use of communicative situations derived from the studied content, it was corroborated that in only 1 lesson, students were asked to do it, representing the 33.3%, the rest 2 lessons teachers do not use neither communicative situations nor propitiate the cooperative learning using ICTs, representing the 66.6%.

The third item, to determine if the teachers give a proper didactic treatment for the use of ICTs taking into account the development of the oral expression in the

English language, explaining the grammar rules and pronunciation, the correct use of vocabulary during the process of speaking about a selected topic, in only 1 of the observed lessons the teacher treated the process of speaking in English taking into account these aspects, representing the 33,3%, in the rest of the lessons teachers do not demand students to speak and they didn't treat the use of ICTs, representing the 66,3% of the observed lessons.

The Interview:

To students:

This method was applied asking different questions to the students (Annex # 3) to know the different interests and motivations students have. The following results were obtained. See in (Annex # 4)

In the interview, the aspect number one which refers to the students' likeness for the subject 40 students that represent (97.56%) stated affirmative answers and one (2.44%) negative, aspect which reinforces the pertinence of carrying out the work.

In question number two, 8 students (19,51%) said they liked the oral activities practiced in the lessons, the majority of them, 19 students (46,34%) said that sometimes they liked the activities and the rest of students (34,15%) said that they never liked the activities. According to question number two I realized of the importance of motivating students through oral activities.

In question number three,19 students (46,34%) said they liked to speak in English because it was a way for communicating with other persons and express ideas, thoughts and feelings, 22 students (53,66%) said they did not like because it is very difficult for them to express orally. Due to student's answers in question number four, I took into account the importance of speaking English and developing oral expression skills.

In question number four, 26 students (63, 41%) said they often find difficult to understand what the teacher says and 15 students (36, 58%) said they understand the most of the oral explanations the teacher says in the lessons. In last question I

realized of the necessity of looking for different ways to reach all the students while he is speaking.

To teachers:

The interview carried out to the teachers allowed to state that the students face real problems related to the oral expression ability in the English lessons and most of the teacher do not use ICTs within the classes ; it shows that the students do not comprehend the most of the orders given by the teacher and class discussions developed in the lessons, also that the students do not articulate well while speaking in the English language, students also do not give the correct intonation and rhythm to the different questions and answers, they make grammatical mistakes while expressing orally, do not speak fluently while developing an oral situation, and even though almost all the students are interested and motivated in learning English they find difficult to learn a second language.

Pedagogical Test analysis:

For a better verification of the obtained results a pedagogical test was given to students with the objective of proving the oral expression intelligibility in eight graders starting from given real situations. For the application of this instrument was carried out a dialogue (Annex # 5), where were evaluated in pairs 40 students of the selected sample. In this pedagogical test is important to know the meaning of the punctuation marks I chose to evaluate my students such as high users, middle users and low users and the parameters to be evaluated using these punctuation marks. For instance:

- High users are those students who speak fluently, comprehend commands and orders, and have a correct use of grammar rules, a good pronunciation, mastery of new vocabulary and students having a high level of coherence. Students making 1 to 3 mistakes taking into account these parameters will be evaluated as high users.
- Middle users are those students that taking into account the parameters showed above don't have a good mastery of the English

language. Students making from 3 to 6 mistakes taking into account these parameters will be evaluated as middle users.

🔸 Low users are those students that taking into account the parameters showed in the first punctuation mark have a bad use of the English language. Students making more than 6 mistakes taking into account these parameters will be evaluated as low users.

The obtained results were the following: See in (Annex # 6)

1- This pedagogical test proved that the learning level of these students is average because they have difficulties in the English oral expression, in as much as in the oral comprehension are evaluated of high users 7 students (17.50%), 9 of them (22,50%) are evaluated of middle users while 24 students (60%) are evaluated of low users.

2- In the same way, it could be seen that the students' pronunciation has been shown in a very low level, only 8 students (20%) pronounce it in a correct way being evaluated of high users, 11 of them (27,50%) sometimes do it correctly, which are evaluated as middle users and the rest (52,50%) are evaluated of low users.

3- It has been observed that the mastery of the vocabulary fluency by students show a low level because the (50%) of students are evaluated of low users, 13 students (32,50%) use it efficiently sometime, which are evaluated of middle users and only 7 students (17,50%) use it in a proper way being evaluated of high users.

4- Also, it was proved that the students have lack of coherence in the oral communication, only 6 students (15%) are coherent during their speech, 12 of them (30%) sometimes do it being evaluated as middle users and the rest of the group (55%) are not coherent being evaluated of low users.

5- Most of them show difficulties in the assimilitation of the grammatical structures what have been observed that 21 students (52,50%) are evaluated of low users for they do not use them correctly,10 students (25%) as middle users and the rest of the group (22,50%) as high users.

This evaluation was carried out taking into account the parameters stated before.

Survey Analysis:

To be able to confirm the before exposed in the observation guide was carried out a survey to the students with the objective of proving the different motivations and interests of eight graders toward English subject. During the processing and interpretation of this survey were verified the existent problems:

In question number one, it was corroborated that there is a motivational existent problem during classes because the 100% of students would love to use their technological devices but teachers do not support them with ICTs or any media to motivate students.

In question number tow, only 10 students (24,39%) outlined that they always practice English, most of them (43,91%) said that sometimes they do it and 13 students (31,70%) expressed that they never do it.

And in the last question of the survey could be seen that the majority of them (70, 73%) outlined that the English subject does not prepare them for life while only 12 (29, 26%) of them give a positive opinion in regards to this.

2.2. Characteristics of the proposal of teaching activities to develop oral expression in English linked to the use of ICTs in the English teaching learning process.

So this proposal of teaching activities to contribute to the development of the reading skills in the English language is characterized by being flexible, dynamic and integrating.

The teacher will create the necessary conditions and explain the reasons for performing the activity. Subsequently, it will present the activity and then control it.

Flexible: the proposal of teaching activities allows changes in the activities as they develop themselves; according to the content students study so as to develop the oral skills. Also it allows a change according to the proposed objectives, the new communicative situation and the student's characteristics.

Dynamic: it permits the interaction among students and teachers have the possibility to propose other ways to practice reading skills in the English language.

Integrating: the proposal of teaching activities; is based on the needs of integrating the four communicative abilities of the language.

The teaching activities are structured in title, objective, time, organization, materials, orientation, development and evaluation.

- It promotes face to face interaction among students and helps them reach specific learning and interpersonal goals in structured groups.

- It encourages students to interact, ask and answer questions, solve problems and make decisions.

- It enables focused attention to particular lexical items, language structures and communicative functions strategies.

- It enhances learner's motivation and reduces learners stress and creates a positive affective classroom climate.

- Cooperative learning activities are well structured activities.

- All cooperatives learning activities are similar.

The proposal is composed of ten activities and it has the objective of developing the oral skills so as to provide a solution for the stated initial problem.

2.3 Proposal of teaching activities to develop oral expression in English linked to the use of ICTs in the English Teaching learning process.

Unit # 1: Back to School

Activity

Topic: My daily life.

Type of Lesson: Free Practice Lesson

Objective: To express orally about personal information in simple present tense using the functions and notions learned according to the given orientations.

Time: 45 min

Materials: Technological devices such as laptops, smart phones, tablets.

Orientation stage: The teacher will form 4 groups, taking into account students who differ in achievement and gender to work together to achieve shared learning goals and to complete the group assignments and group investigation. The teacher assigns the study subtopics (student's daily life at home, at school, during their free time and the time they spend with their friends), explains how to plan their investigations (The teacher will give the students different bibliography, sources or possible ideas to make it, for example: who are you? What's your name? Where do you study? What do you do on weekends? When do you study? What do you do in the morning, afternoon and evening? And the teacher will also explain how students will divide the work for a better development of the activity), models how to carry out individual tasks and explains how to plan and make presentations (For example: the teacher will explain the different steps to be followed to create a power point presentation). Also, the teacher explains how the final project is going to be evaluated.

Development: Then the assigned leader of the team will distribute the subtopics to the members of the team according to their achievement levels. It will set the dates for revision of the given task. Once the tasks are fulfilled the team plans the presentation bearing in mind the use of the technologies and the way it should be done. When this is finished they consult with the teacher for the final presentation and feedback. Finally, they make the presentation.

Evaluation: Individually the teacher and students evaluate student's coherence, pronunciation mistakes, grammar use and vocabulary use. Students making 1 to 3 mistakes will be evaluated as high users, from 3 to 6 mistakes will be evaluated as middle users and students with more than 6 mistakes will be evaluated as low users. In the case of the group evaluation are taken into consideration creativity, group cohesion, and use of technology, time of exposition and newness of the

work. The final mark is given taking into consideration the individual and the group work where students and the teacher give their opinions.

Unit # 2: What do you like?

Activity

Topic: Talking about my friend's likes and dislikes.

Type of Lesson: Free Practice Lesson

Objective: To express orally about their friend's likes and dislikes in simple present taking into consideration affirmative and negative statements, yes-no questions and information.

Time: 45 min

Materials: Laptops.

Orientation: In previous classes the teacher oriented a task to be made in groups of 4 or 6 students taking into account students who differ in achievement and gender to work together to achieve shared learning goals and to complete the group assignments and group investigation. The teacher assigns the study subtopics (For example: kind of foods, sports, music, movies, clothes, etc), explains how to plan their investigations, models how to carry out individual tasks and explains how to plan and make presentations. The teacher presents the instruction also taking into account their differences and proximity as friends to reach a better environment between them. Also, the teacher explains how the final project is going to be evaluated.

Execution: The group members were supposed to determine the subtopics about their friend's likes and dislikes, to plan their investigations, to carry out individual tasks, and make power point presentations using laptops as a fundamental tool within the activity. Eventually, the teacher and the students will evaluate their projects together and each team will compete to be the best team.

Evaluation: Individually the teacher and students evaluate student's coherence, pronunciation mistakes, grammar use, vocabulary use and oral comprehension. Students making 1 to 3 mistakes will be evaluated as high users, from 3 to 6 mistakes will be evaluated as middle users and students with more than 6 mistakes will be evaluated as low users. In the case of the group evaluation are taken into consideration creativity, group cohesion, and use of technology, time of exposition and newness of the work. The final mark is given taking into consideration the individual and the group work where students and the teacher give their opinions.

Unit # 3: Let's have a party

Activity

Topic: Be ready for the party.

Type of Lesson: Free Practice Lesson

Objective: To express orally the different ways to ask for food and recipes in simple present taking into account the correct use of grammar rules.

Time: 45 min

Materials: Technological devices such as laptops, tablets, smart phones, TV, etc.

Orientation: For this activity the teacher will form pair groups taking into account high achievement students and low achievement students and group investigation. The teacher assigns the study subtopics (For example: different products such as fruits, drinks, meat, etc.), explains how to plan their investigations, models how to carry out individual tasks and explains how to plan and make presentations. The teacher presents the instruction also taking into account their differences to reach a better environment between them. The teacher will prepare a power point with different slides in which there will be countable and uncountable nouns. During the orientation of the activity he will show to the students some examples using the power point to secure student's understanding of what they have to do. Also, the teacher explains how the final project is going to be evaluated.

Execution: Students have to create a dialogue asking and answering each other about the different products they want for their birthday party based on the pictures that the teacher brought to them. During their speeches taking into account the use of technological devices students will show to the rest of the group different pictures about what they want for their birthday party and at the end each student will zapya the pictures to their partners.

Evaluation: Individually the teacher and students evaluate student's coherence, pronunciation mistakes, grammar use, and the correct way of asking for countable and uncountable nouns. Students making 1 to 3 mistakes will be evaluated as high users, from 3 to 6 mistakes will be evaluated as middle users and students with more than 6 mistakes will be evaluated as low users. In the case of the pair group evaluation are taken into consideration creativity, group cohesion, and use of technology. The final mark is given taking into consideration the individual and pair group where students and the teacher give their opinions.

Unit # 4: How can I get to...?

Activity

Topic: I want to go to...

Type of Lesson: Free Practice Lesson.

Objective: To express orally giving directions in a correct way in simple present having in mind the imperative form of verb related to giving directions, prepositions and the different question patterns.

Time: 45 min

Materials: Smart phones and tablets.

Orientation: For the good development of the activity is important to know the individual characteristics from each student and the good preparation they already have from this unit in order to form groups in an organized way. The teacher will form groups from 5 to 6 students to achieve cooperative learning and he will assign a monitor to each group. The teacher with the help of smart phones will zapya

them an App consisting on a GPS. Then he will assign a different avenue to each group and the students have to look for the most important places inside the avenues. The teacher assigns the study subtopics (For example: Directions to get to the museum, the boulevard, the hospital, the police station, the Plaza hotel, etc.), explains how to plan their investigations, models how to carry out individual tasks and explains how to plan and make presentations. The teacher presents the instruction also taking into account their differences to reach a better environment between them. Also, the teacher explains how the final project is going to be evaluated.

Execution: The assigned leader of the team will distribute the subtopics to the members of the team according to their achievement levels. It will set the dates for revision of the given task. Once the tasks are fulfilled the team plans the presentation bearing in mind the use of the technologies such as smart phones and tablets and the way it should be done. Eventually, the teacher and the students will evaluate their projects together

Evaluation: In this activity the teacher will evaluate pronunciation mistakes and grammar rules taking into account simple present and the correct way of giving directions. Students making 1 to 3 mistakes will be evaluated as high users, from 3 to 6 mistakes will be evaluated as middle users and students with more than 6 mistakes will be evaluated as low users. In the case of the group evaluation are taken into consideration creativity, group cohesion, and use of technology. The final mark is given taking into consideration the individual and the group work where students and the teacher give their opinions.

Unit # 5: A visit to a museum

Activity

Topic: I want to know more about him/her.

Type of Lesson: Free Practice Lesson

Objective: To express orally about different personalities in simple past and past continuous taking into account information questions.

Time: 45 min

Materials: Laptops, Tablets and Smart Phones.

Orientation: In the previous class the teacher formed groups from 5 to 7 students taking into account students who differ in achievement to achieve shared learning goals and group investigation. The teacher assigns the study subtopics (For example: famous personalities such as Jose Marti, Fidel Castro, Jose A. Maceo, Maximo Gomez, ect.), explains how to plan their investigations, models how to carry out individual tasks and explains how to plan and make presentations. He assigned a different personality to each group as a task to be made for the development of this activity in which students had to bring some pictures about that person and make a biography using different sources such as Wikipedia or Internet to be prepared for the next class. Also, the teacher explains how the final project is going to be evaluated.

Execution: The activity consist of presenting those pictures to the other groups taking into account the preparation of a power point for the presentation and each member of the different groups have to ask for information related to the personality assigned to each group to guess who he/she is. For example: When was he/she born? Where is he/she from? Was he/she…? Did he/she...?.

Evaluation: In this activity the teacher will evaluate the correct use of grammar rules, oral comprehension, pronunciation mistakes and vocabulary use. Students making 1 to 3 mistakes will be evaluated as high users, from 3 to 6 mistakes will be evaluated as middle users and students with more than 6 mistakes will be evaluated as low users. In the case of the group evaluation are taken into consideration creativity, group cohesion, use of technologies, and newness of the work. The final mark is given taking into consideration the individual and the group work where students and the teacher give their opinions.

Unit # 6: Getting to know more about

Activity

Topic: Who is the person from the video?

Type of Lesson: Semi-Controlled Practice Lesson

Objective: To express orally about what is shown on the video in present and past tenses regarding the past tense of regular and irregular verbs and to ask and answer questions about a famous personality.

Time: 45 min

Materials: Laptop.

Orientation: For the development of this activity the teacher will form groups of 7 to 8 students taking into account gender or ethnicity work together to achieve shared learning goals and to complete the group assignments and group investigation. The teacher will assign a monitor to each group, models how to carry out individual tasks and explains how to plan and make presentations. The teacher will explain the different steps to be followed to ask and answer about famous personalities (For example: How can I learn more about him? What else can you tell me about him? Who is the person on the video? Etc) Also, the teacher explains how the final project is going to be evaluated.

Execution: The teacher will bring to the students a video about an important personality such as Antonio Maceo. At the end of the video the teacher will ask to the students if they comprehended the video through different questions such as personal data shown on the video and what can they say about it. The assigned leader of the team will organize how the group is going to work and at the end he will report to the teacher what happened. Once the tasks are fulfilled the team plans the presentation bearing in mind the use of the technologies and the way it should be done. Students will express orally about the personal data shown on the video and look for new information to improve their marks using their technological devices with the help of different programs such as Wikipedia.

Evaluation: Individually the teacher and students evaluate student's coherence, pronunciation mistakes, grammar use, oral comprehension and vocabulary use. Students making 1 to 3 mistakes will be evaluated as high users, from 3 to 6 mistakes will be evaluated as middle users and students with more than 6 mistakes will be evaluated as low users. In the case of the group evaluation are taken into consideration creativity, group cohesion, and use of technology, and time of exposition. The final mark is given taking into consideration the individual and the group work where students and the teacher give their opinions.

Unit # 7: Planning a weekend trip

Activity

Topic: Guess what your classmates are going to do next weekend.

Type of Lesson: Free Practice lesson

Objective: To express orally about simple messages in simple future using expressions of time.

Time: 45min

Materials: Laptops, smart phones, tablets and other technological devices.

Orientation: The teacher will form 5 groups, taking into account students who differ in achievement and gender to work together to achieve shared learning goals and to complete the group assignments and group investigation. The teacher assigns the study subtopics (For example: visiting the museum, a relative, going to a party, to the beach and to a hotel.), explains how to plan their investigations, models how to carry out individual tasks and explains how to plan and make presentations. Also, the teacher explains how the final project is going to be evaluated.

Execution: Then the assigned leader of the team will distribute the subtopics to the members of the team according to their achievement levels. It will set the dates for revision of the given task. Once the tasks are fulfilled the team

plans the presentation bearing in mind the use of the technologies and the way it should be done.

Evaluation: Individually the teacher and students evaluate student's coherence, pronunciation mistakes, grammar use, oral comprehension and vocabulary use. Students making 1 to 3 mistakes will be evaluated as high users, from 3 to 6 mistakes will be evaluated as middle users and students with more than 6 mistakes will be evaluated as low users. In the case of the group evaluation are taken into consideration creativity, group cohesion, and use of technology, and time of exposition. The final mark is given taking into consideration the individual and the group work where students and the teacher give their opinions.

Unit # 8: Preparing for the Olympic Games

Activity

Topic: Talking about sports.

Type of Lesson: Free Practice Lesson

Objective: To express orally about sports in simple present regarding questions patterns related to likes and dislikes studied in previous units.

Time: 45min

Materials: Technological devices such as laptops, tablets, smart phones and others.

Orientation: The teacher will form 4 groups, taking into account students who differ in achievement and gender to work together to achieve shared learning goals and to complete the group assignments and group investigation. The teacher assigns the study subtopics (For example: make a list of the different sports that are practiced in Cuba and say some characteristics about these sports, look for information about famous athletes in Cuba, What are your favorites sports and why? What is the international sport in Cuba and give examples), explains how to plan their investigations, models how to carry out individual tasks and explains how

to plan and make presentations. Also, the teacher explains how the final project is going to be evaluated.

Execution: Then the assigned leader of the team will distribute the subtopics to the members of the team according to their achievement levels. It will set the dates for revision of the given task. Once the tasks are fulfilled the team plans the presentation bearing in mind the use of the technologies and the way it should be done.

Evaluation: Individually the teacher and students evaluate student's coherence, pronunciation mistakes, grammar use, oral comprehension and vocabulary use. Students making 1 to 3 mistakes will be evaluated as high users, from 3 to 6 mistakes will be evaluated as middle users and students with more than 6 mistakes will be evaluated as low users. In the case of the group evaluation are taken into consideration creativity, group cohesion, and use of technology, and time of exposition. The final mark is given taking into consideration the individual and the group work where students and the teacher give their opinions.

Unit # 9: At the Hospital

Activity

Topic: Giving and asking for advices.

Type of Lesson: Free Practice Lesson

Objective: To express orally about giving and asking for advices in simple present having in mind the comparative forms.

Time: 45min

Materials: technological devices such as smart phones and tablets.

Orientation: The teacher will form 6 groups, taking into account students who differ in achievement and gender to work together to achieve shared learning goals and to complete the group assignments and group investigation. The teacher assigns the study subtopics (For example: A doctor-patient interview, a teacher-

student interview, a student-student interview, a job interview, a sports interview and a parents-son/daughter interview), explains how to plan their investigations, models how to carry out individual tasks and explains how to plan and make presentations. Also, the teacher explains how the final project is going to be evaluated.

Execution: The activity consists of recording videos about the different interviews they will have according to the subtopic that was assigned to each group having in mind the use of their technological devices. The leader of each group will show these videos to the other groups and will discuss about the different advices they gave and asked for.

Evaluation: Individually the teacher and students evaluate student's coherence, pronunciation mistakes, grammar use, oral comprehension and vocabulary use. Students making 1 to 3 mistakes will be evaluated as high users, from 3 to 6 mistakes will be evaluated as middle users and students with more than 6 mistakes will be evaluated as low users. In the case of the group evaluation are taken into consideration creativity, group cohesion, and use of technology. The final mark is given taking into consideration the individual and the group work where students and the teacher give their opinions.

Unit # 10: A letter for a friend

Activity

Topic: A faster way to send a letter.

Type of Lesson: Free Practice Lesson

Objective: To express orally about different activities in the present, pas and the future having in mind all the content studied till this unit.

Time: 45min

Materials: Technological devices such smart phones and tablets

Orientation: The teacher will form pair groups, taking into account students who differ in achievement and gender to work together to achieve shared learning goals and to complete the group assignments and group investigation. The teacher assigns the study subtopics (For example: different subjects and exams, greetings, what they want to do on summer vacations, news about their family, school year, news about their friends, etc.), explains how to plan their investigations, models how to carry out individual tasks and explains how to plan and make presentations. Also, the teacher explains how the final project is going to be evaluated.

Execution: For the presentation of this activity students will write a letter to the other member of the team using their phones and tablets as a fundamental tool in which they will use different applications such as TODUS, SIJU, FACE BOOK, ZAPYA, etc. to send the letter in a faster way. Then they will compare the content inside the letter in order to express orally about the different activities or information related to their friends' letter.

Evaluation: Individually the teacher and students evaluate student's coherence, pronunciation mistakes, grammar use, and the correct way or different steps to write a letter. Students making 1 to 3 mistakes will be evaluated as high users, from 3 to 6 mistakes will be evaluated as middle users and students with more than 6 mistakes will be evaluated as low users. In the case of the pair group evaluation are taken into consideration creativity, group cohesion, and use of technology. The final mark is given taking into consideration the individual and pair group where students and the teacher give their opinions.

3.Evaluation of the effectiveness of the proposal of teaching activities to contribute to the development of oral expression in eighth graders from Ramon Leocadio Bonachea junior high school.
4.1- Final results from the pedagogical test after the application of the proposal of teaching activities to contribute to the development oral expression in eighth graders from Ramon Leocadio Bonachea junior high school.

Pedagogical test:

To know the current stage of the problems related to the development of the English oral expression in eighth graders students from Ramon Leocadio Bonachea junior high school.

A second pedagogical test was applied after the proposal of cooperative learning activities was applied on students with the objective to verify the development of the oral expression in eighth graders from Ramon Leocadio Bonachea junior high school. The final pedagogical test was applied using a communicative situation similar to the one used for the initial diagnosis and it was evaluated taking into account the same parameters. And the final results were the following. See in (Annex # 7)

1- The second application of this pedagogical test proved that there is an improvement in the English oral expression, in as much as in the oral comprehension, are evaluated of high users 18 students (45%), 12 of them (30%) are evaluated of middle users while 10 students (25%) are evaluated of low users.

2- In the same way, students' pronunciation has been improved, 22 students (55%) pronounce it in a correct way being evaluated of high users, 7 of them (17.50%) sometimes do it correctly, which are evaluated as middle users and the rest (27,50%) are evaluated of low users.

3- It has been observed that the mastery of the vocabulary fluency by students increased, because the (37,50%) of students are evaluated of low users, 6 students (15%) use it efficiently sometime, which are evaluated of middle users and 19 students (47,50%) use it in a proper way being evaluated of high users.

4- Also, it was proved that the students showed a better coherence in the oral communication, 13 students (32.50%) are coherent during their speech, 17 of them (42.50%) sometimes do it being evaluated as middle users and the rest of the group (25%) are not coherent being evaluated of low users.

5- In this parameter I realized that there are still some difficulties in the assimilitation of the grammatical structures but we can see that there was

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an improvement in relation to the initial stage, 16 students (40%) are evaluated of low users for they do not use them correctly, 9 students (22.50%) as middle users and the rest of the group (37.50%) as high users.

Differences between the results obtained from the pedagogical test in the initial and final diagnosis of the research.

A comparison was made between the initial and final results from the pedagogical test with the objective to evaluate the effectiveness of the proposal of cooperative learning activities to develop oral expression in eighth graders from Ramon Leocadio Bonachea junior high school. The results are explained as follows.

1- The initial diagnosis proved that the learning level of these students is average because they have difficulties in the English oral expression, in as much as in the oral comprehension, are evaluated of high users 7 students (17.50%), 9 of them (22,50%) are evaluated of middle users while 24 students (60%) are evaluated of low users. After the application of the proposal the final diagnosis proved that there is an improvement in the English oral expression, in as much as in the oral comprehension, are evaluated of high users 18 students (45%), 12 of them (30%) are evaluated of middle users while 10 students (25%) are evaluated of low users.

2- In the initial diagnosis, students' pronunciation has been shown in a very low level, only 8 students (20%) pronounce it in a correct way being evaluated of high users, 11 of them (27,50%) sometimes do it correctly, which are evaluated as middle users and the rest (52,50%) are evaluated of low users. After the application of the proposal, students' pronunciation has been improved, 22 students (55%) pronounce it in a correct way being evaluated of high users, 7 of them (17.50%) sometimes do it correctly, which are evaluated as middle users and the rest (27.50%) are evaluated of low users.

3- In the initial diagnosis the mastery of the vocabulary fluency by students show a low level because the (50%) of students are evaluated of low users, 13 students (32,5%) use it efficiently sometime, which are evaluated of middle users and only 7 students (17,50%) use it in a proper way being evaluated of high users. After the application of the proposal it was

observed that the mastery of the vocabulary fluency by students increased, because the (37,50%) of students are evaluated of low users, 6 students (15%) use it efficiently sometime, which are evaluated of middle users and 19 students (47,50%) use it in a proper way being evaluated of high users.

4- In the initial diagnosis was proved that the students have lack of coherence in the oral communication, only 6 students (15%) are coherent during their speech, 12 of them (30%) sometimes do it being evaluated as middle users and the rest of the group (55%) are not coherent being evaluated of low users. After the application of the proposal it was proved that the students showed a better coherence in the oral communication, 13 students (32,50%) are coherent during their speech, 17 of them (42,50%) sometimes do it being evaluated as middle users and the rest of the group (25%) are not coherent being evaluated of low users.

5- In the initial diagnosis most of them showed difficulties in the assimilitation of the grammatical structures, 21 students (52.50%) are evaluated of low users for they do not use them correctly, 10 students (25%) as middle users and the rest of the group (22.50%) as high users. After the application of the proposal I realized that there are still some difficulties in the assimilitation of the grammatical structures but we can see that there was an improvement in relation to the initial stage, 16 students (40%) are evaluated of low users for they do not use them correctly, 9 students (22.50%) as middle users and the rest of the group (37.50%) as high users.

CONCLUSION

1. The bibliography consulted permitted to deepen into the principal methodological bases that support the use of ICTs taking into account the development of the oral skills in English, as well as the contribution of the efficient use of cooperatives learning activities supporting the development of this language skill in junior high education.

2. Different methods and instruments that were put into practice in the initial stage and the diagnosis confirmed the existence of potentialities and limitations like the use of ICTs in the English teaching learning process and the student's difficulties when expressing orally in English about the studied topic.

3- The proposal of teaching activities allowed showing the strengths for the development of the oral skills in English. The activities applied are characterized by being flexible, integrating and developmental and they respond to the needs and specific conditions of student's characteristics.

4- The final diagnosis made after the application of the proposal of teaching activities, with the use of ICTs, corroborated that they are effective, because there was a higher level of the analyzed indicators directed to favor the students' development of the oral skills. After the application of the proposal of teaching activities designed, the development of the oral skills through the use of ICTs was clearly seen in the student's behavior and progress.

RECOMMENDATIONS

To continue looking for alternatives from the scientific stand point mainly from the pedagogical research to improve the obtained results regarding the development of the oral skills in the English language in junior high education through the use of ICTs.

It is recommended to socialize the results of the paper work in different forums and scientific events.

It is also recommended to continue deepening on this field for further works in English Junior High Education.

This paper work can be used as bibliography in the English lessons.

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ANNEXES

Annex # 1

Scientific Observation:

Objective: to verify how the teaching-learning process of the English language is developed, and the different strategies teachers use for a better use of ICTs taking into account the development of the oral expression in the English language in eighth graders from Ramon Leocadio Bonachea junior high school.

Chart # 1: Scientific Observation Guide

Aspects	Always	Never
1-The teacher´s role in using ICTs within the class taking into account the development of the oral skills in the English language, since the first part of the lessons including basic aspects such as: the correct use of ICTs, students working with their technological devices and the way ICTs are selected for a better development of the lesson		
2-The teacher´s role to motivate students through the use of ICTs during the lesson, propitiating cooperative learning through the use of communicative situations derived from the studied content.		
3-To determine if the teachers give a proper didactic treatment for the use of ICTs taking into account the development of the oral expression in the English language, explaining the grammar rules and pronunciation, the correct use of vocabulary during the process of speaking about a selected topic		

Annex # 2

Chart# 2: Results from the Scientific Observation analysis

Aspects	Always	%	Never	%
1- The teacher´s role in using ICTs within the class taking into account the development of the oral skills in the English language, since the first part of the lessons including basic aspects such as: the correct use of ICTs, students working with their technological devices and the way ICTs are selected for a better development of the lesson.	1	33,3	2	66,6
2- The teacher´s role to motivate students through the use of ICTs during the lesson, propitiating cooperative learning through the use of communicative situations derived from the studied content.	1	33,3	2	66,6
3-To determine if the teachers give a proper didactic treatment for the use of ICTs taking into account the development of the oral expression in the English language, explaining the grammar rules and pronunciation, the correct use of vocabulary during the process of speaking about a selected topic.	1	33,3	2	66,6

Annex # 3

Interview:

Objective: it was employed in order to know about the different interests and motivations students have, related to the subject and the development of the oral expression ability in English, and also, to know what some professors think about the difficulties that exist related to the use of the oral expression ability in the English lessons in eighth graders from Ramon Leocadio Bonachea junior high school.

Questions:

1- Do you like English subject?

___Yes   ___No

2- Do you enjoy practicing oral activities?

___Yes   ___Sometimes   ___No

3- Do you like to express in English language?

___Yes   ___No

4- Do you understand the teacher's orders?

___Yes   ___No

Annex # 4

Chart# 3: Results obtained from the interview

Aspects	Yes	%	Sometimes	%	No	%
1Likeness for the subject.	40	97,56			1	2,44
2Likeness for practicing oral activities.	8	19,51	19	46,34	13	34,15
3Likeness for expressing in English.	19	46,34			22	53,66
4Understanding of the teacher's commands.	15	36, 58			26	63, 41

Annex # 5

Pedagogical Test:

Objective: to determine the development of the oral expression in the English in eighth graders from Ramon Leocadio Bonachea junior high School.

In this initial diagnosis from the Pedagogical test a pair work was putting into practice and different parameters were taking into account.

Pair works.

The teacher will give some situations and the students should make a dialogue from it.

Example # 1

St A: You are new at the neighborhood. Try to make a new friend.

St B: You are visiting Trinidad and you do not know where the museum is. Ask for directions.

Example # 2

St A: You made a new friend. Tell him what you like to do during your free time.

St B: You want to spend your vacations in a nice place. Ask for suggestions.

Annex # 6

Chart# 4: Results obtained from the Pedagogical Test. Initial Stage

Parameters	High	%	Middle	%	Low	%
Oral comprehension	7	17.50	9	22,50	24	60
Pronunciation	8	20	11	27,50	21	52,50
Vocabulary	7	17,50	13	32,50	20	50
Coherence	6	15	12	30	22	55
Grammar	9	22,50	10	25	21	52,50

Annex # 7

Chart# 5: Results obtained from the Pedagogical Test. Final Stage

Parameters	High	%	Middle	%	Low	%
Oral comprehension	18	45	12	30	10	25
Pronunciation	22	55	7	17,50	11	27,50
Vocabulary	19	47,50	6	15	15	37,50
Coherence	13	32,50	17	42,50	10	25
Grammar	15	37,50	9	22,50	16	40

Annex # 8

Survey:

Objective: To diagnose the students' level of motivation towards the English Language and to speak in English.

1- Would you like to use your technological devices within the classes?

___Yes   ___Sometimes   ___No

2- Do you like to practice English?

___Yes   ___Sometimes   ___No

3- Do you think that the English subject prepare you for your future life?

___Yes   ___No

Annex # 9

Chart# 6: Results obtained from the Survey.

| Aspects	Yes	%	Sometimes	%	No	%
1The use of ICTs within the classes	41	100				
2If students like to practice English.	10	24,39	18	43,91	13	31,70
3If students think that English subject prepare them for their future life.	12	29, 26			28	70,73

Annex # 10

Graphic from the Pedagogical Test:

Initial Stage Analysis:

Results obtained from the Pedagogical Test. Initial Stage
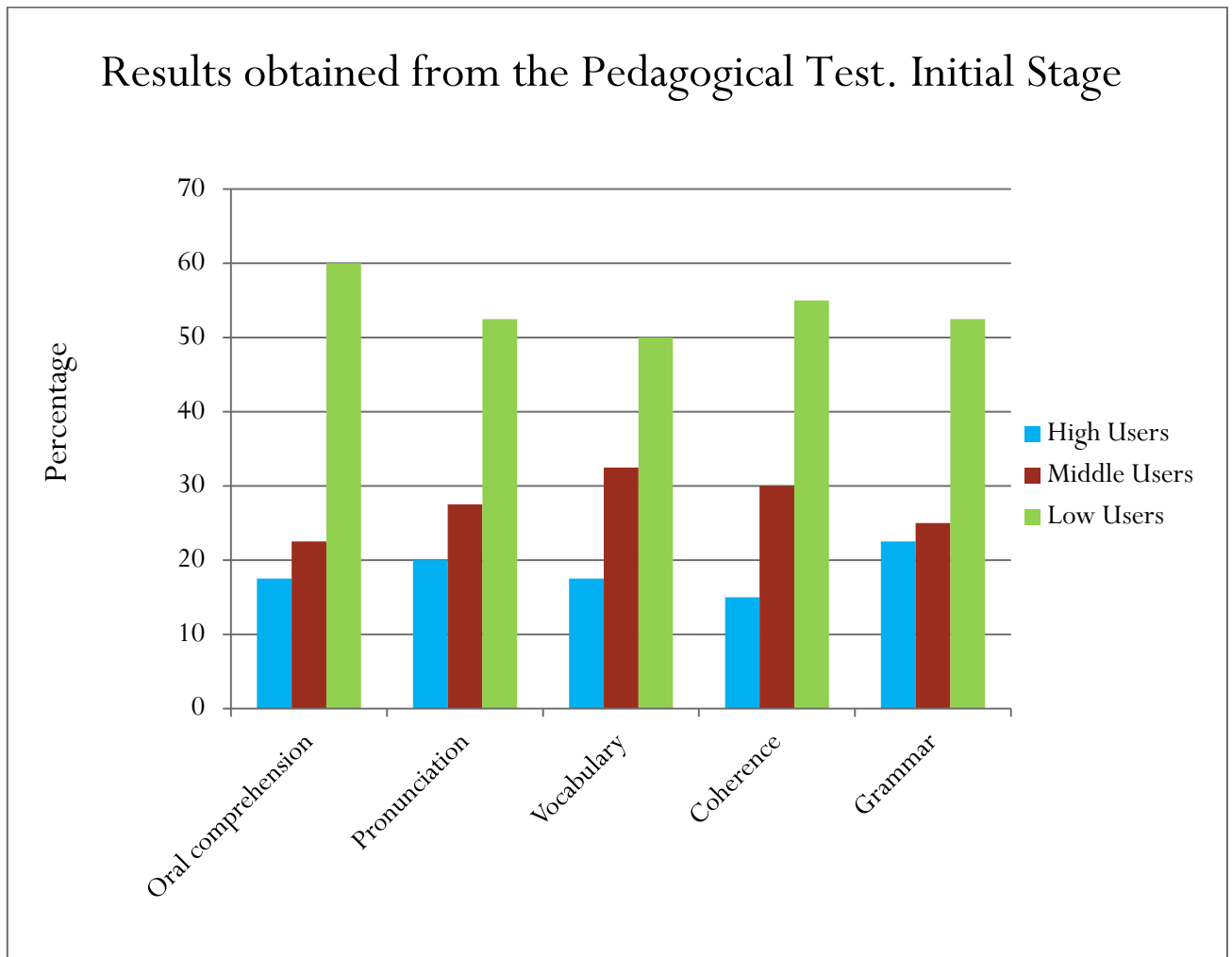
Annex # 11

Graphic from the Pedagogical Test:

Final Stage Analysis:

Pedagogical Test: Final Stage
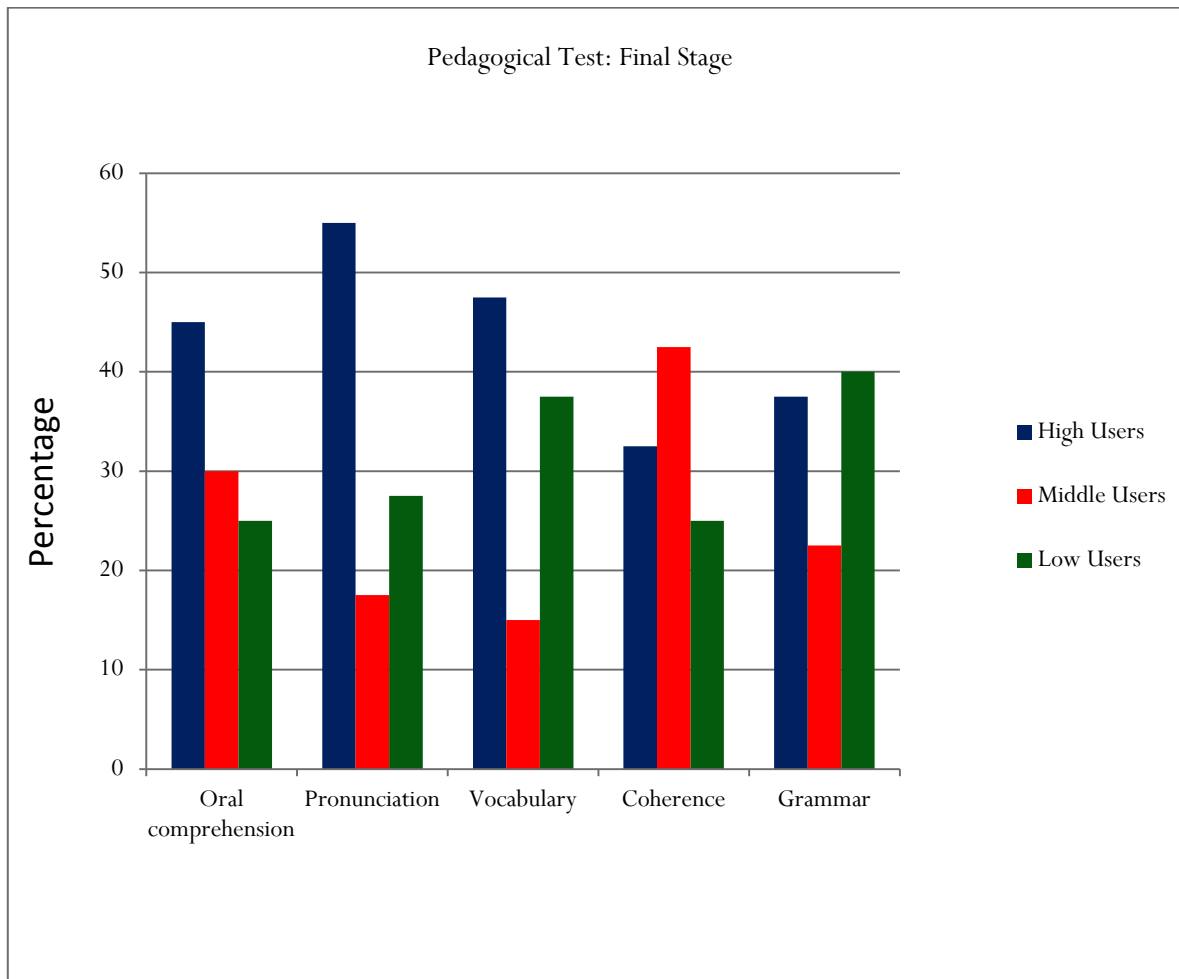
Annex # 12

Comparison between the Final Stage and Initial Stage from the pedagogical test:

Comparison between the initial and the final stage from the pedagogical test.