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DE EDUCACION**

**CIENCIAS DE LA EDUCACION MENCION INGLES**

**RESEARCH PROJECT**

USEFUL ACTIVITIES TO ENHANCE THE SPEAKING SKILLS THROUGH THE  
USE OF SMART BOARD IN 3<sup>RD</sup> BASIC EDUCATION YEAR AT UNIDAD  
EDUCATIVA "JEAN PIAGET" (ALBOHISPANO) HIGH SCHOOL DURING THE  
SCHOOL YEAR 2016-2017.

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**2016 - 2017**

## CERTIFICACIÓN DE ACEPTACIÓN DEL TUTOR

En mi calidad de Tutor del Proyecto de Investigación, nombrado por el Consejo Directivo de la Facultad de Educación- Carrera de Ciencias de la Educación mención Inglés.

### CERTIFICO

Yo, **Francisco Villao Villacres**, certifico que el Proyecto de Investigación con el tema: **“USEFUL ACTIVITIES TO ENHANCE THE SPEAKING SKILLS THROUGH THE USE OF SMART BOARD IN 3RD BASIC EDUCATION YEAR AT UNIDAD EDUCATIVA “JEAN PIAGET” (ALBOHISPANO) HIGH SCHOOL”**, ha sido elaborado por las señoritas **Melanny Elizabeth Malucin Guerrero & Katherine Cecibel Villacís Velastegui**, bajo mi tutoría y que el mismo reúne los requisitos para ser defendido ante el tribunal examinador, que se designe al efecto.

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**MSC. Francisco Villao Villacres**

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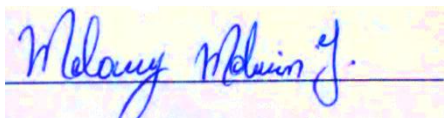
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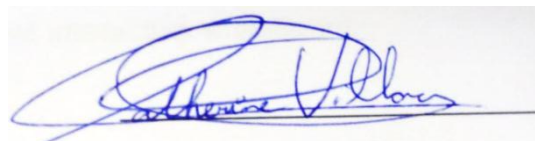
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**Melanny E. Malucin Guerrero**



**Katherine C. Villacís Velastegui**

## **ABSTRACT**

The main purpose of this research project is to enhance speaking skills using useful activities through the use of smart board in third graders students at Unidad Educativa “Jean Piaget” (Albohispano) High School. For achieving this goal, the objectives were to determine the relationship between classroom activities and the development of speaking skill ability in the English language through the use of smart board. As a part of our research instruments, we have class observation, interview for the principal, surveys to teachers, students, and parents in order to know the difficulties that they are facing. Analyzing and comparing the information obtained with the instruments, it was many reasons that affected the development of speaking skill, most of them had difficulties to speak due to lack of useful activities. Later on, working on the results of teachers, parents and students we could maintain a good environment during English classes. We got a great experience with useful activities through smart board. Finally, after making conclusions, some recommendations have been made for the institution in order to improve speaking applying useful activities through the use of Interactive whiteboard.

## **ACKNOWLEDGEMENT**

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## DEDICATION

This research project is dedicated to our family, who showed us that we can reach our dreams if we fight for them, and our friends who have supported us those days throughout the process. We will always appreciate all they have done for us.

*“We learned for our parents, face any problems and do not give up!”*

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# CHAPTER 1

## 1. INTRODUCTION

### 1.1 BACKGROUND OF THE PROBLEM

English speaking skills is one of the four competences taught at the basic level that the students have to develop in the learning process. However, the situation of teaching in many educational institutions does not get good results in the acquisition of speaking skills due to lack of activities. According to educational curriculum, all the institutions must be based on the international standards. In consequence, English will have the same importance as other subjects.

Nowadays, a global connection could be established using specific effective technology in classrooms in which students can connect with the real life at the time to talk about different worldwide topics. The new Ecuadorian educational institutions of “Millennium” (UEM) are public schools which have a higher academic standard in pedagogical, technical, and innovative concepts because it is focused on the development of language skills applying useful activities through the smart board.

Studies have affirmed that Ecuador has a limited knowledge and poor performance in English learning due to lack of useful effective strategies in English language teachers. For that reason, it is recommended to apply suitable activities according to the world tendency using smart board in schools, so students will be able to have the opportunity to interact with their classmates and get better academic results.

Some studies at Unidad Educativa “Jean Piaget” (Albohispano) High School have shown lack of interests because of the poor use of current technological resources, and teachers without any ICT’s knowledge, that

produces discouragement in student's learning process to improve the ability of speaking language acquisition.

## **1.2 STATEMENT OF THE PROBLEM**

Teachers must apply useful activities through technological resource and innovated strategies using smart board inside the classroom in order to catch the students' attention and avoid traditional method presented in teachers who do not have enough knowledge to handle with the new technologies. It is also observed students writing and copying the class but do not demonstrate their oral production on real time such as dialogues, pair works and group works. Teachers must be capable with this interactive tool and the school community must consider this technology as a supporting instrument which enhances the students' competence. Therefore, it is necessary to ask the following question: What is the relationship between useful activities through the use of smart board to enhance the speaking skills in 3<sup>rd</sup> basic education year at Unidad Educativa "Jean Piaget" (Albohispano) high school?

## **1.3 PURPOSE OF THE STUDY OR GENERAL OBJECTIVE AND SPECIFIC OBJECTIVES**

### **BROAD**

- To determine the relationship between useful activities in order to improve Speaking skill through the use of smart board in 3<sup>rd</sup> basic education year at Unidad Educativa "Jean Piaget" (Albohispano) high school.

### **SPECIFIC**

- To diagnose the speaking skill development in order to know the students' level competence using observation guidance.



- To diffuse useful activities through the use of smart board in order to enhance the speaking skills using workshops for teachers and students.
- To apply the necessary didactic activities to improve Speaking skill process using the smart board.
- To evaluate the enhancement of Speaking skills by using Smart Board technology through the observation guidance.

#### **1.4 SIGNIFICANCE OF THE STUDY**

The topic has been chosen because it is considered that nowadays some Ecuadorian educational institutions have some problems to teach students the four language skills in a foreign language especially the speaking skill. The main problem observed in this school is the lack of many strategies applied in teachers for a better significant learning process for that reason, is necessary to implement something useful inside the classrooms in order to improve the language skills in a foreign language. The purpose of this study is to achieve a good students' proficiency and a good linguistic development showing that the smart board is an important resource because it is connected by the technology. The technology increase the students' interest and it has full of advantages for everything. So, the significance of this project is based on how to enhance and increase the Speaking skill development in children from 3rd basic education year using Smart Board applying useful activities in order to obtain efficient results.

The smart board is so important and relevant in our society as it has improved the language skill especially at primary school because children are easy to get distracted and they need an innovate tools to retain the information easily. Through this project we will show the importance of methodological strategies in the learning process using useful activities through the smart board to enhance the speaking skill.

This study implicates to solve a practical problem that occurs in some educational institutions through the smart board based on useful activities to

develop speaking skills. It is based on teachers, and the training because it is so important to know how to use the smart board and the benefits that brings it.

The primary education is primordial for children because it is a base of their integral development of human beings in the other hand, teacher's role must have a continuously updated about their academic and pedagogic knowledge in order to obtain an integral education. For that reason, teachers must know the technology and its benefits and students will have an inclusive environment.

The study is focused on workshops that it will help teacher and students to understand how to use the smart board effectively and students will get a good level in English and establish a conversation without any problem.

## 1.5 SCOPE AND DELIMITATION OF THE STUDY

**Name of the Institution:** Unidad Educativa “Jean Piaget” (Albohispano) High School.

**Primary Director:** Mgs. Marlene Moreira Santana

**Location:** Cdla. Guayacanes, Av. Pdte Tamayo Mz 97 y 97A

**Province:** Guayas, Guayaquil

**Area:** North

**Parish:** Tarqui

**Course:** 3<sup>rd</sup> basic education year

**Section:** “A”, “B”

**Number of Ss:** 57students

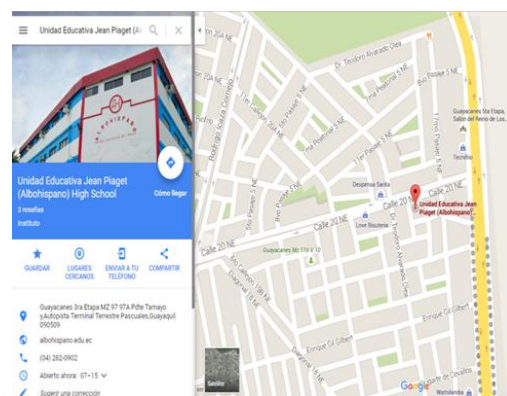


Figure 1. Map and direction to Jean Piaget (alboHispano) High school

## **CHAPTER 2**

### **2. LITERATURE REVIEW**

#### **2.1. INTRODUCTION**

This research is based on the development of English speaking skills through the use of smart board. The main objective during the English classes is motivating students' communicative skills through useful activities in order to enhance a new process of English Language acquisition by using smart board technology. This tool can be useful and also an appropriate technological device, because it is very interactive, dynamic, easy to use and even the students and teachers can maintain a good environment inside their classrooms. In that way teachers can organize better classes and also maybe create virtual classes and evaluate students' performance.

#### **2.2. THEORETICAL REVIEW**

The four language skills are necessary in the communicative process; it is a period that begins since you were born. First, you learn to listen, after that you learn to speak; some years later in the school you develop reading and writing skills. It is important to mention that all the four skills are related one to each other; there are two ways: the direction of communication (in or out) it means the transmission of information and the method of communication (spoken or written) = the form in which the message can be send it.

During the learning process students must be develop the four language skills in the schools. Most of the teachers spend time improving the speaking skills through the use of English grammar and vocabulary books. For that reason, this research will be basic on the English speaking skills. First of all, it is necessary to know about the language skills, what the bases in speaking skills are and how to improve students' proficiency.

## **SMART BOARD AS AN EFFECTIVE TECHNOLOGICAL DEVICE**

Over the years, technology has been implemented to enhance the quality of teaching. Technology brings good opportunities for new ways of teaching and learning. (Baser, 2016), affirmed “It was revealed that using different kinds of technology can have positive impacts on students’ progress in different educational contexts in general. These benefits are multidimensional and comprehensive encompassing cognitive, metacognitive, and affective domains of learning.” Nowadays, many educational institutions have access to internet using a variety of technological resources such as Smart Board. It is well-known in the educational systems because of its advantages.

Smart boards are useful academic tools which facilitate teachers and students through a collaborative learning, providing flexibility, multimedia ability, interactivity, and save-drawing/file, focusing on creating an interactive class using a virtual whiteboard, electronic textbooks, and the World Wide Web over a networked environment to encourage class participation and discuss any topics related to the English class. Collaborative learning has four characteristics like: Sharing knowledge and ability, mediation, and heterogeneity.

Smart board system has three parts: a computer with notebook software, projector, and the whiteboard. Smart interactive white board is connected by a computer. This electronic device allows teachers to write either on the computer or on the board, watch videos, and send some information via Internet. Teachers can change their traditional methodology with an interactive class where students can learn with only touching the screen surface or just make a click on the icon shown on the Smart board.

## **TECHNOLOGY AS A TOOL TO BRIDGE THE EDUCATION GAP**

Technology has been a great global impact in our society and it makes our life easier. The technology is used for communicating and English language learning process. Technology has changed in many teachers’ methods as (Bakir, 2016) claimed “Advances in technology and the development of new and powerful educational tools brought technology integration into instructional practices.” (p.1). According to Bakir, teachers increase student’s motivation using technology and

change their traditional classroom with a successful and exciting virtual and technological class, helping student to encourage through a virtual education.

The use of technology as a tool for teachers is the best way to offer students new pedagogic tendency according to the new technologic era. English teaching and learning process in the class should be connected with effective didactic strategies and innovated activities. In this way, children's participation will increase and there will be a progress in the students' perception. Definitely, technology brings good results and it is the best invention for the education because students love working using technology.

Technology in education is crucial in teaching and learning process as a result of different learning styles. Not all the students learn at the same way, so educators have the responsibility to look for several strategies for each student. (Alghamdi, 2015), affirmed "Educators should have suitable technical and pedagogical skills in using IWBs in classrooms to enhance their performance." For that reason, technology is very useful in the classroom because it brings students' academic resources in order to comprehend what they learn. There are many benefits to teach and learn a foreign language using technology, because students will have active, dynamic and enthusiastic classes, and students can catch their attention easily.

There are a variety of accessible technology resources used by the teachers in their students such as interactive whiteboards, which may give a big potential possibility to find the students' needs related to learning acquisition and motivating them with Interactive whiteboards, a touch-sensitive board that let students to work directly with applications without using computer physically. Different information, pictures, charts, videos, graphics, and animations are shown onto the board directly, and teachers will be able to create interactive lessons to increase the students' interest during the learning process.

Using smart board in the classrooms requires having knowledge of how to interact with software that contains a variety of programs. Teachers must look for some useful information before using this device, so they will get several advantages for learning and teaching language. An interactive smart board allows

the users interact with a dynamic and multimedia content, take notes in digital ink, save and distribute the material immediately and easily. (Governor Business Solutions, 2014), affirmed “SMART boards put simply, are a sophisticated replacement of the traditional overhead projector. Over the years, this cutting-edge technology has proved popular for students of all ages.” According to solutions, smart boards are effective in the actual world because they have become an important resource for the students’ learning and teachers’ instructional strategies.

The digital interactive device changes the learning environment in a virtual world where students increase their class participation. Producing a great improvement in students’ comprehension, as it creates a dynamic class through the multi-touch functions; students can learn easily using fingers on, in order to write onto the board or even using markers. They do not need to use special tools and menus, just have to come to the digital board and start to work immediately.

## **SMART BOARDS AS AN ESSENTIAL RESOURCE IN THE CONTEMPORARY WORLD**

The smart board integration in the education has presented some challenges not only schools, even in teachers’ teaching proficiency. Educators have the responsibility to prepare themselves in order to increase their professional development considering digital white boards as an important tool for understanding a foreign language. Recent tendencies about foreign language education have focused on the importance of learning through the use of smart board showing that it has become an essential tool for teaching in today’s world. It can be used in a variety of ways to enhance the English learning. In spite of, some educational institutions rarely apply this tool as an essential resource in their classes.

(Caron, 2011), affirms in his article about Smart teaching with interactive whiteboards:

The words “interactive whiteboard” or “smart board” have been tossed around in school board meetings and classrooms frequently

for the better part of a decade, but only in the past few years have these modernized chalkboards really caught on in actual classrooms (pag.1)

According to Caron, smart board has been accepted today due to different advantages in the students' learning process. Teachers have noticed the effective teaching and learning results on the students. Besides, the tool usage is easy to manage with a touch screen designing a pedagogical learning environment in the classroom. An important point of the smart board application is to increase the students' discussions, making group work and promoting the flexibility and confidence in teachers and students. Therefore, educators will be able to focus on the good educational function using suitable methodological strategies.

Some studies state that technology has enabled students to develop their four language skills reading, listening, speaking and writing. In addition, it is also important to build students' confidence during the classes. The use of technology has improved the education through the smart board implementation. Nowadays, digital interactive whiteboards are being used in most of the classrooms to encourage students through interactive activities, so teachers and students have the benefits to find all kind of information by using this new technological device, which is also connected on internet and computers, showing different ways to teach children and teenagers according to the new modern tendency in our society.

(Saine, 2012), in his book titled Computers in the classroom affirms, "Teachers claim when students are engaged in digital literacy activities, the students see these tools as exciting and unique, but often not as schoolwork". English learning technologies have enriched the educational quality, in that way teachers can use many interactive resources and increase the possibility to have good results.

## **SMART BOARD IN ENGLISH FOREIGN LANGUAGE CLASSES**

Smart board is an interactive electronic whiteboard, and it is a beneficial device in foreign language teaching for the students' feedback and the teachers' input. If it is used correctly, it could increase students' proficiency but if it is used incorrectly, it could be worse than a chalkboard. Consequently, teachers must use it smartly, and they must be carefully with that equipment. Smart board encourages and facilitates the students learning process promoting several kinds of activities in a foreign language.

There are three different ways to develop teaching learning language in kids using the interactive whiteboards. First, it can be used for the presentation of new linguistic and cultural elements. Second, it is a useful resource to increase the classroom interaction, and third, it promotes the teacher's organizational skills. The main feature of smart board is to show new linguistic and cultural elements; in that way, teachers create their own lessons more interactive and interesting on a Notebook document. Besides, the instructor can use broad writing features that help to develop students' skills making documents readable. Documents can be saved and displayed at any time. Writing features of smart board allows teachers to present web sites where they can examine any file in a maximum depth instead of a traditional presentation.

Smart Board also facilitates web site navigation. Another use of smart board is the creation of educational fun activities in which students feel confident because of the teachers' strategies. Applying activities through the use of smart board is greater in foreign language classes because the teacher knows what aspects of English are difficult for the students, so educators adjust the activities according the students' level. The most important of use of smart board is that it improves conversations and permits to interact in the class. It is crucial for teachers to focus on the students' language production, not on technical issues. Finally, it helps to communicate avoiding students 'concern about the vocabulary right away.



Activities that support the learning process such as oral skills, cognitive, and student's motivation like a web text which can improve oral interaction in the classroom and increase the class participation where students can feel free to express opinions or ideas and also exchanging information. In fact, the class may interact in a particular web site which they feel comfortable. Activities helps the cognitive process because the smart board permits to overwrite any projected document so it gives a facility to the students do not get lose and know that teacher wants to select from the document. For instance, if the teacher wants to deepen any grammatical structure, students can underline it with different colors. It facilitates them to organize the new concepts acquired in the learning. Smart board provides different kinds of learning processes. There are activities that required the use of two windows. One of them use the windows displaying an original web page in the target language, in the second window shows the teacher's instructions on this web document. One of the most important features of a web document is that it is non-linear. The application of links is a tool what can take a document to new levels. When the teacher gives feedback, students have the opportunity to improve the foreign language skills. Each student can look some mistakes, autocorrected them by overwriting the paper projected on the Board. This type of correction facilitates students to get an improvement in the English language. Activities help students' motivation and emulation because students love writing with their finger. They like the digital world where they find fun and enjoy the class. Many students have shown that is crucial the state of students both physical and emotional so students can learn better if they fell secure and have a good educational environment.

On the other hand, there are some difficult aspects that have the use of smart board in the foreign classes. First, teachers must be oriented how to use the smart board properly because if they do not know the tools and the many advantages of those devices, they will not improve their class and waste their time. Another difficult aspect is the quality of writing; teachers must be careful about how to write on the smart board especially for the little kids because they recently are learning the words so they need to understand the words clearly.

On the practical side, SMART Board offers a very interesting option for bringing the Internet into every foreign language class. The Internet, and the access it provides to authentic documents, is the biggest revolution in foreign language teaching/learning in the last few years. SMART Board brings this interactive feature into the classroom without involving the cost of having one online computer for every student in the classroom.

## **THE ADVANTAGES OF SMART BOARDS FOR TEACHING AND LEARNING PROCESS IN THE CLASSROOM**

Smart boards for teaching and learning process in the classroom create a funny learning environment where teachers can work in teacher education programs directly from the screen simply by touching the application with the finger or using the appropriate markers.

Interactive whiteboard brings many advantages into a classroom due to it is considered as a vital factor in modern classrooms. One of the advantages using smart board is the flexibility of this tool because it allows applying different forms of media for teaching a foreign language improving the classroom experience and increases the nature of content. Another advantage is the smart board is to enhance teaching and learning experience through new teachers' strategies. Another advantage is the interaction and sharing because this device allows learners to share and participate in the classroom by themselves. Next, advantage is the low maintenance because it is easy to use and it does not need marker pens or unhygienic chalks. In addition, another advantage of smart board is the facility to access online inside the classroom because teachers can use variety online sources in order to reinforce their classes. Finally, the last advantage allows students to create their own ideas, collaborating during the class, participating in the lessons showing their intellectual coefficient of what they learn in the class because they will find it easy. For that reason, the education is necessary and useful to manipulate technology for teaching and learning process to continue to grow in their field.

## **DIFFERENT LEARNING STYLES APPLYING PEDAGOGICAL AND TECHNOLOGICAL TOOLS IN THE CLASSROOM**

Learning is an activity in which we gained knowledge, understanding, skills and attitudes in different ways brought about by studying, practicing or experiencing something. (Schmeck, Learning Strategies and Learning Styles, 2013). According to Schmeck, learning starts from birth before school and continues throughout our live. Learning context has two orientations such as knowledge-seeking and understanding- seeking. Knowledge seeking is based on facts and information where students learn in a mechanical way then they have a surface learning. On the other hand, the understanding seeking is more dynamic and students tend to create their own ideas through of their own personal experiences. Students learn in distinct ways through reading, listening, writing, thinking, observing and speaking according to their learning styles. Learning styles is the way in which students organize concepts according to their capabilities and level of intelligence.

Howard Gardner established in his theory of multiple intelligence there are four modalities in the learning styles namely visual, aural, read/write and kinesthetic. Visual learners use images, maps, any visual content in order to understand the information. Auditory learners prefer to understand the concept through dialogues, conversations, discussions and memorization. Read and write learners learn through words. They prefer to read and write in order to acquire more information and learn more. Kinesthetic learners learn through their body doing the action. Students can be named unimodal if they have one learning style or multimodal if they have two or more learning styles. Students can learn in three ways on understand, on memorization and in a combination of both methods. These approaches are recognized as deep approach, surface approach and strategic approach. Deep approach emphasizes the understanding of concepts and the creation of ideas. In contrast, surface approach is based on the words memorization, and strategic approach apply both methods in which students can use a deep understanding or a surface understanding according to a particular topic.

Some studies have shown that online virtual access based on technology is suitable for all types of learning creating an appropriate atmosphere where students get high scores rather than a traditional class instruction.

(Bakken, 2016), affirms in his book about Smart education and e- learning:

To better educate in-classroom and remote students we will need to approach education and how we teach various types of students differently. In addition, students these days are more technological than ever and are demanding new and innovative ways to learn.

(pag.15)

New resources based on technology have achieved to bring big opportunities as well to education and training allowing teachers to accommodate students' needs. The use of smart board can undoubtedly increase learning opportunities; however, the smart board does not replace effective teaching. For teachers is so important to implement multiple teaching techniques. One technique is the use of smart board that contains interactive activities, games, videos and web pages then students can learn in different ways.

## **CLASSROOM APPLICATIONS USING AN INTERACTIVE SMART BOARD**

Smart board is an interactive whiteboard with a large number of classroom applications facilitating the teaching learning process. It is a powerful tool in the classroom for its useful apps. An interactive whiteboard helps to write over the top of programs to highlight and annotate points including view and navigation on internet from whiteboard, surf and display websites that the entire room will be able to see in teacher – directed manner. Besides, this type of tool promotes group work in which students can approach on the whiteboard and express their ideas by writing directly on the smart board. The group work can solve interactive problems together. Work collaboratively on word processing documents, spreadsheets, and design projects with colleagues. Smart interactive whiteboard connects to video conferencing systems and show educational videos. It allows staff or students or both to move around a screen without the use of computer because the screen

itself is sensitive. Offer the same features as a traditional whiteboard such as writing directly on the board, making objects, highlighting or labeling elements on the screen, and erasing errors but with the ability to save or print out the results without any additional effort.

Teachers can add many pages according to the class and they also can eliminate the pages that are not necessary. Smart interactive whiteboard brings many facilities for teachers and students of different levels. Teachers can teach all kinds of subjects. For instance, a math teacher has a personalized compass in which students and teachers trace on the smart board easily without problem and it facilitates the students learning. There are some shapes that can choose according to their needs and they can create their own table choosing the quantity of rows and columns. Another example, teacher can control the time in the smart board, it is adequate when teachers take a quiz and display a game. All of these applications are suitable for teacher and students and necessary in the learning process because teacher can take advantage of these tools and use in their students and he will get good results in the students' proficiency. For that reason, smart board is an innovative tool with many advantages that all educational institutions must implement in their classrooms with the purpose to improve the quality of education.

### **USE OF SMART BOARDS FOR TEACHING, LEARNING AND ASSESSMENT IN 3RD GRADERS**

Experts recognize the use of technology is developing in educational world. The use of technology in the classroom is increasing significantly in our society. There are many new instruments to use in the educational process offering visual environments of learning. Teachers must innovate new techniques using the technology. Among the new resources based on technology is interactive whiteboard. This resource is a powerful technological element that improves the student's motivation and attention. Nowadays, the technology plays a big role in the world as kids learn through visual images rather than only content. The smart board is the best resource for elementary classroom because Children

need to learn through a funny environment in which they can unwind without problems. Smart boards are used successfully in the teaching learning process especially in kids because of effectiveness. This interactive digital device is powerful for learning in all aspects as facilitates the English assessment. Kids get fascinated applying the different games and activities that bring the smart board in this way they increase their interest and motivation. Besides, they can interact of physical and mental way where they develop their language skills. Children get bored easily so they need to keep actively. When they are learning a difficult topic, they need a stimulation in order to retain the knowledge therefore, teacher look for suitable strategies to achieve it. The interactive whiteboard helps to the students to communicate each other and fulfill their teaching goals.

Using technology in the classroom is the best method to teach students in 3<sup>rd</sup> grade. Classes become more attractive and colorful for teachers and students. There are more possibilities of implement dynamic and varied resources (web sites, audio, video, email, educational applications, etc.) Besides, students discuss in classes as a result of increment in interaction levels between the teacher, students, the subject and the technology used. The interactive whiteboard optimizes the time for the teacher as it uses new educational resources.

Interactive whiteboard provides games and activities such as PBS that contains a variety of fun interactive games. BBC History game brings different kinds of activities especially for kids when they are learning historical figures. Scholastic has interactive lessons with of different kinds of subjects such as science, math, history and phonics. All activities have internet connection becoming useful and helpful to work using in classrooms. Math playground provides interactive math activities in which teachers increase the students' motivation. Class brain is a game site what contains different math games. Funbrain brings a several educational games and covers all level and subjects. Kerpoof is an educational web site from Walt Disney Company. It was created for children to create, learn and discover the words. Expedition offers and atlas that allows students to locate every region of the world. Periodic table is for elementary to high school students in order to learn the element table. Archiving Early America contains short videos based on American history. Memorial Hall

Museum is for teachers that can download collections, games or online exhibits. Place the state is an interactive geography game to learn about United States.

There are some difficult topics for students when they are learning so the interactive whiteboard offers many interesting resources to increase the students' comprehension. Among them are scale of universe, stellarium, illuminations, freerice, signed stories, sheppard software, fit brains, spelling city, the eco zoo, and nasa space place.

- Scale of universe is a tool that allows to visualize the solar system, galaxy and the whole universe. It is a useful tool to learn about the geography and the different planets.

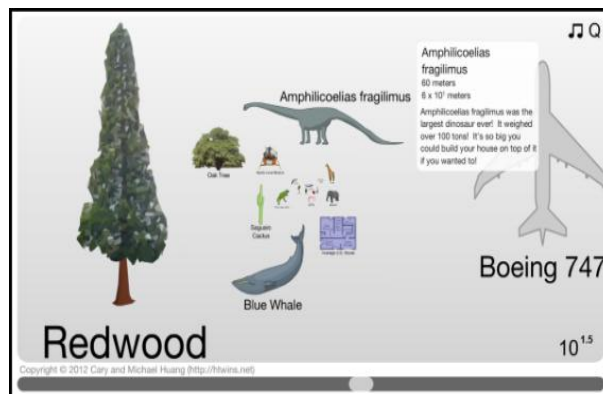


Figure 2. Scale of universe

- Stellarium is used to learn about the astronomy. It contains a realistic 3D sky where students can visualize planets, around 600, 000 stars and constellations from 10 cultures.



Figure 3. Stellarium (astronomy)

- Illuminations offer many interactive math games and activities for kids. Free rice is a trivia game based on art, chemistry, geography, math, English vocabulary and grammar and language learning.

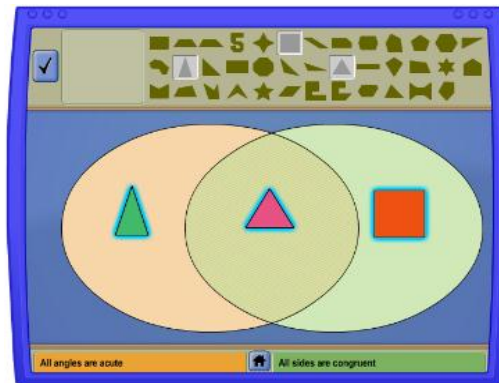


Figure 4. Illuminations (interactive math games)

- Signed stories tell contain videos and tell stories in sign language with subtitles. Sheppard offers free educational web games related to animals, science, health, math, history, and vocabulary.



Figure 5. Signed stories (videos)

- Fit brains is an interesting platform that contains brain games and puzzles. This platform encourages winners with trophies.

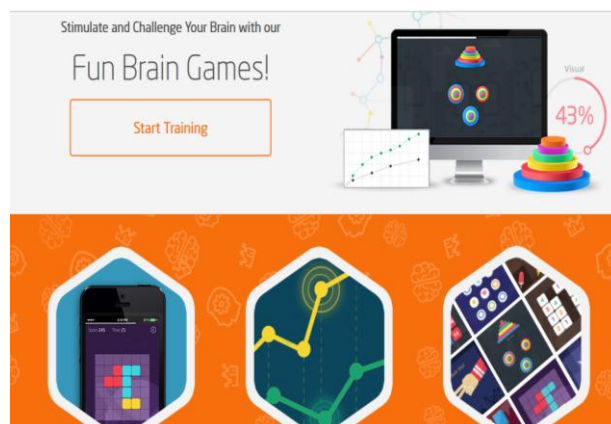


Figure 6. Fit brains games



- Spelling city is an online platform with more 400,000 words. It helps students to spell the words easily.



Figure 7. Vocabulary spelling city

- The eco zoo is to learn the environment. its content is in English.



Figure 8. The eco zoo (environment)

- Nasa Space place provides videos, animations about the space and the technology.



Figure 9. Nasa Space (videos)

Smart board also has activities to teach music such as mood stream, virtual drum kit, music match game, drum machine, poison rouge piano, musical, and toy theatre music.

- Mood stream is a good resource to distinguish different sounds combining images and audio tracks.

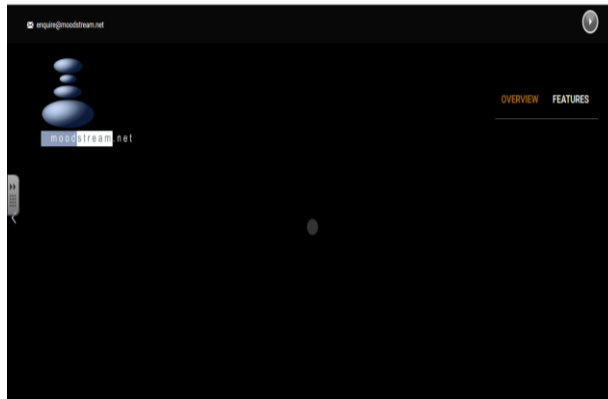


Figure 10. Mood stream (distinguish different sounds)

- Virtual drumming kit is a giant drum kit and it is a therapeutic method. Music match game is to learn how to play the piano and learn the notes.

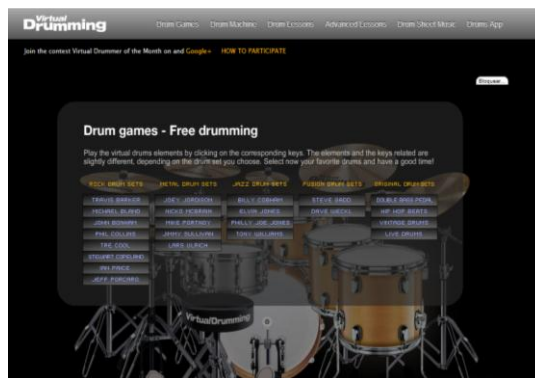


Figure 11. Virtual drumming kit (Music match game)

- Drum machine is a tool to create your own drum.

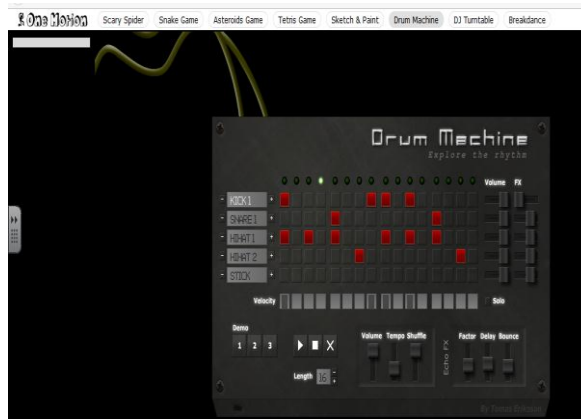


Figure 12. Drum machine (own drum)

- Poisson rouge piano is an interactive piano in which students can produce a tune and play again.



Figure 13. Poisson rouge piano (interactive piano)

- Finally, toy theater music is an interactive game in which students can create their own music, play the drums, and make a piano puppet.

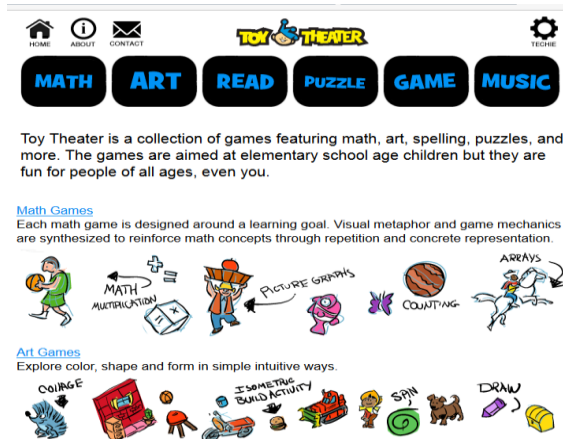


Figure 14. Toy theater music (interactive game)

Interactive whiteboard is good resource to learn different languages including English. There are many activities and games to learn English language. Students can watch videos, and there are some images in which students click on the picture and automatically appear the pronunciation word.

## **2.3. CONCEPTUAL FRAMEWORK**

### **ORAL SKILLS PRODUCTION AND INTERACTION**

Oral production is a fundamental part of second language learning and teaching it has become progressively significant to many EFL students because today's world, only in that way, they can express themselves, constructing and sharing a variety of meaning which implicates making, receiving and processing information through the use of verbal and non-verbal symbols in different kind of contexts. In present days, studies have showed that students' perception show an unlimited part in each language teaching and learning process for that reason is necessary that speaking class totally depends on how the student is motivated by teachers in oral activities such as dialogues or role play, and also how it is related and connected with their interests and real life for the enhancement the dialogue.

Therefore, there are learners who give up simply if they do not understand, are uncomfortable if they do or talk something incorrect, are fearless about making errors during the classes. These students might be introverted during English classes due to it is a second language with different speaking activities in EFL classroom settings, but they do not be worried because speaking is a productive skill and an interactive process in which all of them can communicate in the greatest possible way with other people about their experiences, suggestions, personal information, messages. So, this interactive process is regularly natural, undecided, and evolving because that occur unpredictable. For that reason, teachers always maintain an active classroom in order to increase student's interaction and it also motivates them using useful, and necessary teacher's resources to get satisfactory results on cognitive development.

## **SIGNIFICANT LEARNING OF LEV VYIGOTSKY**

(Vygotsky,1978), cited by (Aukrust, 2011) a psychology who created the theory of human cultural and bio-social development or commonly referred as cultural-historical psychology, proposed the functions in children emerging in a social environment through practical activities. He also stated on how the environment allows an inside reconstruction and also referred that “human learning presupposes a specific social nature and a process by which children grow into the intellectual life of those around them”. This investigation project is based on the sociocultural theory used at Unidad educativa Jean Piaget (Albohispano) High school in order to develop useful activities through social interactions in the zone of proximal development due to children and their parents to construct their knowledge .

## **ZONE OF PROXIMAL DEVELOPMENT TOWARDS VIRTUAL REALITY LEARNING ENVIRONMENTS**

According to the socio-cultural theory. The acquisition of knowledge is the result of a historical-cultural process human development and learning are created and fostered the social and cultural interaction within a content defined “zone of proximal Development”. The Zone of proximal development is the gap or the area between actual and prospective development. This area is characterized cognitive apprenticeship. Based on the socio- cultural theory. Situated learning refers to cognitive processed situated in natural and social context.

When a pupil is in the ZPD for a specific assignment, providing the suitable help will deliver the scholar enough of an "improvement" to realize the assignment, so for that reason (McLeod, Saul, 2010) affirms that “interaction with peers as an effective way of developing skills and strategies. Teachers use cooperative learning exercises where less competent children develop with help from more skillful peers - within the zone of proximal development.”



There are some steps that provide a rich environment to improve English speaking language:

- Reading aloud every day is a big help for the students. They increase their vocabulary when they speak making words part of them. Besides, they improve their language fluency.
- Teachers must use word walls because this technique creates a connection between words and their meanings facilitating the students' comprehension.
- Anchor charts are similar than word walls, but there is a little difference. Anchor charts reinforce the concepts acquired in the process of learning.
- Creation of a classroom library develops literacy in the students because it encourages students to read improving their language skills.
- Displaying phrases inside the classroom provide a good environment as students familiarize their native language with the foreign language in where they feel comfortable and speak in all time.
- Games are good resources for students to understand concepts. It is the best way that kids can learn words.

To sum up, a good environment promotes an efficient communication in which students learn for whole life. Speaking activities are necessary to develop the students' interactive skills. These activities promote students' interaction in the learning process, and the class becomes more funny and interesting. Speaking is one of the four language skills and the most important because through of this skill people communicate each other. Students can express their opinions, ideas, and concepts and make discussions of any topic.

## **ESA & PPP METHODOLOGY FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE**

Over the years, teachers carried out an extensive research about many the different teaching theories and methods in order to improve the effectiveness of English language taught. There are some different English language teaching methods that have gotten success in the English acquisition as a foreign

language. Among them is PPP that is well recognized around the world by many English foreign language and English second language teachers focused on oral skills because of effectiveness in teaching structures. (tefl survival, 2012) Claimed, "This is a simple and effective approach for elementary learners, and useful structure for teachers to follow. The PPP stands for presentation, practice, production, and is a good way of structuring your lesson". According to TEFL survival, PPP is an effective approach specialized for all type of student. Teacher has a great facility to create his lesson well elaborated.

There are three main stages. The first stage is presentation which it is an introduction of the topic where students familiarize with the topic, and they gain confidence to speak in the classroom. The instructors present the target language. Second, students practice the new language in the class in a contextual way where teachers correct their students. Third, students show English acquisition through speech in which teacher monitors the class observing students' progress.

Presentation is controlled by teacher and it has two steps: the first step is when teachers show visual aid such as a lead- in or warm up. It becomes the class more interesting and raises students' interests about the topic. The second step is when teacher prepares the grammar rules through examples or activities related to the topic. Next, teacher writes on the board the students' ideas. After that, teacher chooses some students to talk about their ideas. Finally, teacher explains the new language in a contextualized way. The presentation of the class must be meaningful, memorable, clear model, logical connection, context, and realist in order to catch students' attention at the first moment in that way students know what they will learn and why, therefore, teachers must be creative. This stage influences on the effectiveness of the other two stages.

Practice is the middle stage, and it is focused on the students' activities in other words, students' performance in which teacher makes many appropriate activities for students. In this phase the mistakes are corrected, and students practice speaking or writing the language correctly. There are many practice activities focused on phonology and syntax that must be clear and understandable for this phase. One of them is choral drills that consist in oral repetition. For instance, students repeat sentences on the board using the grammatical structure



learnt. Another practice activity is multiple choice where the teacher makes some questions and students answer the questions using the correct language. After the activities, teacher explains the grammatical structure with its specific functions. In this stage, teacher asks students complex question about the topic in order to know if students have understood the language acquired. This stage is based on form of the language and its goal is to help students use the English language.

The production stage is the most important of all stages as teacher measures the level of students' comprehension, as well as students use the English language in a contextual way focused on fluency. Besides, students have the opportunities to use the language freely by using their own ideas. This stage encourages students to speak using English as a foreign language being they the main actors of the class. There are some activities to promote the speaking activities such as role play, discussions, debates, descriptions, quizzes, narratives, problem- solving and games.

In conclusion, PPP is an excellent approach which is considered the most effective method of teaching in the educational system, and its aim to teach grammatical structure, vocabulary and promote a well-structured communication where students go through three prior helpful stages primary to achieve a good English learning as a foreign language. Although some educators have found some disadvantages of this method, they have proposed different methods. Jeremy Harmer established the ESA model: Engage, Study and Activate.

Engage phase is focused on arouse the students' interest and curiosity about the class. Teachers can start the class making an interesting game, describing pictures, telling a fairy tale or singing a song. In this way, students fell self-motivated themselves. Study phase is oriented on language information in which students will study the pronunciation the forms of the language, phonemes etc. there are a variety of types of study where students can discover the topic or make predictions and giving an explanation. Activate phase is focused on communication. Therefore, students will speak a lot using the different patterns.

ESA method is good for all students because its phases do not require a lot of time, and students can concentrate in short periods divided at the same duration.

To sum up, PPP is an excellent approach which is considered the most effective method of teaching in the educational system, and its aim to teach grammatical structure, vocabulary and promote a well-structured communication where students go through three prior helpful stages primary to achieve a good English learning as a foreign language.

## **STRATEGIES TO DEVELOP SPEAKING SKILLS**

On the linguistic tree, it is as one of the branches, labeled as speaking skill and is one of the skills that pupils are to develop in their language. Most of time, learning English as a second language (ESL) is difficult for some learners whom consider that speaking a foreign language (EFL) is the product of language learning, however, speaking is likewise an important part of the language learning process.

There are three main strategies to improve speaking skill such as using minimal responses which means that educators inspire their pupils to start to contribute building up a standard of minimal responses that they can be used to specify understanding, agreement, doubt in diverse sorts of exchanges. Another strategy is recognizing scripts where instructors can give students practice in the speaking ability by making them be ready of the writings or scripts for dissimilar circumstances, consequently they can expect what they will hear and what they will need to say in response. The last strategy using language to talk about language, it refers especially to the trainers whom can support students overcome this reticence by them giving expressions to be used for explanation and understanding check. So, by motivating pupils to use clarification phrases they will gain confidence by responding positively when they speak in English as a second language avoiding misapprehension during the discussion.

To sum up, these strategies are very useful in the process of learning increasing the students' interaction in order to furnish learners' confidence and express by themselves what they think like personal opinion without fear.

## **ACTIVITIES TO PROMOTE SPEAKING SKILL DEVELOPMENT BY USING SMART BOARD**

### **DISCUSSIONS**



Figure 16. Discussions  
Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

Scholars can learn in a better way if they exchange information, share ideas, find solutions, or give conclusions by themselves through discussions about events or something refer to the topic which is presenting in the Smart Board during the class. The educator is the person who has the power to create the activity raises critical thinking inside the classroom in order to motivate their students to give their own opinions and express by using their own experiences. So, in that way scholars can avoid to spend their valuable time doing irrelevant things such as talking with each other about other topics or maybe surfing the web using the Smart Board. In some of the cases, teachers prefer to avoid creating big groups, because it is demanding for them to monitor if all their pupils are participating in the discussion, especially those quiet students whom avoid contributing during the activity. For that reason, the only capable person to select the group members is the teacher, because teachers know very well their

students' weaknesses and strengths and they have the responsibility to organize the groups according to the set of activities assigned by them in order to promote Speaking skill development.

## SIMULATIONS



Figure 17. Simulations  
Source: Unidad Educativa Jean Piaget (Albohispano) High School  
By: Katherine Villacis & Melanny Malucin

Another way to stimulate Speaking skill development by using Smart Board is through simulations in which teachers give the opportunity to their scholars to bring objects according to the topic that they want to present in the classroom and prepare the scenography using the smart board program in order to create an enjoyable moment and transform a truthful situation during the class. This activity has many advantages for students, because they look at it as a game or maybe as a competition instead of a class activity in which they are evaluated by their teacher, increasing the self-confidence of quiet students. That's why, educators choose different kinds of activities during their English classes for inspiring them to speak and share information in different roles like a new class presented by the teacher about professions in which the tutor said that if students want to act as a singer, they can bring a scenography reflected on the smart board, some lights, some clothes, and a microphone to sing, just for maintaining a dynamic class with students' participation.

## BRAINSTORMING

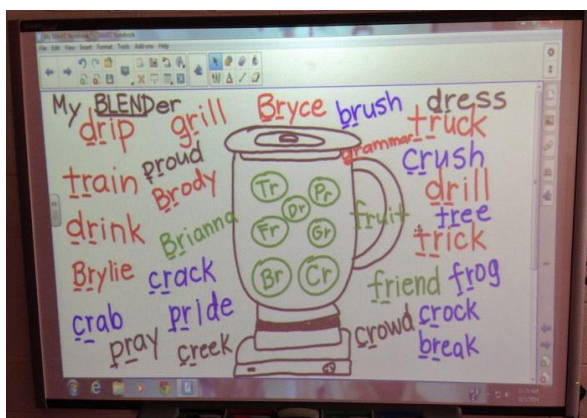


Figure 18. Brainstorming  
Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

In this activity students can use the Smart Board as a tool to create a multiple brainstorming with their own ideas in a restricted period of time according to the topic assigned by the teacher. This activity is effective for promoting Speaking skill in learners whom gives ideas easily and speedily, because scholars can talk spontaneously evading be frustrated with their mistakes or incorrect ideas so learners will be exposed to input innovative thoughts. (Agustina, 2014) in her article published as "Doll Step" as a Brainstorming game to improve the speaking skill affirms:

"Researcher found a previous study on the use of brainstorming carried out in Oral Communication classes at a Japanese senior high school which was observed by Culen (1998) entitled, "Brainstorming Before Speaking Task". Brainstorming used was Information Gap. The evaluation of the study showed that an increase in speaking time and a more positive atmosphere are two benefits that brainstorming can bring to speaking class". (pag.2)

## STORYTELLING



Figure 19. Storytelling  
Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

Using the Smart Board teachers can present some briefly stories in which students can notice the way those are created, so that all of them memorize or maybe have an idea of how generate a short story they heard from the past or they may create their own stories to tell in front of the class. Story telling helps learners will be excited in practicing English orally in order to be capable to express personal ideas and express own ideas including characters of the story.

## THE SMART BOARD AS AN INTERACTIVE TOOL TO ENHANCE THE SPEAKING SKILL IN THIRD GRADERS AT UNIDAD EDUCATIVA ALBOHISPANO HIGH SCHOOL

Commonly, the English teaching learning process in Ecuador has presented a high degree of disinterest on the improvement of oral production in most educational institutions. There is a big problem that teachers have to develop: the speaking skill and the lack of communication because students tend to be shy or they find it difficult to enhance it. Therefore, teachers have to look for language learning strategies to create a good atmosphere with a variety of methodologies, approaches and methods where students feel happy and they interact each other without any difficult. English teachers have the responsibility to

create a meaningful learning process and make students speak in class using a variety of activities and games. Teachers must make students feel part of the class where they can familiarize and they feel free to express their ideas, opinions and thoughts about the learned topic in this way teachers will achieve to progress the speaking skill. All depends on the teachers' attitude since they must recognize the learners' strengths and weaknesses.

There are five data collection that teachers must use in the speaking skill such as class observation, document collection, questionnaires, interview and teaching journal. The communication is so important and the strategies that teachers implement like the interactive whiteboard improving the oral production through a variety of useful activities for different students' needs. Technology has a big connection with students and it is also a big help for teachers as uses different strategies to fulfill students' needs. However, the Interactive Whiteboard does not work alone, teacher must use different pedagogical approaches to work with the correct educational methods. The smart board help students to develop the speaking skill since it improves oral production by useful activities according the different students' level.

## **2.4 RESEARCH QUESTIONS**

- a) What are the possible causes for 3rd basic education year's low oral proficiency at Unidad Educativa Jean Piaget (Albohispano) High School?
  
- b) What are the most suitable activities that can be applied through smart board in order to develop 3rd basic education year's oral proficiency?
  
- c) What is the influence of the use of smart board applying useful activities on the oral proficiency?

## 2.5. VARIABLES AND INDICATORS

Variable	Dimensions	Indicators
<p><b>Independent</b> Useful activities through the use of smart board.</p>	<p>SMART Board as an effective technological device</p>	<ul style="list-style-type: none"> <li>* Technology as a tool to bridge the education gap</li> <li>* SMART Boards as an essential resource in the contemporary world</li> <li>* SMART Board in Foreign Language Classes</li> </ul>
	<p>The advantages of smart boards for teaching and learning process in the classroom</p>	<ul style="list-style-type: none"> <li>* Different learning styles applying pedagogical and technological tools in the classroom</li> <li>* Classroom applications using an interactive smart board</li> <li>* Use of smart boards for teaching, learning and assessment in 3<sup>rd</sup> graders</li> </ul>
<p><b>Dependent</b> Speaking skills enhancement</p>	<p>Oral skills production and interaction</p>	<ul style="list-style-type: none"> <li>* Significant Learning of Lev Vygotsky</li> <li>* ESA and PPP methodology for teaching English as a foreign language</li> <li>* Providing a rich environment to improve English speaking language</li> </ul>
	<p>Strategies for Developing Speaking Skills</p>	<ul style="list-style-type: none"> <li>* The smart board as an interactive tool to enhance the speaking skill in third graders. at Unidad Educativa Albohispano High School</li> <li>* Activities to promote speaking skill development by using smart board</li> </ul>

**CHART 1. VARIABLE AND INDICATORS**

Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin



## 2.6. DEFINITION OF TERMS

To get a better idea about the research project, it is important to know the terms that are used in these chapters.

**ESL:** Abbreviation for English as a Second Language: the teaching of English to speakers of other languages who live in a country where English is an official or important language

**PPP:** It is a paradigm or model used to describe typical stages of a presentation of new language. It means presentation, production and practice.

**PBS:** Abbreviation for Public Broadcasting Service: a US organization broadcasting generally educational television programmes that is paid for by the people who watch it rather than from advertising.

**ZPD:** The term "zone of proximal development" refers to a concept developed by psychologist Lev Vygotsky. The concept refers to the difference between a learner's ability to perform a task independently versus with guidance.

**ESA:** Engage, Study and Activate.

**EFL:** Abbreviation for English as a Foreign Language: the teaching of English to students whose first language is not English.

**TEFL:** Abbreviation for Teaching English as a Foreign Language; the teaching of English to people who are not native speakers of English, especially in a non-English-speaking country.

**SKILLS:** an ability to do an activity or job well, especially because you have practiced it. (Cambridge)

**LANGUAGE ACQUISITION:** refers to the process by which a person learns a "foreign" language--that is, a language other than his or her mother tongue.

## **CHAPTER 3**

### **3. RESEARCH METHODOLOGY**

#### **3.1 METHODS AND TECHNIQUES**

The methods used in this research field are based on inductive and qualitative analysis and, because these research methods are necessary to develop our investigation study. It is used to investigate the importance of the useful activities to enhance the speaking skill through the smart board in 3<sup>rd</sup> basic education at Unidad Educativa Jean Piaget (Albohispano).

#### **INDUCTIVE METHOD**

The Investigation begins with the information gathered from the different difficulties of each student's speaking process that is divided into variables being leveled and classified; relationships between information from observations on the responses given from the employment of the smart board, which are monitored when provided the chance to organize micro hypotheses related to an effective proof and as result, produce generalizations that would be able to build a theory up to be evaluated in this educational project.

#### **QUALITATIVE ANALYSIS**

The qualitative analysis has been used to interpret the results of the observations in order to understand and draw conclusion. The author was the observer and got involved in the procedure of useful activities to enhance the speaking skill through the smart board in teacher's methodology. To see the evidence and its flexibility of this new virtual and technological tool, it is necessary to be shown in numbers, statistics and graphics.

## EMPIRICAL RESEARCH

Empirical research is a way of gaining and increasing knowledge from actual experience using direct and indirect observation. It is also based on experience and some empirical evidence that can be analyzed quantitatively or qualitatively which should be clearly defined and answerable through a compilation of data and evidence.

### 3.2 RESEARCH POPULATION AND SAMPLES

#### POPULATION

It is determined as a complete set of elements (persons or objects) that possess some common characteristic defined by the sampling criteria established by the researcher. The population for this study consists of 1 director, 15 teachers, 57 students and 30 parents from 3<sup>rd</sup> basic education year sections “A & B” at Unidad Educativa Jean Piaget (albohispano) High School.

#### CHART 2. POPULATION

N°	DETAILS	PEOPLE
1	PRINCIPAL OF SCHOOL	1
2	TEACHERS	15
3	PARENTS	30
4	STUDENTS	57
	<b>TOTAL</b>	<b>103</b>

Source :“Unidad Educativa Jean Piaget (Albohispano) High School”  
By: Katherine Villacis & Melanny Malucin

#### SAMPLES

Sample is the selected elements (people or objects) chosen for participation in a study; people are referred to as subjects or participants. Simple

random sampling allows us to use statistical methods to analyze sample results. It is also useful to define a confidence interval around a sample mean.

**FORMULA**

The confidence level indicates the probability in the results to know if the research is true.

F= Sampling fraction

n= Sample

N= Population

$$F = \frac{n}{N}$$

$$F = \frac{80}{103} = 0.777$$

**CHART 3. SAMPLING FRACTION**

SAMPLING FRACTION	DETAILS		TOTAL
0,777	1	Principal	0,776699029
0,777	15	Teachers	11,65048544
0,777	30	Parents	23,30097087
0,777	57	Students	44,27184466
<b>TOTAL</b>			<b>80</b>

Source: Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

**CHART 4. SAMPLE**

N°	DETAILS	PEOPLE
1	PRINCIPAL OF SCHOOL	1
2	TEACHERS	12
3	PARENTS	23
4	STUDENTS	44
<b>TOTAL</b>		<b>80</b>

Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

The surveys were applied in 3<sup>rd</sup> basic education year sections “A & B” with a number of 44 students, 12 teachers, and 23 parents taken from the English Staff. All of them were observed and interviewed during the English Classes in order to investigate and determine the student performance through the use of Smart Board.

### **3.3 RESEARCH INSTRUMENTS**

The research instruments that were used in this project are:

- ✚ Students, parents, and teachers’ surveys
- ✚ Class observations.
- ✚ Interviews.
- ✚ Bibliographical sources

Through students’ surveys we will know the necessities of each student specifically to know how the use of technology will enhance the speaking skill during English classes. We will collect information in which it will help us to get results of our research.

The survey applied for teachers, had as a main goal to know how they feel during their English classes through the use of technological resources, the positives and cons, and the use of the speaking skill during the classes.

The survey applied for the parents, had a specific goal which is to know the satisfaction that each parent has when they notice the academic proficiency in a second language and to know that they are agree with use of Smart Board in order to enhance the speaking skill.

Class observation was taken into consideration, to check the class environment and how the classroom management is, and to perceive the use of Smart Board and engagement of students in the English learning process.

The principal objective of an interview is to find required data regarded the institution about the failures to be corrected in the employment of the Smart Board

on class and thereby, we can find the outlining advantages to handle it appropriately.

### 3.4 RESULTS, FINDINGS AND ANALYSIS

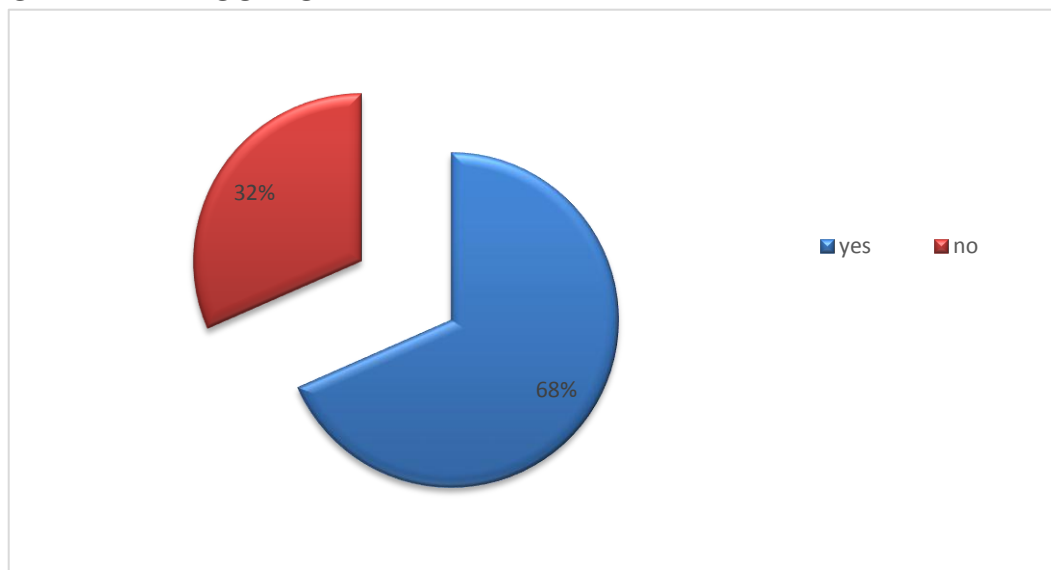
#### SURVEY FOR STUDENTS

**TABLE 1. ENGLISH BY PLAYING**

1. Do you like to learn English by playing?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 1	yes	30	68%
	no	14	32%
	<b>Total</b>	<b>44</b>	<b>100,00%</b>

Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

**GRAPH 1. RESULTS**



Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

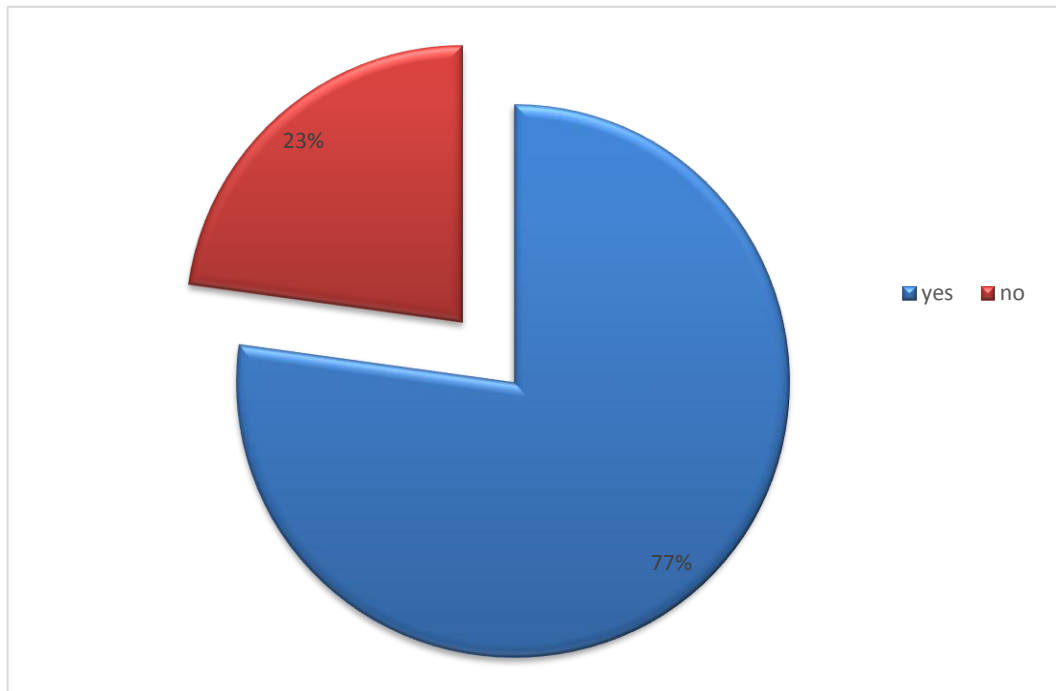
This chart shows if students like to learn English by playing using smart board, the result was 68% of the students say yes but only 32% say no. Therefore, a majority of students like to learn English in a dynamic way instead of a traditional class.

**TABLE 2. INTERACTIVE GAMES**

<b>2. Would you like to play interactive games using Smart Board in your English class?</b>			
<b>CODE</b>	<b>CATEGORIES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Item 2	Yes	34	77%
	No	10	23%
	<b>Total</b>	<b>44</b>	<b>100,00%</b>

Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

**GRAPH 2. RESULTS**



Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

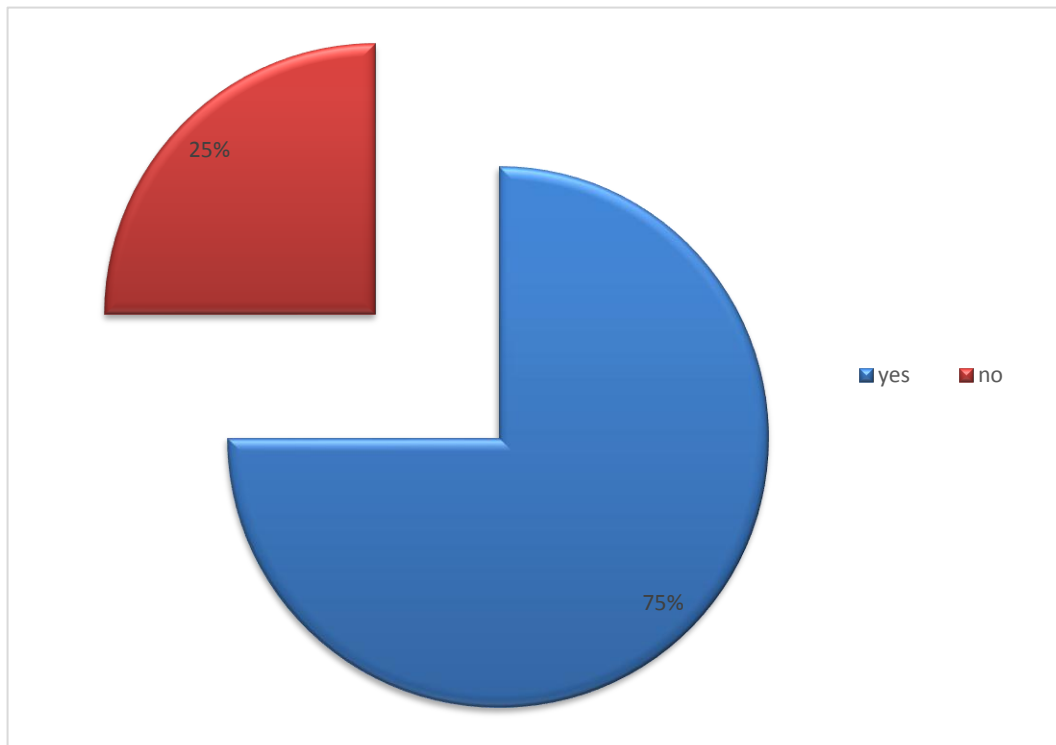
This chart shows if students would like to play interactive games using smart board in their English class; the result indicated that the 77% of the students say yes indicating that they would like to play interactive games through smart board; however the 23% of students says no.

**TABLE 3. ENGLISH SPEECH**

3. Do you like to speak English?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 3	Yes	36	82%
	No	8	18%
	<b>Total</b>	<b>44</b>	<b>100%</b>

Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

**GRAPH 3. RESULTS**



Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

This chart shows if students like to speak English, according to the chart the 82% of the students say yes to question indicating that they like learning English as a foreign language. On the other hand, the 18% of students say no.

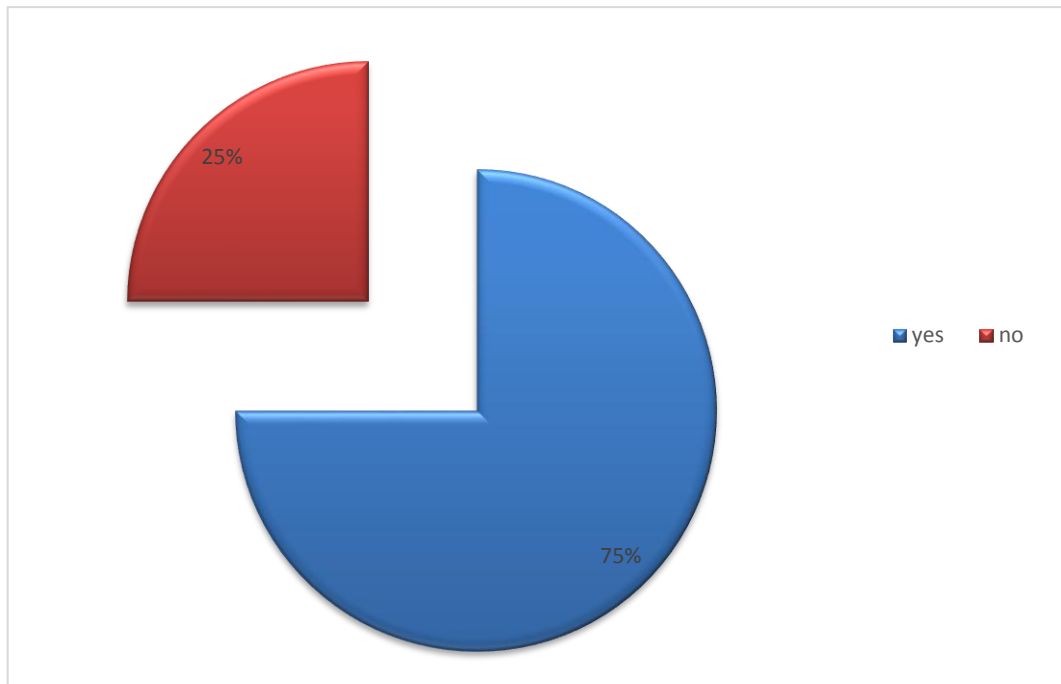


**TABLE 4. ENGLISH DIALOGUES**

4. Do you like to learn English by practicing dialogues?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 4	Yes	26	59%
	No	18	41%
	<b>Total</b>	<b>44</b>	<b>100%</b>

Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

**GRAPH 4. RESULTS**



Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

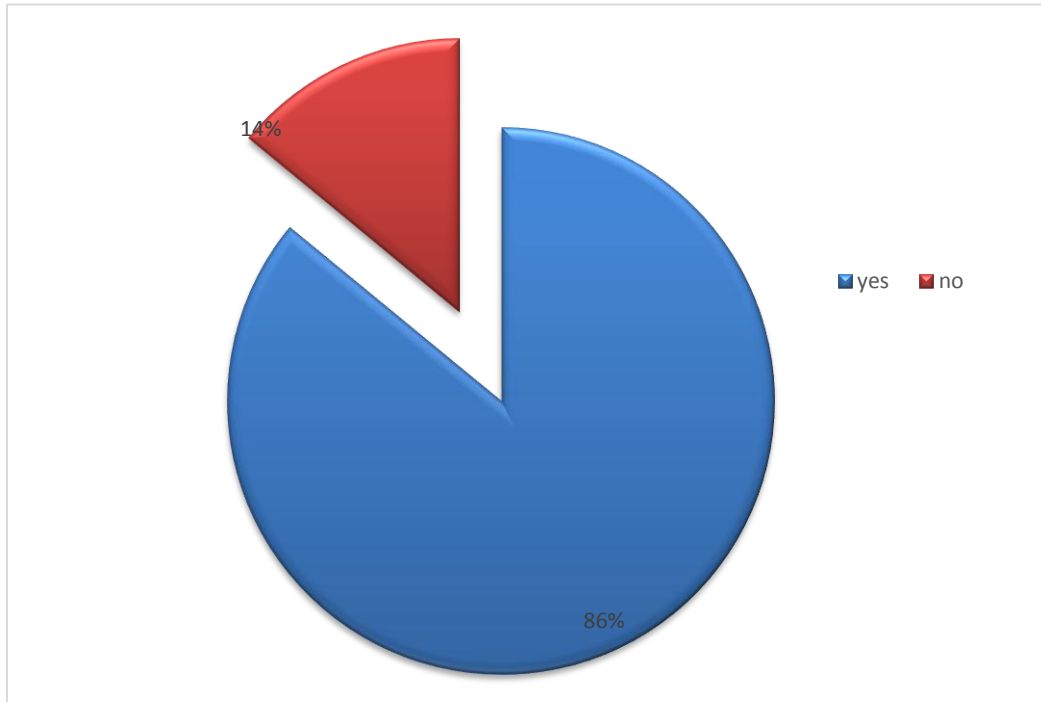
This chart shows if students like to learn English by practicing dialogues during their classes as a result, 59% of the students say yes with it, but only the 41% says no; in that way, a majority of students like to learn English by dialogues.

**TABLE 5. THE IMPORTANCE OF ENGLISH**

5. Is English important for you?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 5	Yes	38	86%
	No	6	14%
	<b>Total</b>	<b>44</b>	<b>100%</b>

Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

**GRAPH 5. RESULTS**



Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

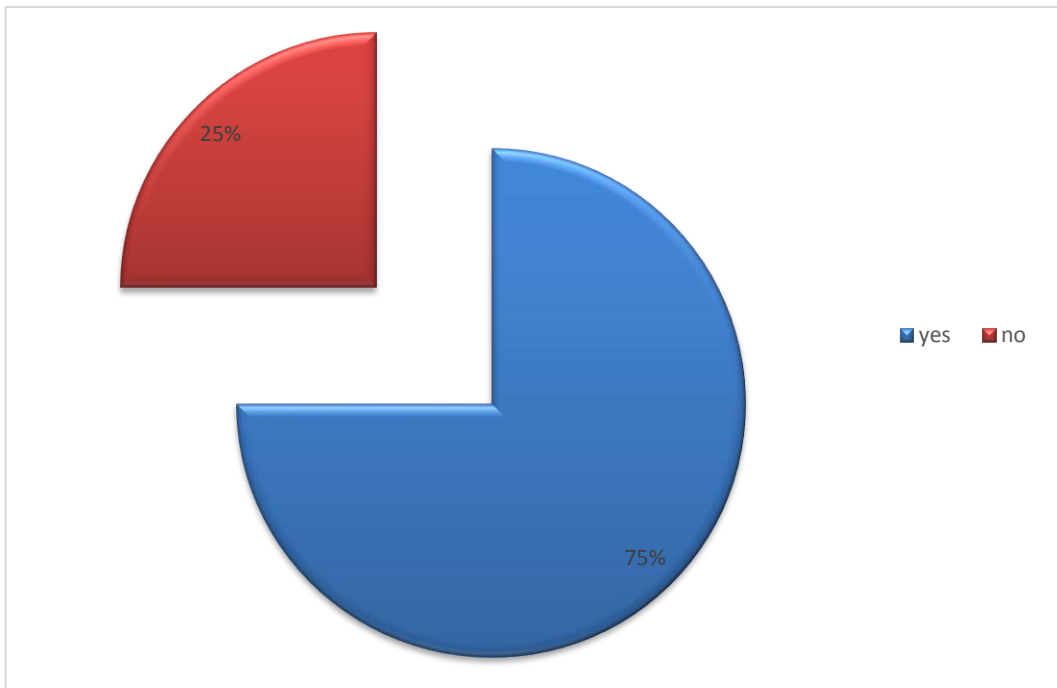
This chart shows if students think that English is important for them. The 86% of the students say yes because they consider English as an important subject for their life, but only the 14% of students say no indicating that English language is not important for them.

**TABLE 6. INTERACTIVE CLASSES**

6. Do you think that classes are better using smart board?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 6	Yes	32	73%
	No	12	27%
	<b>Total</b>	<b>44</b>	<b>100%</b>

Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

**GRAPH 6. RESULTS**



Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

This chart shows if students think that English classes are better using smart board, the 73% of the students say yes because they think that English classes were more active due to smart board but the 27% of students say no.

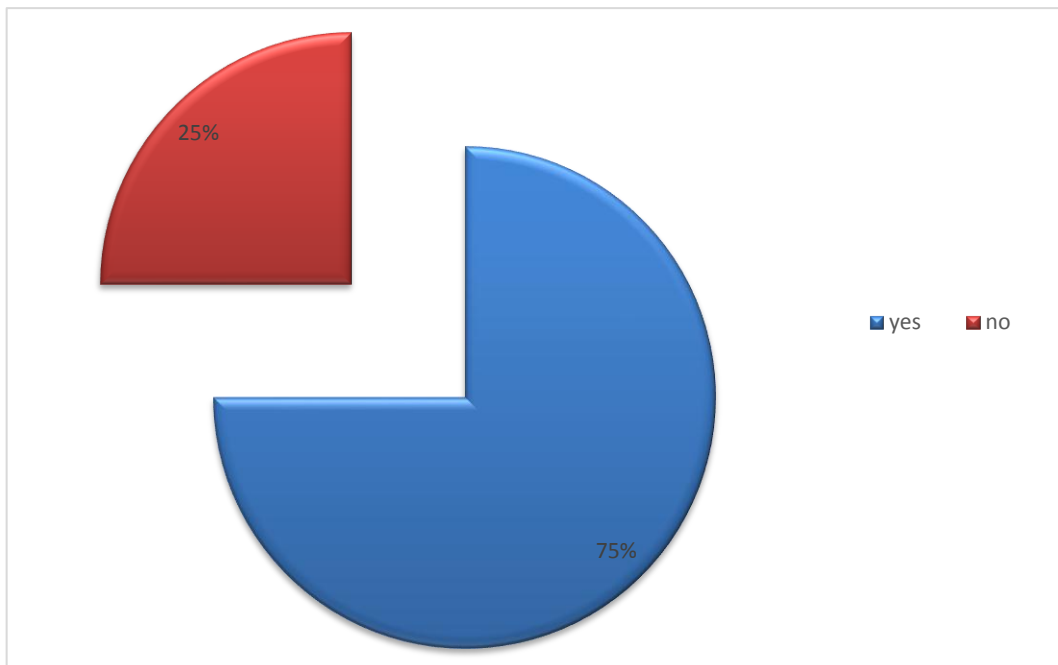
**TABLE 7. ENGLISH BY ROLE PLAYING**

7. Do you like to learn English by Role playing?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 7	Yes	33	75%
	No	11	25%
	<b>Total</b>	<b>44</b>	<b>100%</b>

Source: "Unidad Educativa Jean Piaget (Albohispano) High School"

By: Katherine Villacis & Melanny Malucin

**GRAPH 7. RESULTS**



Source: "Unidad Educativa Jean Piaget (Albohispano) High School"

By: Katherine Villacis & Melanny Malucin

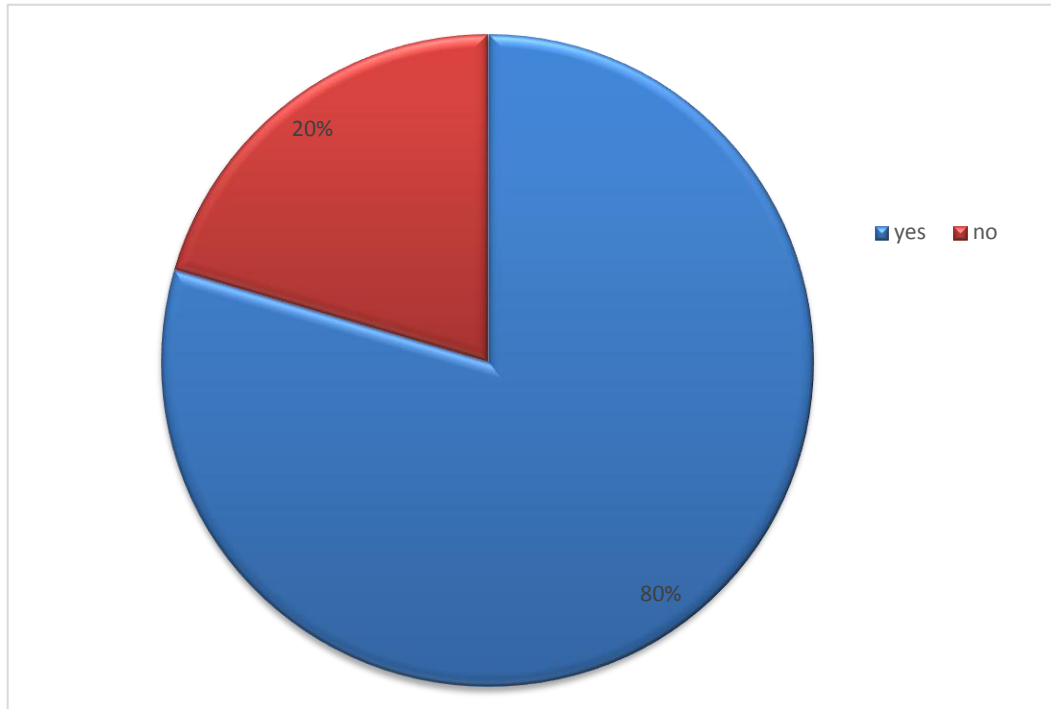
This chart shows if like to learn English by role playing. The result was the 75% of the students say yes like to interact with their classmates but only the 25% of the students say no.

**TABLE 8. ENGLISH BY SINGING SONGS**

8. Would you like to learn English by singing songs?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 8	Yes	35	80%
	No	9	20%
	<b>Total</b>	<b>44</b>	<b>100%</b>

Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

**GRAPH 8. RESULTS**



Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

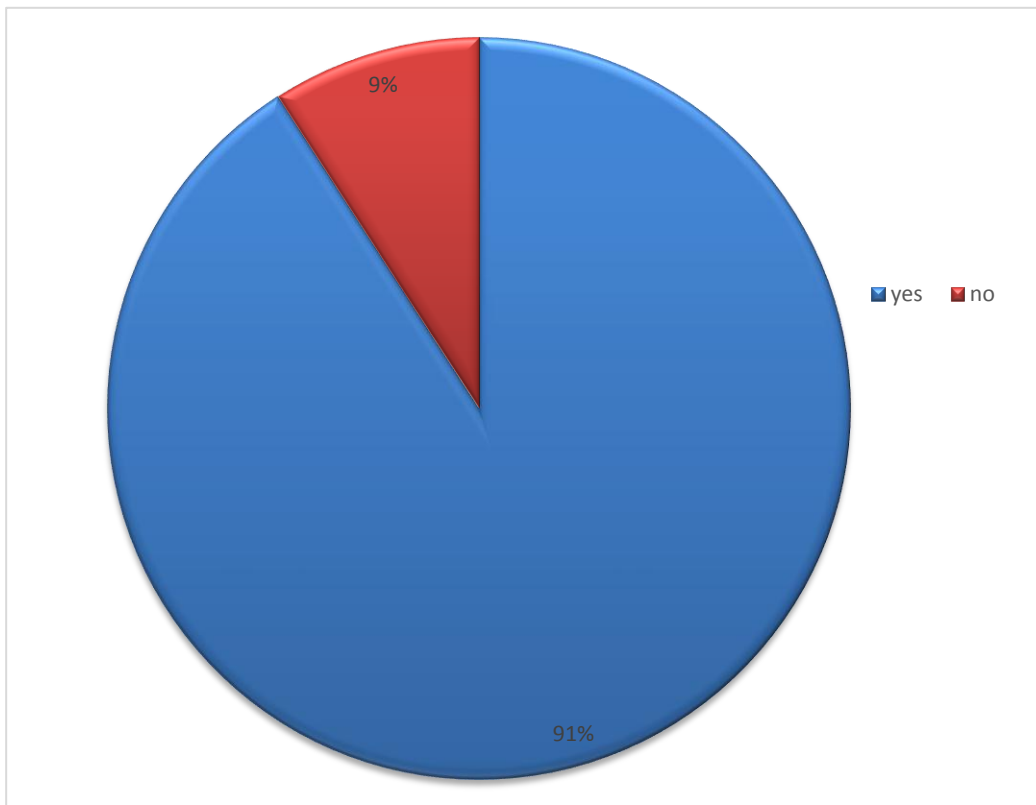
This chart shows if students like to learn English by singing songs, the 80% of the students say yes to question indicating that they like English song and they want to learn through it but only the 20% of students say no.

**TABLE 9. ENGLISH VIDEOS**

9. Do you like watching English videos?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 9	Yes	40	91%
	No	4	9%
	<b>Total</b>	<b>44</b>	<b>100%</b>

Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

**GRAPH 9. RESULTS**



Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

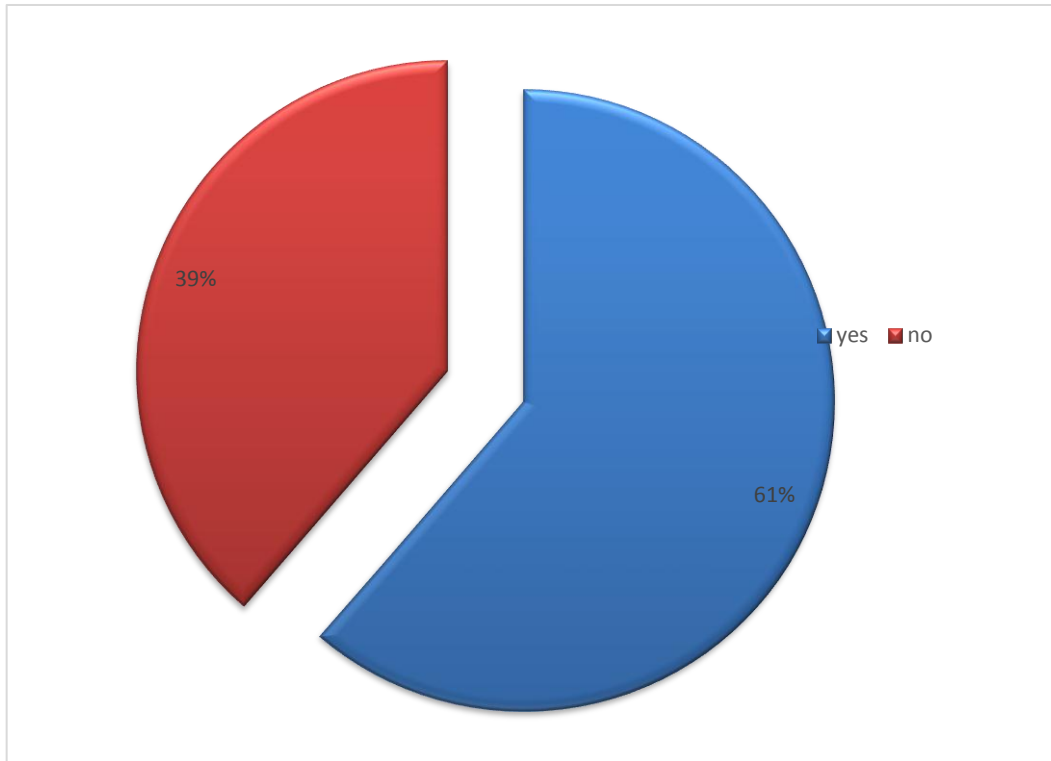
This chart shows if students like watching English videos, the 91% of the students say yes to the question affirming that they like to watch English videos to learn the English language but only the 9% of the students say no.

**TABLE 10. WRITING ON SMART BOARD**

10. Do you like writing on the Smart board using your fingers?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 10	Yes	27	61%
	No	17	39%
	<b>Total</b>	<b>57</b>	<b>100%</b>

Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

**GRAPH 10. RESULTS**



Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

This chart shows if students like writing on the Smart board using your fingers, as a result the 61% of the students say yes but only the 39% of the students say no. A majority of students like writing on the smart board rather than a common whiteboard.

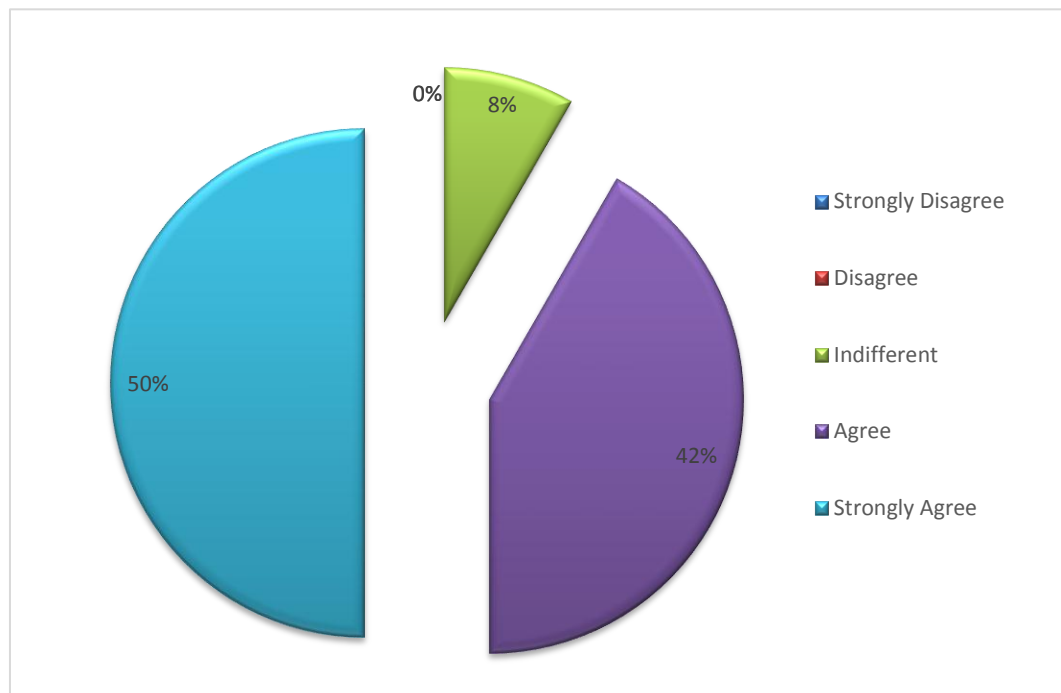
## SURVEY FOR TEACHERS

**TABLE 11. SMART BOARD AS A SOPHISTICATED TOOL**

<b>1. Do you think that Smart Board is a sophisticated tool to enhance the speaking skill in students from 3rd basic year?</b>			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 1	Strongly Disagree	0	0%
	Disagree	0	0%
	Indifferent	1	8%
	Agree	5	42%
	Strongly Agree	6	50%
	<b>Total</b>		<b>12</b>

Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

**GRAPH 11. RESULTS**



Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

This chart shows if teachers think that smart board is a sophisticated tool to enhance the speaking skill in students from 3rd basic year, the 50% are strongly agree, the 42% are agree but the 8 % are indifferent with that.

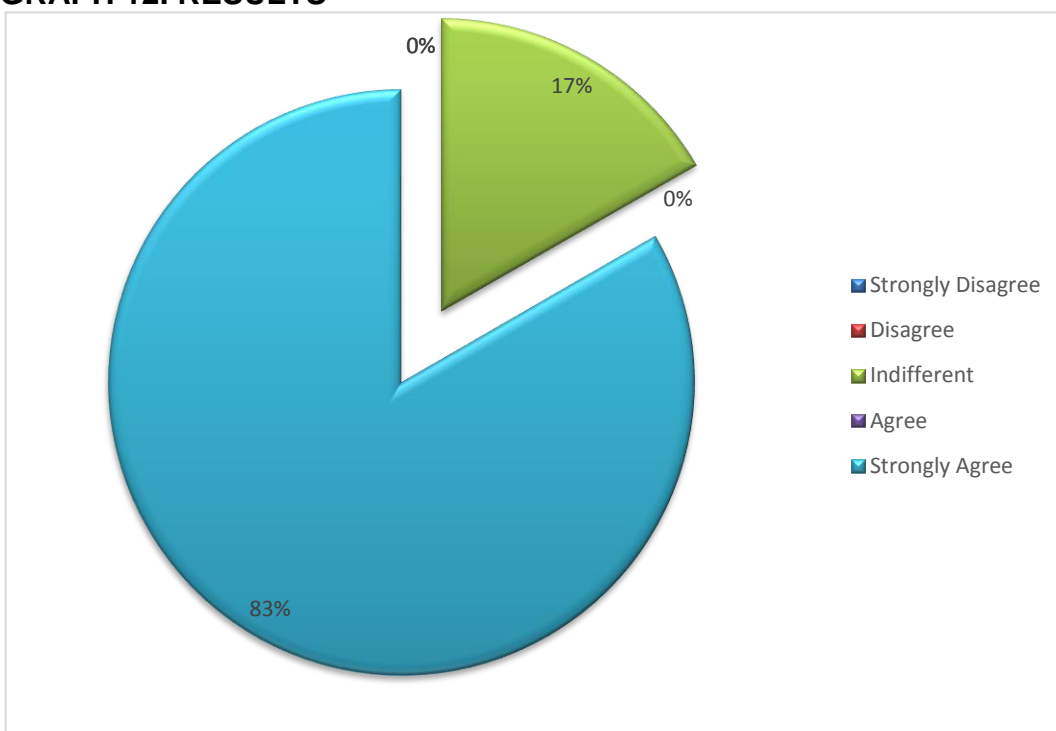


**TABLE 12. USE OF TECHNOLOGICAL RESOURCES**

2. From your perspective, how important is the use of technological resources in the classroom?			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 2	Strongly Disagree	0	0%
	Disagree	0	0%
	Indifferent	2	17%
	Agree	0	0%
	Strongly Agree	10	83%
	<b>Total</b>		<b>12</b>

Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

**GRAPH 12. RESULTS**



Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

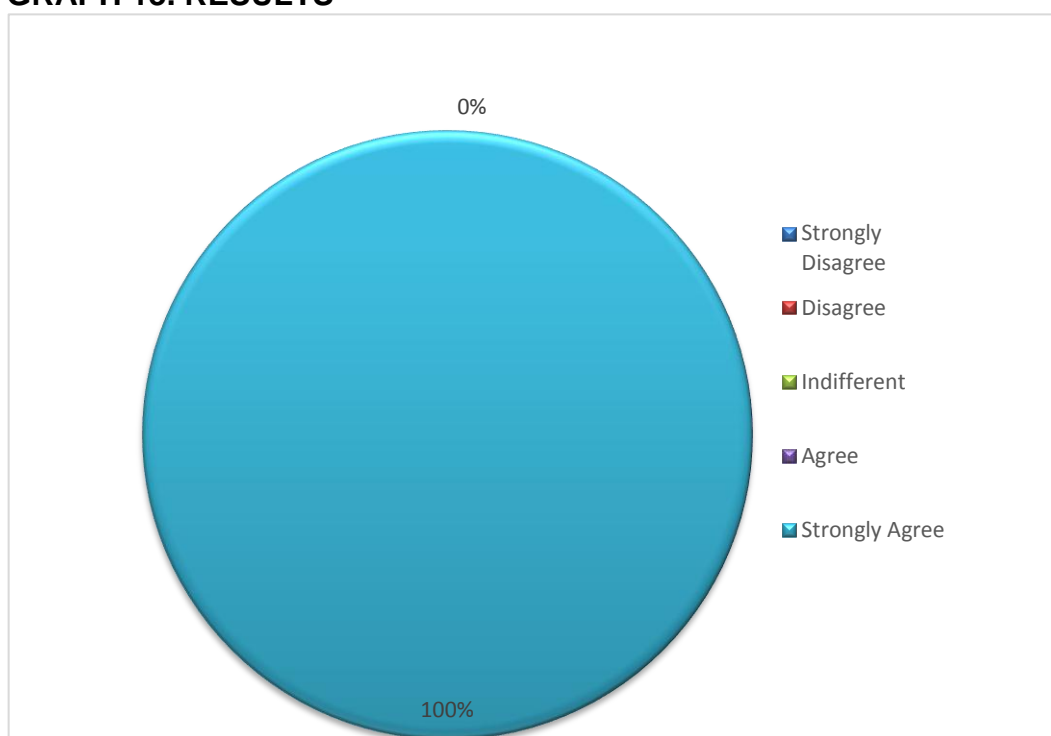
This chart shows if teachers think that the use of technological resources are important in the classroom, the 83% of teachers are strongly agree but only the 17% of teachers are indifferent with that.

**TABLE 13. TECHNOLOGY FACILITATES ENGLISH CLASSES**

<b>3. Do you consider recommendable that the use of technological resources can facilitate the English teaching and learning process?</b>			
<b>CODE</b>	<b>CATEGORIES</b>	<b>FREQUENCIES</b>	<b>PERCENTAGE</b>
Item 3	Strongly Disagree	0	0%
	Disagree	0	0%
	Indifferent	0	0%
	Agree	0	0%
	Strongly Agree	12	100%
	<b>Total</b>		<b>12</b>

Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
 By: Katherine Villacis & Melanny Malucin

**GRAPH 13. RESULTS**



Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
 By: Katherine Villacis & Melanny Malucin

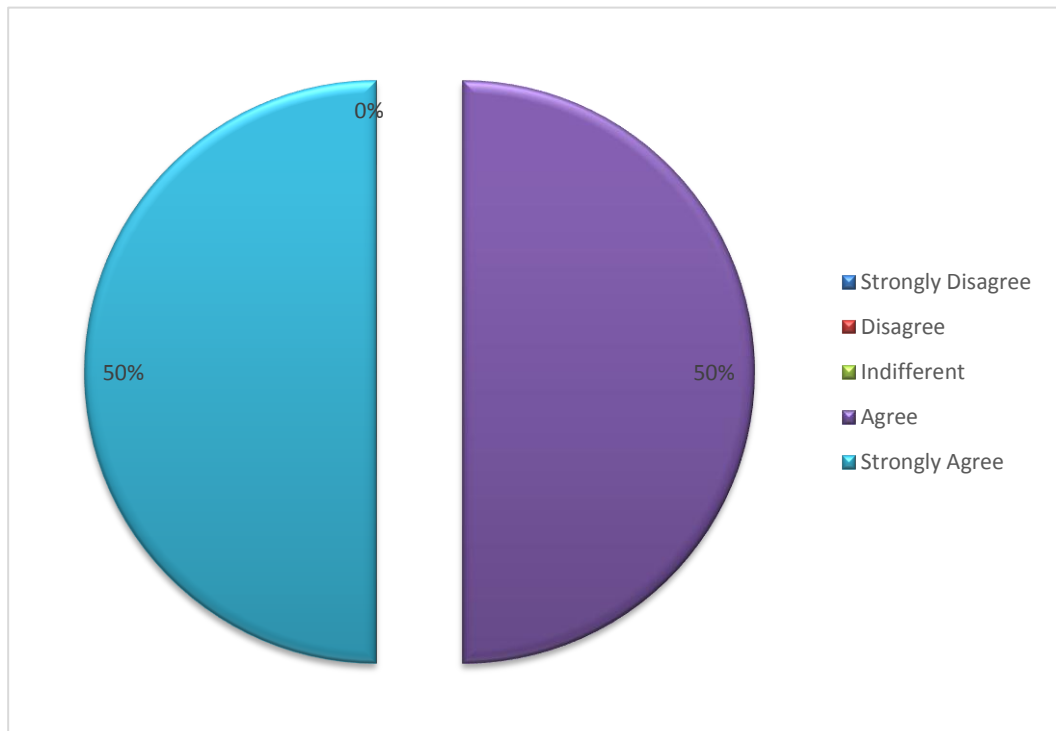
This chart shows if teachers consider recommendable the use of technological resources can facilitate the English teaching and learning process, the 100% are strongly agree with it.

**TABLE 14. SMART BOARD IMPROVES THE ENGLISH CLASSES**

4. Do you think that an interactive white board is appropriate to improve the English classes?			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 4	Strongly Disagree	0	0%
	Disagree	0	0%
	Indifferent	0	0%
	Agree	6	50%
	Strongly Agree	6	50%
	<b>Total</b>		<b>12</b>

Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
 By: Katherine Villacis & Melanny Malucin

**GRAPH 14. RESULTS**



Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
 By: Katherine Villacis & Melanny Malucin

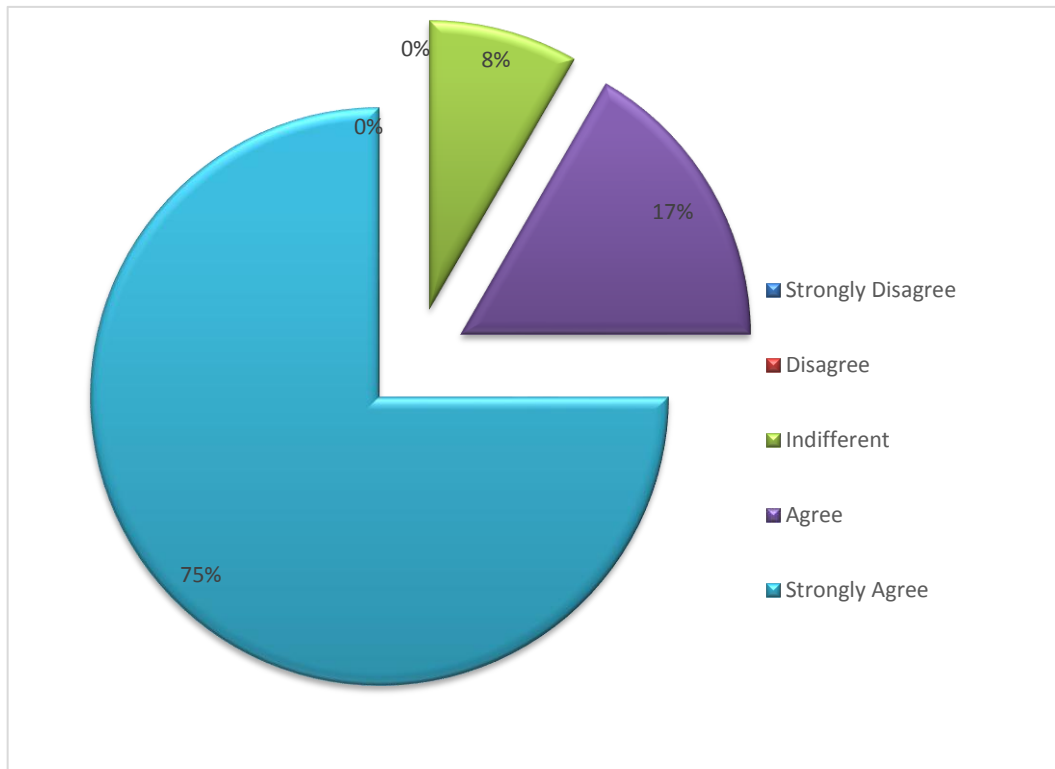
This chart shows if teachers think that the interactive whiteboard is appropriate to improve the English classes. The 50% are agree and the other 50% are strongly agree with it.

**TABLE 15. ENHANCING THE SPEAKING SKILL**

<b>5. Do you agree in enhancing the Speaking skill in your institution?</b>			
<b>CODE</b>	<b>CATEGORIES</b>	<b>FREQUENCIES</b>	<b>PERCENTAGE</b>
Item 5	Strongly Disagree	0	0%
	Disagree	0	0%
	Indifferent	1	8%
	Agree	2	17%
	Strongly Agree	9	75%
	<b>Total</b>		<b>12</b>

Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

**GRAPH 15. RESULTS**



Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

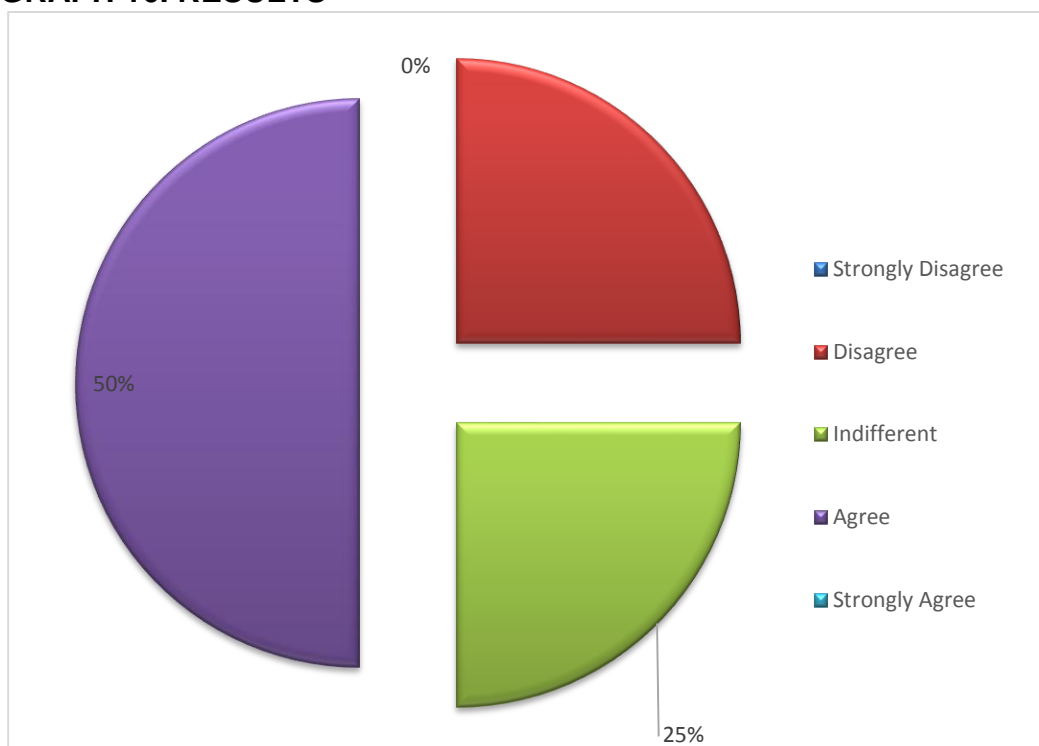
This chart shows if teachers are agree in enhancing the speaking skill in their institution. The 75% are strongly agree, the 17% are agree but the 8% are indifferent with it.

**TABLE 16. CREATING A GOOD ATMOSPHERE**

6. Do you think the use of technological resources create a good atmosphere during Speaking classes?			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 6	Strongly Disagree	0	0%
	Disagree	3	25%
	Indifferent	3	25%
	Agree	6	50%
	Strongly Agree	0	0%
	<b>Total</b>		<b>12</b>

Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
 By: Katherine Villacis & Melanny Malucin

**GRAPH 16. RESULTS**



Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
 By: Katherine Villacis & Melanny Malucin

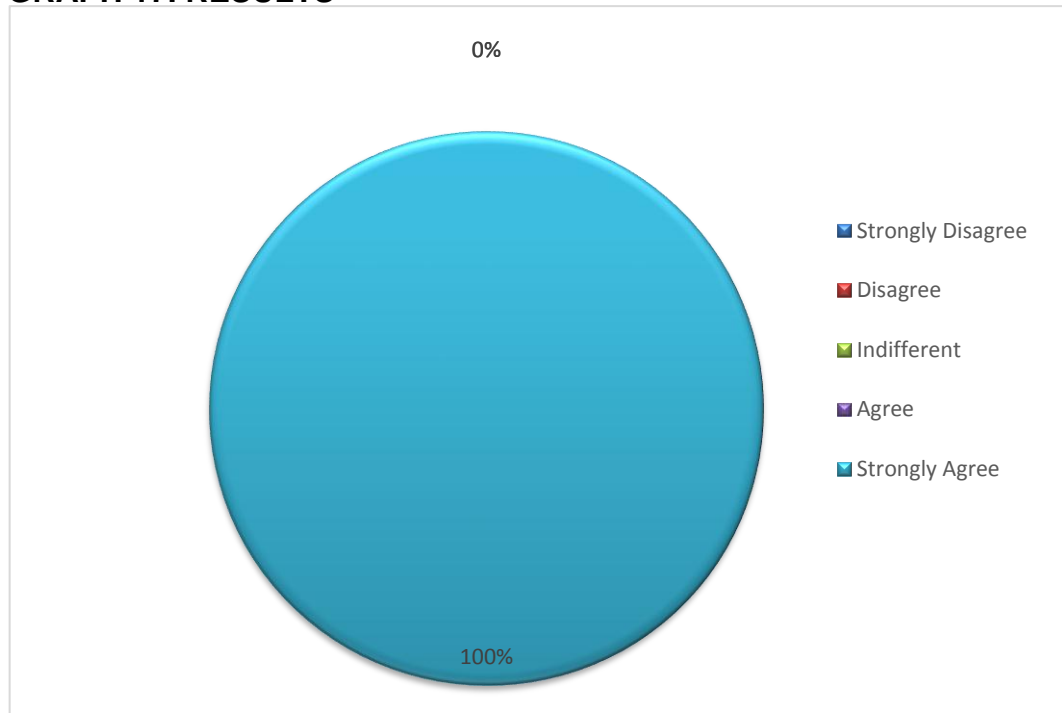
This chart shows if teachers think that the use of technological resources create a good atmosphere during Speaking classes, the 50% of the teachers are agree with it the 25% are indifferent and the other 25% are disagree.

**TABLE 17. IMPROVING THE SPEAKING SKILL**

7. Would you like to improve the speaking skill through the use of Smart Board inside the class?			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 7	Strongly Disagree	0	0%
	Disagree	0	0%
	Indifferent	0	0%
	Agree	0	0%
	Strongly Agree	12	100%
	<b>Total</b>		<b>23</b>

Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

**GRAPH 17. RESULTS**



Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

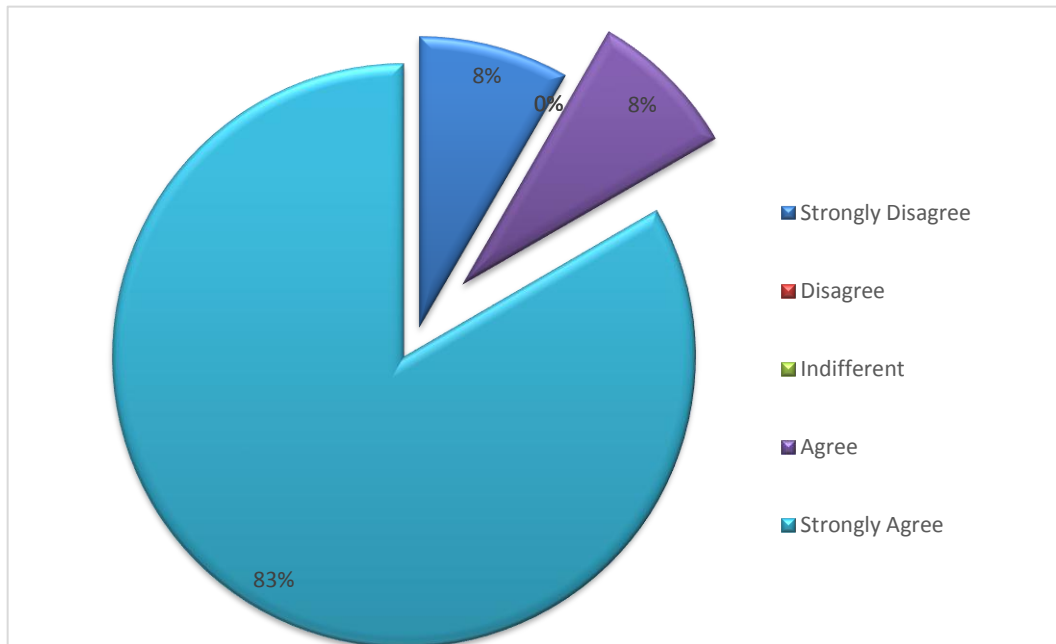
This chart shows if teachers would like to improve the speaking skill through the use of smart board inside the class. The 100% are strongly agree with it, because the smart board brings many applications that could help students to speak English.

**TABLE 18. EMPLOYMENT OF SMART BOARD**

8. Are you interested in the effective employment of smart board in the English learning process to enhance the Speaking skill?			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 8	Strongly Disagree	1	8%
	Disagree	0	0%
	Indifferent	0	0%
	Agree	1	8%
	Strongly Agree	10	83%
	<b>Total</b>		<b>12</b>

Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

**GRAPH 18. RESULTS**



Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

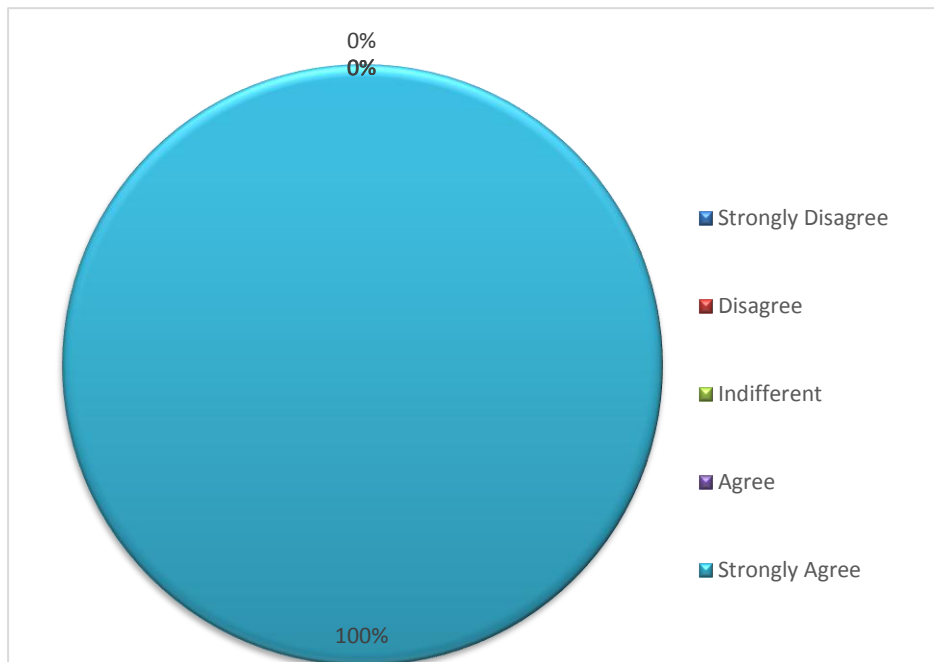
This chart shows if teachers are interested in the effective employment of smart board in the English learning process to enhance the speaking skill. The 83 % are strongly agree but the 8% are strongly disagree and the other 8% are indifferent.

**TABLE 19. STUDENTS' MOTIVATION**

9. - Do you motivate your students to speak in English?			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 9 S o u r c e	Strongly Disagree	0	0%
	Disagree	0	0%
	Indifferent	0	0%
	Agree	0	0%
	Strongly Agree	12	100%
	<b>Total</b>		<b>12</b>

Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

**GRAPH 19. RESULTS**



Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

This chart shows if teachers motivate their students to speak English, as a result the 100% of teachers are strongly agree because teachers must be connected with the students.

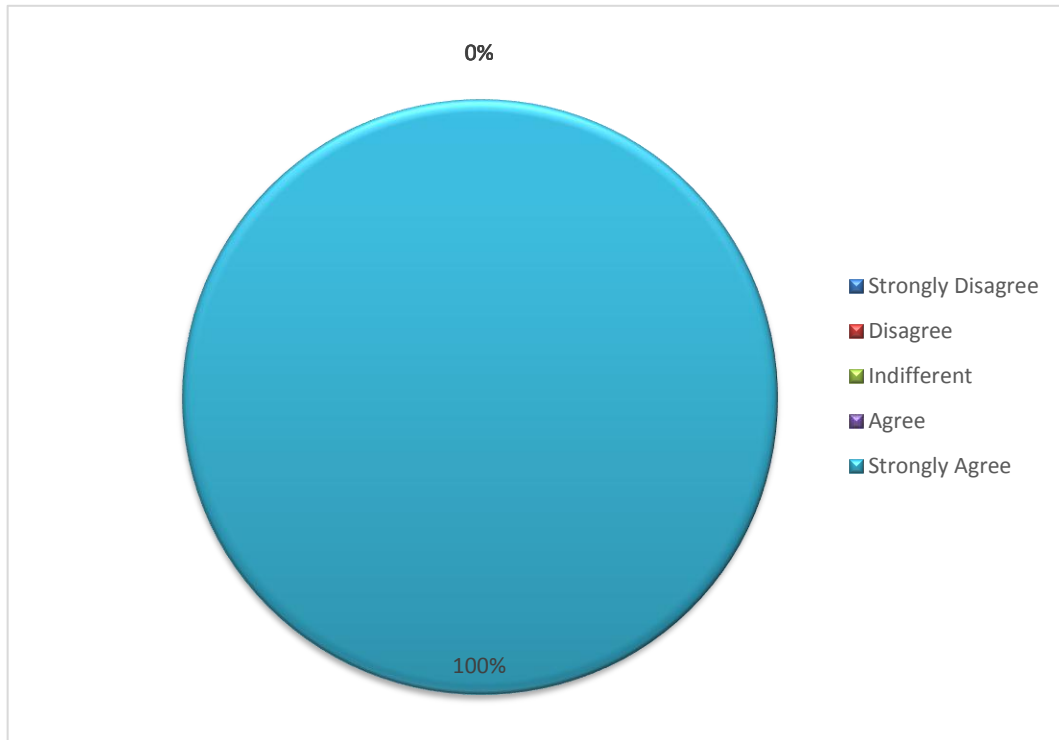


**TABLE 20. BETTER CLASSES USING TECHNOLOGY**

10. Do you think that the classes are better using smart board?			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 10	Strongly Disagree	0	0%
	Disagree	0	0%
	Indifferent	0	0%
	Agree	0	0%
	Strongly Agree	12	100%
	<b>Total</b>		<b>12</b>

Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
 By: Katherine Villacis & Melanny Malucin

**GRAPH 20. RESULTS**



Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
 By: Katherine Villacis & Melanny Malucin

This chart shows if teachers' classes are better using smart board. The result was the 100% of teachers are strongly agree indicating that the smart board is a magnify tool to teach English.

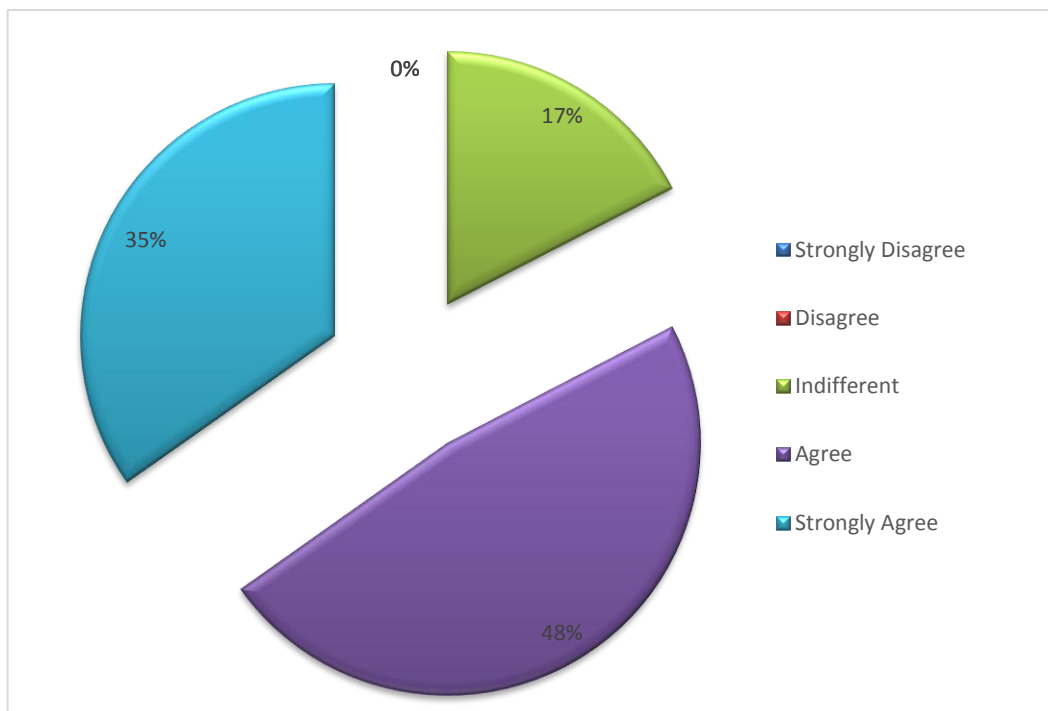
## SURVEY TO PARENTS

**TABLE 21. THE IMPORTANCE OF SMART BOARD**

1. Do you consider that the interactive whiteboard is important in the learning for children?			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 1	Strongly Disagree	2	7%
	Disagree	6	20%
	Indifferent	4	17%
	Agree	11	48%
	Strongly Agree	8	35%
	<b>Total</b>		<b>23</b>

Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

**GRAPH 21. RESULTS**



Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

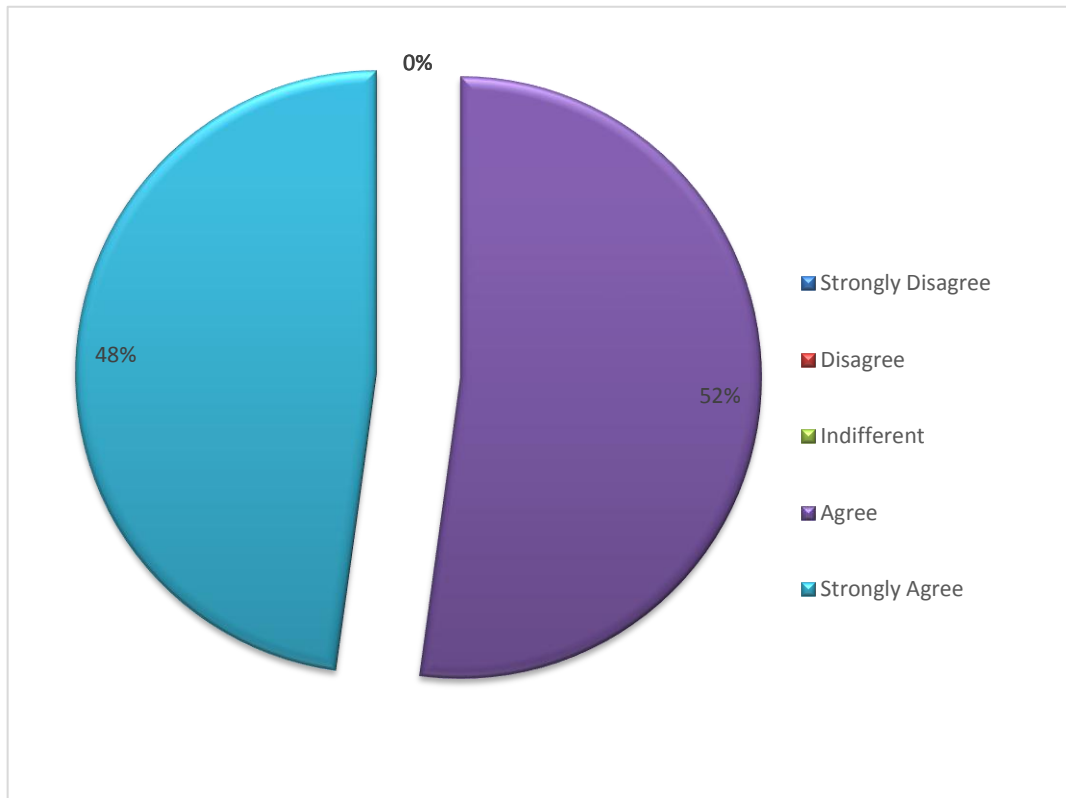
This chart shows if parents consider that the interactive whiteboard is important in the learning for their children, the 48% of the teachers are agree with it and 35% are strongly agree but only the 17% are indifferent.

**TABLE 22. LEARNING QUALITY**

2. Do you think that the technological resources would improve the learning quality of your children?			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 2	Strongly Disagree	0	0%
	Disagree	0	0%
	Indifferent	0	0%
	Agree	12	52%
	Strongly Agree	11	48%
	<b>Total</b>		<b>23</b>

Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
 By: Katherine Villacis & Melanny Malucin

**GRAPH 22. RESULTS**



Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
 By: Katherine Villacis & Melanny Malucin

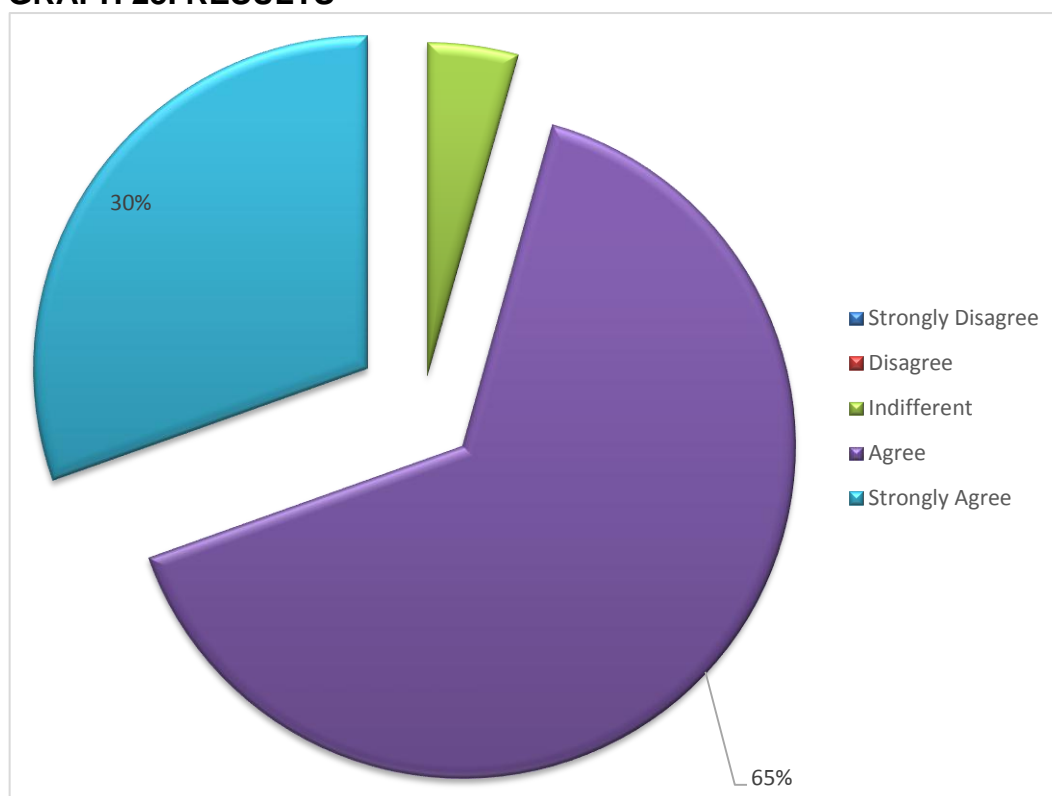
This chart shows if parents think that the technological resources would improve the learning quality of their children, the 52% of the teachers are agree with it but only the 48% are strongly agree.

**TABLE 23. APPLICATION OF TECHNOLOGICAL RESOURCES**

3. Do you consider that the application of technological resources recommendable to facilitate the English learning in your children?			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 3	Strongly Disagree	0	0%
	Disagree	0	0%
	Indifferent	1	4%
	Agree	15	65%
	Strongly Agree	7	30%
	<b>Total</b>		<b>23</b>

Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

**GRAPH 23. RESULTS**



Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

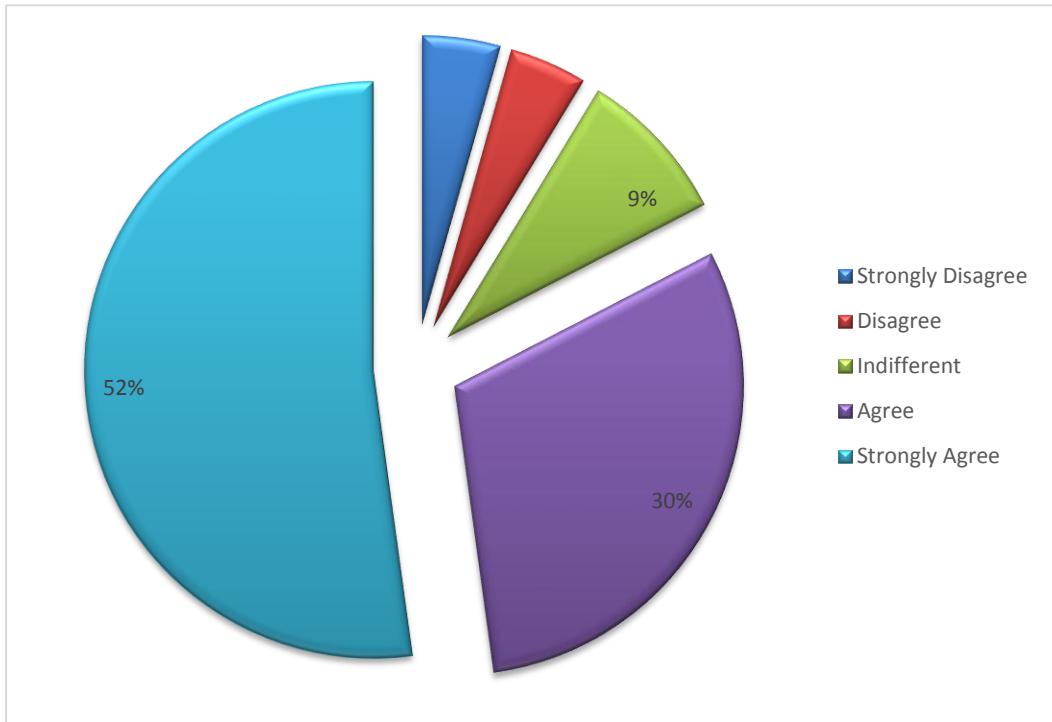
This chart shows if parents consider the application of technological resources recommendable to facilitate the English learning in your children, the 65% of the teachers are agree with it, the 30% of the teachers are strongly agree but only the 4% are indifferent.

**TABLE 24. SMART BOARD ENHANCE ENGLISH CLASSES**

4. Do you consider that interactive whiteboard is appropriate to improve the English classes?			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 4	Strongly Disagree	1	4%
	Disagree	1	4%
	Indifferent	2	9%
	Agree	7	30%
	Strongly Agree	12	52%
	<b>Total</b>		<b>23</b>

Source: “Unidad Educativa Jean Piaget (Albohispano) High School”  
 By: Katherine Villacis & Melanny Malucin

**GRAPH 24. RESULTS**



Source: “Unidad Educativa Jean Piaget (Albohispano) High School”  
 By: Katherine Villacis & Melanny Malucin

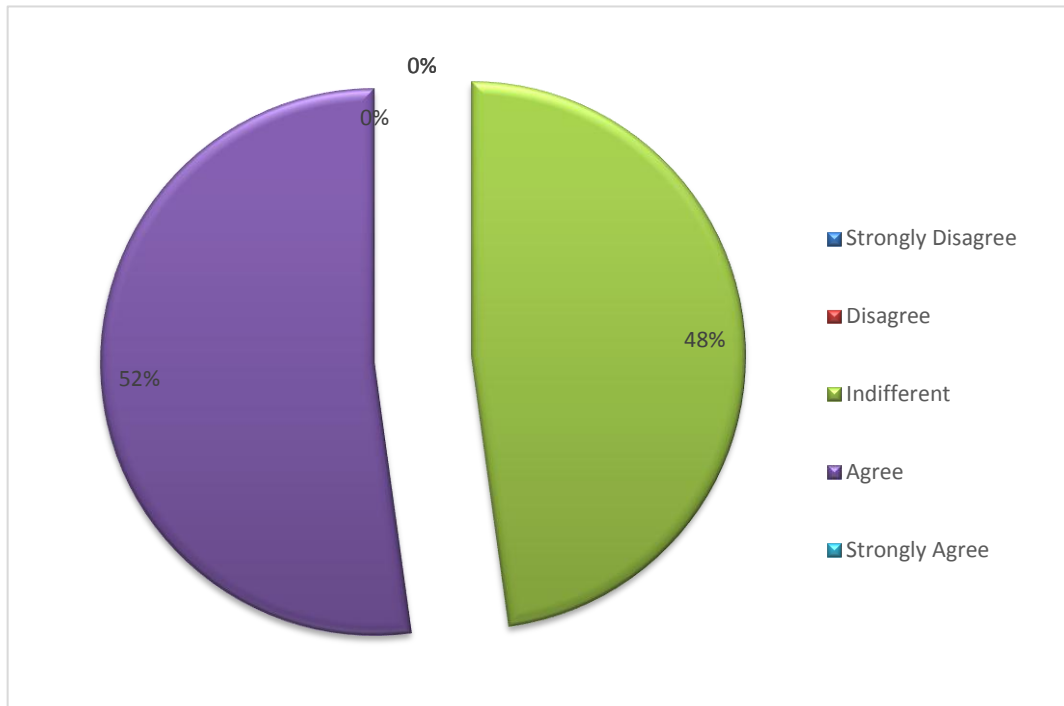
This chart shows if parents consider that interactive whiteboard is appropriate to improve the English classes, the 52% of the teachers are strongly agree, the 30% are agree, the 4% are strongly disagree, the 4% disagree, and the 9% are indifferent.

**TABLE 25. IMPROVING THE SPEECH AT INSTITUTION**

5. Are you agree to improve the English skill of your children in our educational institution?			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 5	Strongly Disagree	0	0%
	Disagree	0	0%
	Indifferent	11	48%
	Agree	12	52%
	Strongly Agree	0	0%
	<b>Total</b>		<b>23</b>

Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
 By: Katherine Villacis & Melanny Malucin

**GRAPH 25. RESULTS**



Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
 By: Katherine Villacis & Melanny Malucin

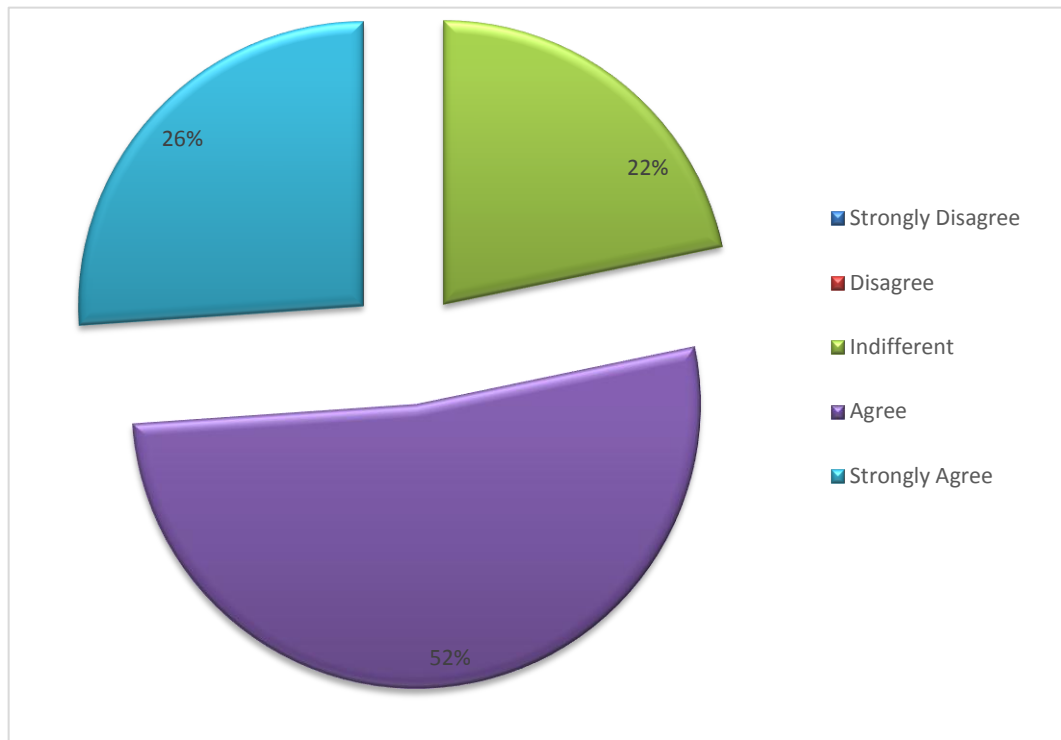
This chart shows if parents agree to improve the English skill of their children in our educational institution. The 48% of the teachers are indifferent but the 52% agree with it.

**TABLE 26. BETTER ENVIRONMENT TO SPEAK**

6. ¿Do you think the technological resources create a good environment to speak?			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 6	Strongly Disagree	0	0%
	Disagree	0	0%
	Indifferent	5	22%
	Agree	12	52%
	Strongly Agree	6	26%
	<b>Total</b>		<b>23</b>

Source: “Unidad Educativa Jean Piaget (Albohispano) High School”  
By: Katherine Villacis & Melanny Malucin

**GRAPH 26. RESULTS**



Source: “Unidad Educativa Jean Piaget (Albohispano) High School”  
By: Katherine Villacis & Melanny Malucin

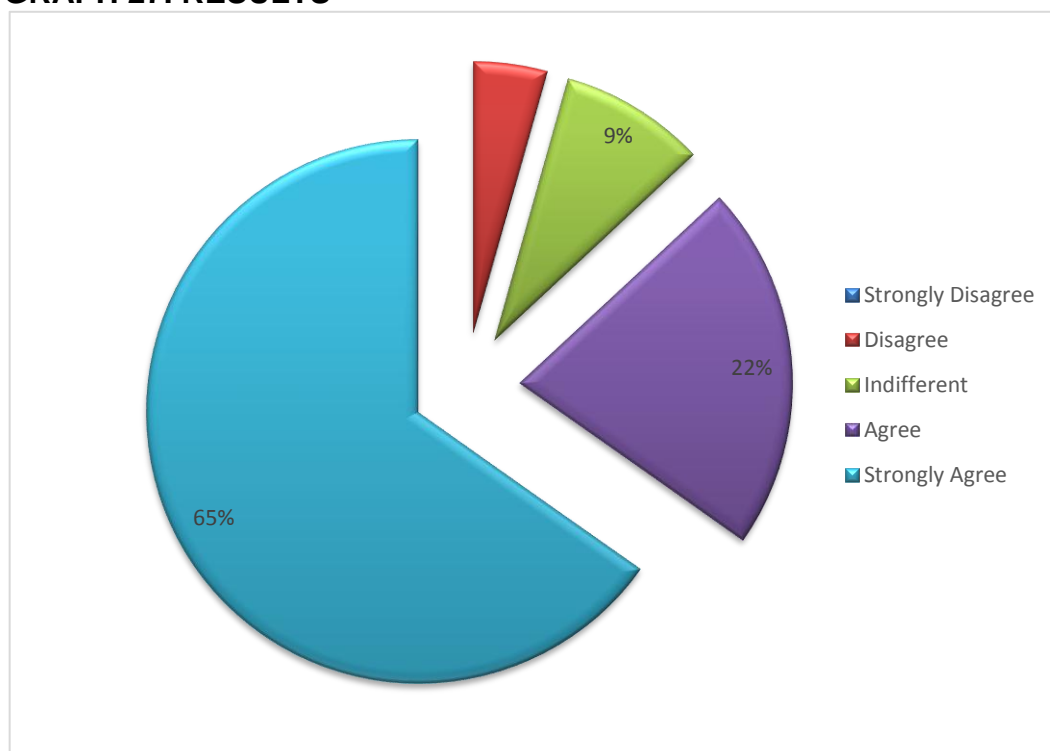
This chart shows if parents think the technological resources create a good environment to speak English, the 52% of the teachers are agree with it the 22% are indifferent and the other 26% are strongly agree. A majority of parents think that the technological resources are good to create a good environment improving the speaking skill.

**TABLE 27. DEVELOPMENT OF SPEAKING SKILL**

7. Would you like that your children enhance the speaking skill through Smart board?			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 7	Strongly Disagree	0	0%
	Disagree	1	4%
	Indifferent	2	9%
	Agree	5	22%
	Strongly Agree	15	65%
	<b>Total</b>		<b>23</b>

Source: “Unidad Educativa Jean Piaget (Albohispano) High School”  
 By: Katherine Villacis & Melanny Malucin

**GRAPH 27. RESULTS**



Source: “Unidad Educativa Jean Piaget (Albohispano) High School”  
 By: Katherine Villacis & Melanny Malucin

This chart shows if parents would like that their children enhance the speaking skill through smart board, the 65% of the teachers are strongly agree with it, the 22% are agree, the 9% are indifferent but the 4% are disagree with that.

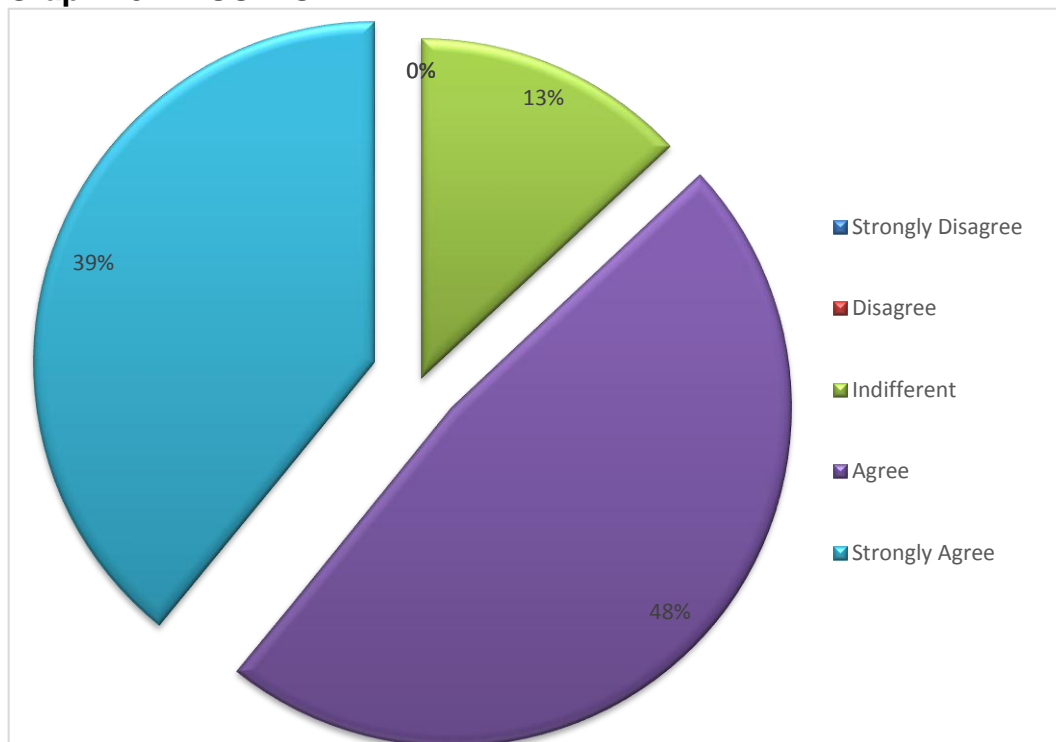


**TABLE 28. USE OF SMART BOARD BY CHILDREN**

8. Are you interested that your child use the Smart board to improve the speaking skill?			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 8	Strongly Disagree	0	0%
	Disagree	0	0%
	Indifferent	3	13%
	Agree	11	48%
	Strongly Agree	9	39%
	<b>Total</b>		<b>23</b>

Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
 By: Katherine Villacis & Melanny Malucin

**Graph 28. RESULTS**



Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
 By: Katherine Villacis & Melanny Malucin

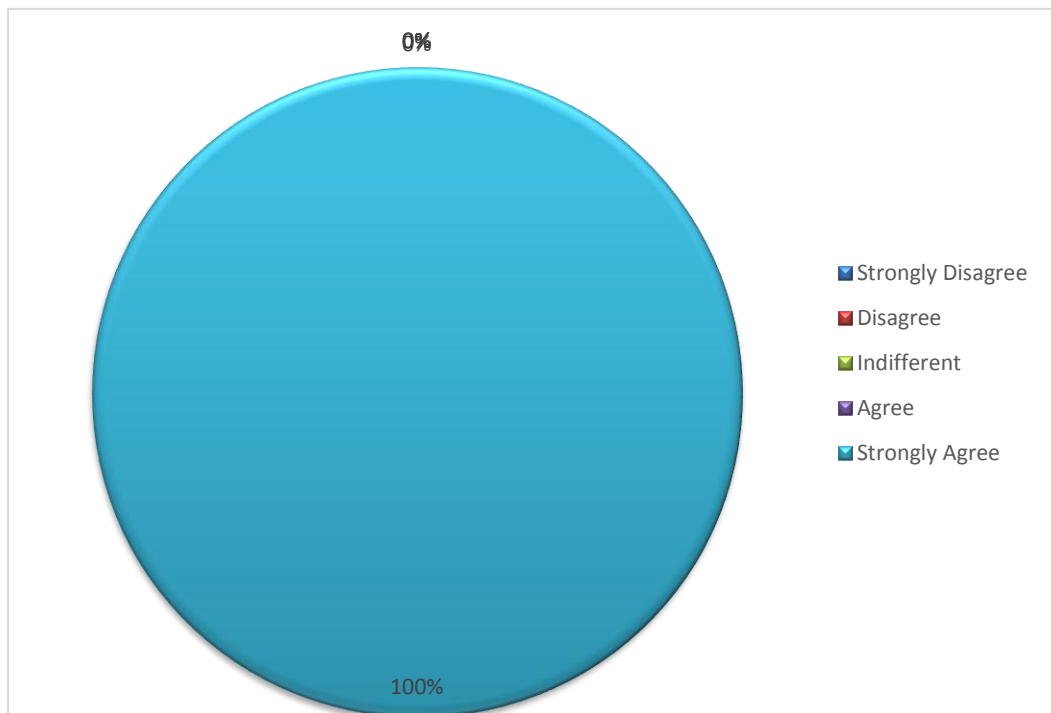
This chart shows if parents are interested that their children use the smart board to improve the speaking skill, the 39% of the teachers are strongly agree with it, the 48% are agree but only the 13% are indifferent.

**TABLE 29. ENCOURAGING STUDENTS**

9. - Do you consider that the teachers must encourage their students?			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 9	Strongly Disagree	0	0%
	Disagree	0	0%
	Indifferent	0	0%
	Agree	0	0%
	Strongly Agree	23	100%
	<b>Total</b>		<b>23</b>

Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

**GRAPH 29. RESULTS**



Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

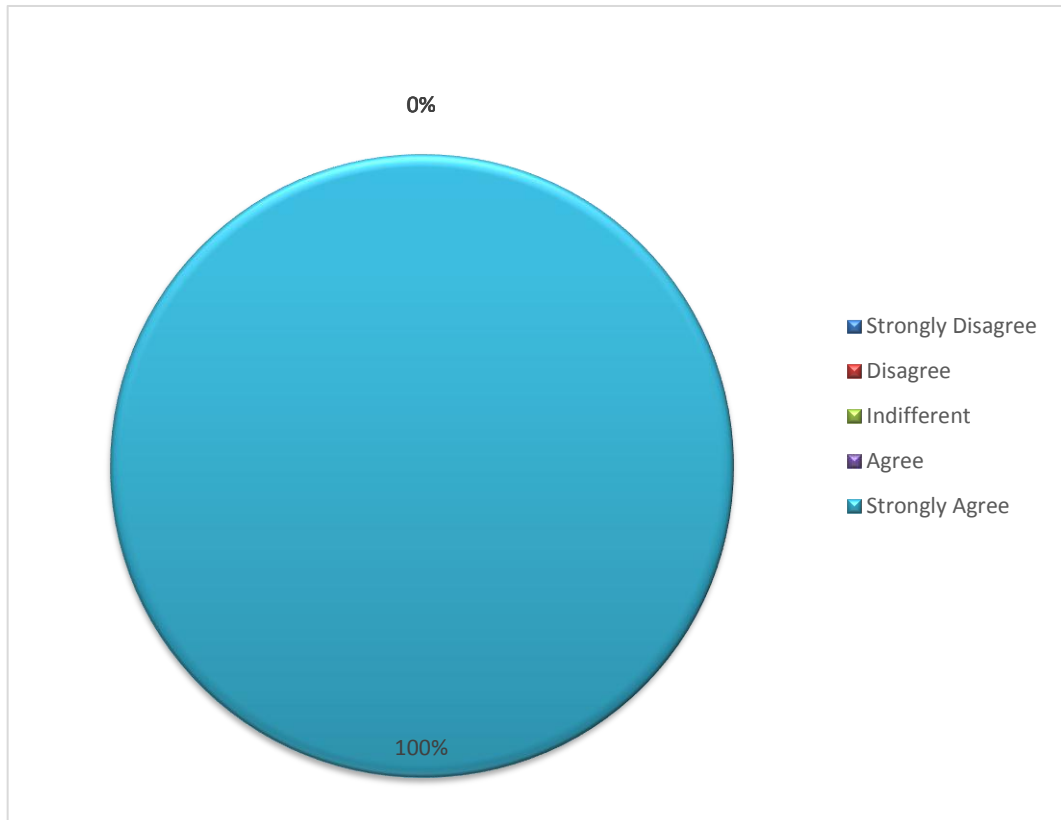
This chart shows if parents consider that the teachers must encourage their students, the 100% of the parents are strongly agree with it indicating that teachers must encourage their students at all moment.

**TABLE 30. BENEFITS OF SMART BOARD**

10. Do you think that classes are better using the interactive whiteboard?			
CODE	CATEGORIES	FREQUENCIES	PERCENTAGE
Item 10	Strongly Disagree	0	0%
	Disagree	0	0%
	Indifferent	0	0%
	Agree	0	0%
	Strongly Agree	23	100%
	<b>Total</b>		<b>23</b>

Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

**GRAPH 30. RESULTS**



Source: "Unidad Educativa Jean Piaget (Albohispano) High School"  
By: Katherine Villacis & Melanny Malucin

This chart shows if parents think that the classes are better using the smart board, the 100% of the parents are strongly agree with it. As a conclusion, all parents were strongly agree about the influence on smart board in the English classes.

## **CHAPTER 4**

### **4. FINAL CONCLUSION**

#### **4.1 CONCLUSION**

\* Teachers applied a few methodological strategies in the process of learning; for that reason, students had a lack of motivation to speak, and they tended to be shy during the class.

\* Teachers showed disinterest and used a traditional pedagogy due to lack of technological resources.

\* Teachers and the educational community had a lack of training on technological on new technologies as result a deficit in the students' proficiency.

\* Students increased their knowledge and their participation in the class by applying the observation guide.

\* The students showed interest in using new devices to learn English. Students' desire is to communicate better in English. Useful activities are necessary to get a good students' proficiency through the Smart board due to its effectiveness in the English Language Acquisition.

#### **4.2 PROBLEMS AND LIMITATIONS**

At the moment to implement the project at school the problems that it presents was the slow interest by the teachers. Since project started was easy to see the lack of students' motivation to speak an English Foreign Language. The bad use of technology makes students get bored with the classes, and they want to avoid the use of technology. And the limitations were not only technological, it was also the school community that had a wrong perspective about the use of technologies in classes.

### 4.3 RECOMMENDATIONS

Based on the finding and conclusions of the study the following recommendations are put forward.

- \* It is necessary to implement more interactive whiteboards inside the classrooms not only in two classrooms in order to improve the educational system. Smart classroom learning helps to increase the learning abilities.
- \* Teachers must assist workshops about the proper use of smart board and how to enhance speaking skill applying useful activities in that way, they will give a successful class developing the students' skills.
- \* Teachers must change their methodological strategies in students' learning, becoming a mechanical class in an innovative class. Students feel motivated, and they can learn in a better way.
- \* The technology is important in the process of learning because there are a variety of web sites in which teachers can attach on the smart board, and they will create a dynamic class especially for kids because they get distracted easily. Websites bring benefits in the process of acquiring English as a foreign language.
- \* It is necessary that teachers elaborate a funny class where students feel secure and they can speak freely. Learners develop an individual instruction.
- \* Although students generally work together in small groups, there are times when all class exchange ideas are valuable. Experimentation, summarizing, comparing, observation and interpreting often involves the whole class. Teachers can use both small group and whole class approaches to teaching in a better way.

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# **APPENDIX**



## UNIVERSIDAD DE LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

### INTERVIEW FOR THE DIRECTOR

1. From your perspective, how important is the application of useful activities through the use of smart board as a didactic support in the teaching – learning?
2. Do you think that technological resources facilitate the acquisition of English *process* language learning in the institution?
3. Do you think the use of technology make students dependent and do not pay too much attention in classes?
4. During the years internet became in a very important tool that let students acquire all the information that they want. As a teacher are you teaching to your students the correct way to use the technological devices. ?
5. What is your perception about the facilities that technological resources give us for the strengthen knowledge?



## CLASSROOM OBSERVATION

Date \_\_\_\_\_

Time \_\_\_\_\_ to \_\_\_\_\_



	1	2	3	4	5
<b>DOMAINS AND SELECTED COMPONENTS</b>					
<b>Planning and preparation</b>					
❖ Demonstrating knowledge of content					
❖ Demonstrating knowledge of pedagogy					
❖ Setting instructional outcomes					
❖ Designing coherent instruction					
❖ Designing student assessment					
<b>Classroom environment</b>					
❖ Establishing a culture for learning					
❖ Managing classroom procedures					
❖ Managing students behaviour					
<b>Instruction</b>					
❖ Communicating with students					
❖ Using questioning and discussion					
❖ Engaging students in learning					
❖ Using assessment instruction					
❖ Demonstrating flexibility and responsiveness					
<b>Professional responsibilities</b>					
❖ Reflecting on teaching					
❖ Participating in a professional community					

KEY 1= UNSATISFACTORY    2= BASIC    3= DEVELOPING    4= PROFICIENT    5= SUPERIOR

**1= Unsatisfactory**  
Indicates limited self-direction or independent action and significantly

**2= Basic**  
Indicates basic self- direction through planning and Little independent competence.

**4= Proficient**  
Indicate self- direction and high level of competence.

**3=Developing**  
Indicate moderate self- direction and developing competence

**5= Superior**  
Indicates highly independent action, much self- direction, and exceptional competence.

\_\_\_\_\_  
EVALUATOR

\_\_\_\_\_  
TEACHER



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

## SURVEY TO STUDENTS

**Objective:** To get information related to useful activities through the use of smart board to increase the speaking skill in 3<sup>rd</sup> basic education year.

The requested information in the next survey will be handled confidentially, it does not require your personal data. We thank you for your cooperation.

Write an "x" in the box according to your opinion.

<u>Questions</u>	<u>Yes</u>	<u>No</u>
1. Do you like to learn English by playing?		
2. Would you like to play interactive games using Smart Board in your English class?		
3. Do you like to speak English?		
4. Do you like to learn English by practicing dialogues?		
5. Is English important for you?		
6. Do you think that classes are better using smart board?		
7. . Do you like to learn English by Role playing?		
8. Would you like to learn English by singing songs?		
9. Do you like watching English videos?		
10. Do you like writing on the Smart board using your fingers?		



## UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

### SURVEY TO TEACHERS

**Objetivo:** To get information related to useful activities through the use of smart board to increase the speaking skill in 3<sup>rd</sup> basic education year.

The requested information in the next survey will be handled confidentially, it does not require your personal data. We thank you for your cooperation.

Write an "x" in the box according to your opinion.

<u>QUESTIONS</u>	<u>Strongly Disagree</u> <u>1</u>	<u>Disagree</u> <u>2</u>	<u>Indifferent</u> <u>3</u>	<u>Agree</u> <u>4</u>	<u>Strongly Agree</u> <u>5</u>
1.- Do you think that Smart Board is a sophisticated tool to enhance the speaking skill in students from 3rd basic year?					
2.- From your perspective, how important is the use of technological resources in the classroom?					
3. - Do you consider recommendable that the use of technological resources can facilitate the English teaching and learning process?					
4.- Do you think that an interactive white board is appropriate to improve the English classes?					
5.- Do you agree in enhancing the Speaking skill in your institution?					
6.- Do you think the use of technological resources create a good atmosphere during Speaking classes?					
7.- Would you like to improve the speaking skill through the use of Smart Board inside the class?					
8.- Are you interested in the effective employment of smart board in the English learning process to enhance the Speaking skill?					
9.- Do you motivate your students to speak in English?					
10.- Do you think that the classes are better using smart board?					



## UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

### ENCUESTA PARA PADRES

**Objetivo:** Para obtener información relacionada con actividades útiles a través de la utilización de la pizarra interactiva para aumentar la habilidad de hablar en 3er año de educación básica.

La información solicitada en la próxima encuesta será manejada de manera confidencial, que no requiere de sus datos personales. Les damos las gracias por su cooperación.

Escribe una "x" en la casilla de acuerdo a su opinión.

<b><u>PREGUNTAS</u></b>	<b><u>Muy en desacu ardo</u> 1</b>	<b><u>Desacuer do</u> 2</b>	<b><u>Indifere nte</u> 3</b>	<b><u>De acuer do</u> 4</b>	<b><u>Muy de acuerdo</u> 5</b>
1.- ¿Considera usted la importancia del aprendizaje de los niños a través de la pizarra interactiva?					
2.- ¿Cree usted que con los recursos tecnológicos mejoraría la calidad de aprendizaje de sus hijos?					
3.- ¿Considera usted recomendable el uso de recursos tecnológicos facilitan la enseñanza del idioma ingles en sus hijos?					
4.- ¿Usted considera que la pizarra interactiva es apropiada para mejorar las clases de inglés?					
5.- ¿Está de acuerdo usted sobre mejorar la destreza de hablar de sus hijos en nuestra institución?					
6.- ¿Usted piensa que los recursos tecnológicos crean una buena atmosfera para hablar?					
7.- ¿Le gustaría que su hijo mejore la destreza de hablar a través de la pizarra interactiva?					
8.- ¿Usted está interesado que su hijo use la pizarra interactiva para mejorar la destreza de hablar?					
9.- ¿Usted considera que los profesores deben motivar a sus estudiantes?					
10.- ¿Usted cree que las clases son mejores usando la pizarra interactiva?					



## UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

### SURVEY TO PARENTS

**Objetivo:** To get information related to useful activities through the use of smart board to increase the speaking skill in 3<sup>rd</sup> basic education year.

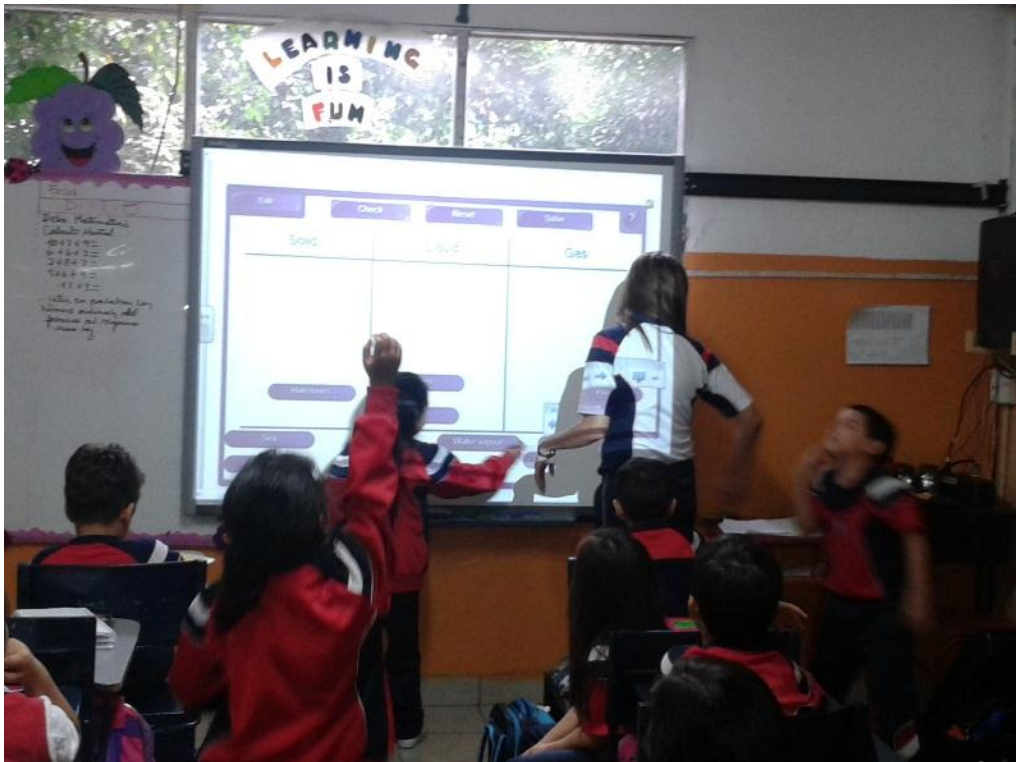
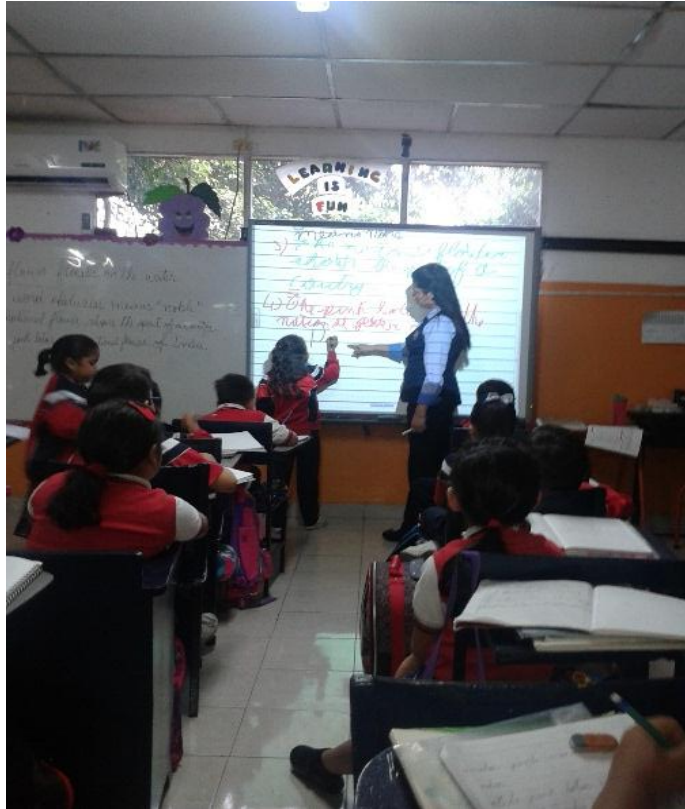
The requested information in the next survey will be handled confidentially, it does not require your personal data. We thank you for your cooperation.

Write an “x” in the box according to your opinion.

<u>PREGUNTAS</u>	<u>Muy en desacuar do</u> <u>1</u>	<u>Desacuer do</u> <u>2</u>	<u>Indifere nte</u> <u>3</u>	<u>De acuer do</u> <u>4</u>	<u>Muy de acuerdo</u> <u>5</u>
1.- Do you consider that the interactive whiteboard is important in the learning for children?					
2.- Do you think that the technological resources would improve the learning quality of your children?					
3.- Do you consider recommendable the application of technological resources facilitate the English learning in your children?					
4.- Do you consider that interactive whiteboard is appropriate to improve the english classes?					
5.- Are you agree to improve the english skill of your children in our educational institution?					
6.- ¿Do you think the technological resources create a good environment to speak?					
7.- Would you like that your children to enhance the speaking skill through Smart board?					
8.- Are you interested that your child use the Smart board to improve the speaking skill?					
9.- Do you consider that the teachers must encourage their students?					
10.- Do you think that classes are better using the interactive whiteboard?					









## REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

### FICHA DE REGISTRO DE TESIS

TÍTULO Y SUBTÍTULO:

**USEFUL ACTIVITIES TO ENHANCE THE SPEAKING SKILLS THROUGH THE USE OF SMART BOARD IN 3RD BASIC EDUCATION YEAR AT UNIDAD EDUCATIVA "JEAN PIAGET" (ALBOHISPANO) HIGH SCHOOL.**

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PALABRAS CLAVE:

Actividades útiles a través de la pizarra interactiva para mejorar el desarrollo del habla.

RESUMEN:

El objetivo principal de este proyecto de investigación es mejorar la habilidad del habla utilizando actividades útiles a través del uso de la pizarra interactiva en estudiantes de tercer grado de educación básica, en la Unidad Educativa "Jean Piaget" (Albohispano) High School. Para lograr esto, los objetivos fueron: determinar la relación entre las actividades de clase y el desarrollo de la capacidad de hablar en el idioma inglés usando la pizarra interactiva. Como parte de nuestros instrumentos de investigación tenemos: observación de clases, entrevista para el director del plantel, encuestas a los profesores, estudiantes y padres de familia; con el fin de conocer las dificultades que se enfrentaban durante las clases al hablar el idioma extranjero. Analizando y comparando las razones que afectaron el desarrollo de la habilidad de hablar, se llegó a la conclusión que la mayoría de ellos tenían dificultades para expresarse, debido a la falta de actividades útiles durante las clases de inglés. Más adelante, trabajando con los resultados de los maestros, padres y estudiantes se pudo mantener un mejor ambiente durante las clases, motivando a que los estudiantes interactúen en sus actividades sin complejo alguno y expresándose de manera natural usando el idioma inglés. Se obtuvo una gran experiencia y se logró que los estudiantes interactúen durante sus clases de inglés, aplicando actividades útiles a través de la pizarra interactiva. Finalmente, después de hacer las conclusiones se indicó también recomendaciones muy necesarias para la institución, con el fin de mejorar el habla en estudiantes de tercer grado de educación básica utilizando actividades útiles a través del uso de la pizarra interactiva.

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## Urkund Analysis Result

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Inclusive Education Power Point.pptx (D15972344)  
TESIS.docx (D18047260)

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