



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
FACULTAD DE CIENCIAS DE LA EDUCACION
ESCUELA DE LENGUAS - INGLES

RESEARCH PROJECT:

“THE DEVELOPMENT OF EFFECTIVE ORAL PRODUCTION THROUGH
THE USE OF TECHNOLOGICAL RESOURCES ON STUDENTS FROM
SEVENTH GRADE AT SANTO DOMINGO DE GUZMAN, SCHOOL
YEAR 2016-2017”

PREVIO A LA OBTENCION DEL TITULO DE:
LICENCIADO EN LENGUA INGLESA

MENCIÓN ENSEÑANZA Y ADMINISTRACIÓN DE SISTEMAS
EDUCATIVOS EN TEFL

AUTHORS:

MANUELA ANDREA CALDERON VALENCIA
MARIA JOSE CHICAIZA YAGUAL

TUTOR:

MSC. ROSY MERCEDES MENDOZA COBEÑA

GUAYAQUIL – ECUADOR

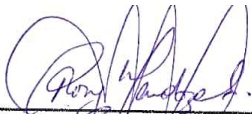
CERTIFICACIÓN DE ACEPTACIÓN DEL TUTOR

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

CERTIFICO

Yo, *MTEFL. ROSY MENDOZA COBEÑA*, certifico que el Proyecto de Investigación con el tema: "*THE DEVELOPMENT OF EFFECTIVE ORAL PRODUCTION THROUGH THE USE OF TECHNOLOGICAL RESOURCES ON STUDENTS FROM SEVENTH GRADE AT SANTO DOMINGO DE GUZMAN, SCHOOL YEAR 2016-2017*" ha sido elaborado por las estudiantes *MANUELA ANDREA CALDERON VALENCIA Y MARIA JOSE CHICAIZA YAGUAL*, bajo mi tutoría y que el mismo reúne los requisitos para ser defendido ante el tribunal examinador, que se designe al efecto.

TUTOR



Mtefl. Rosy Mendoza Cobeña

DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS DE AUTOR

DECLARACIÓN DE AUTORÍA

Yo, Manuel Andrea Calderón Valencia, con cédula de ciudadanía No. 0924422215, en calidad de autora, declaro bajo juramento que la autoría del presente trabajo me corresponde totalmente y me responsabilizo de los criterios y opiniones que en el mismo se declaran, como producto de la investigación que he realizado.

Que soy la única autora del trabajo del Proyecto de Investigación: *“THE DEVELOPMENT OF EFFECTIVE ORAL PRODUCTION THROUGH THE USE OF TECHNOLOGICAL RESOURCES ON STUDENTS FROM SEVENTH GRADE AT SANTO DOMINGO DE GUZMAN, SCHOOL YEAR 2016-2017”*

Que el perfil del proyecto es de mi autoría, y que en su formulación he respetado las normas legales y reglamentarias pertinentes, previa la obtención del título de “Licenciada o Licenciada en Lengua Inglesa mención en Enseñanza y Administración de Sistemas Educativos en TEFL”, de la Facultad de Educación- Carrera de Ciencias de la Educación mención Inglés de la Universidad Laica Vicente Rocafuerte de Guayaquil.

CESIÓN DE DERECHOS DE AUTOR

De conformidad con lo establecido en el Capítulo I de la Ley de Propiedad Intelectual del Ecuador, su reglamento y normativa institucional vigente, dejo expresado mi aprobación de ceder los derechos de reproducción y circulación de esta obra, a la Universidad Laica Vicente Rocafuerte de Guayaquil. Dicha reproducción y circulación se podrá realizar, en una o varias veces, en cualquier soporte, siempre y cuando sean con fines sociales, educativos y científicos.

La autora garantiza la originalidad de sus aportaciones al proyecto, así como el hecho de que goza de la libre disponibilidad de los derechos que cede.



Manuela Andrea Calderón Valencia

Autor

DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS DE AUTOR DECLARACIÓN DE AUTORÍA

Yo, María José Chicaiza Yagual, con cédula de ciudadanía No. 0926730995, en calidad de autora, declaro bajo juramento que la autoría del presente trabajo me corresponde totalmente y me responsabilizo de los criterios y opiniones que en el mismo se declaran, como producto de la investigación que he realizado.

Que soy la única autora del trabajo del Proyecto de Investigación: "*THE DEVELOPMENT OF EFFECTIVE ORAL PRODUCTION THROUGH THE USE OF TECHNOLOGICAL RESOURCES ON STUDENTS FROM SEVENTH GRADE AT SANTO DOMINGO DE GUZMAN, SCHOOL YEAR 2016-2017*"

Que el perfil del proyecto es de mi autoría, y que en su formulación he respetado las normas legales y reglamentarias pertinentes, previa la obtención del título de "Licenciado o Licenciado en Lengua Inglesa mención en Enseñanza y Administración de Sistemas Educativos en TEFL", de la Facultad de Educación- Carrera de Ciencias de la Educación mención Inglés de la Universidad Laica Vicente Rocafuerte de Guayaquil.

CESIÓN DE DERECHOS DE AUTOR

De conformidad con lo establecido en el Capítulo I de la Ley de Propiedad Intelectual del Ecuador, su reglamento y normativa institucional vigente, dejo expresado mi aprobación de ceder los derechos de reproducción y circulación de esta obra, a la Universidad Laica Vicente Rocafuerte de Guayaquil. Dicha reproducción y circulación se podrá realizar, en una o varias veces, en cualquier soporte, siempre y cuando sean con fines sociales, educativos y científicos.

La autora garantiza la originalidad de sus aportaciones al proyecto, así como el hecho de que goza de la libre disponibilidad de los derechos que cede.

María José Chicaiza

Maria Jose Chicaiza Yagual

Autor

ACKNOWLEDGEMENTS

Our most sincere thanks are to God and all our family members that have been there all this time helping us survive throughout all this challenge of our studies and our project. Their help has been a blessing that only God can have provided his ways. We are also thankful to our dearest Lica University and all its professors and tutors that have laid a hand for our service and reliability on this education field that we have chosen and all its realm. We could not be more thankful than this.

We our deepest regard to this special occasion,

MANUELA ANDREA CALDERON VALENCIA

MARIA JOSE CHICAIZA YAGUAL

DEDICATION

This is dedicated to God, King of the universe and creator of all things, our father and bearer of life. I also want to dedicate this to my siblings whom have given me their support. To my parents who has render her love and unconditional support as well in the good times and the bad times and that has made part of this achievement. I would also like to dedicate this to my friends and other relatives because they have also sacrifice their time so I could accomplish this project.

MANUELA ANDREA CALDERON VALENCIA

DEDICATION

I dedicate this project to God, who knew how to guide me through this road, gave me strength to go on and not dismay in the problems that presented themselves and showed me how to deal with adversities and not lose my dignity nor fail while trying.

To my parents, Eduardo Chicaíza Tianga y María Yagual Alejandro Whom have been the spunk during my whole studies and the support for every problem that I have face and have given me their cooperation and my good qualities as a person, my values, my principals, my character, my will and perseverance, my courage to reach my objectives and that have been my greatest motivation, inspiration and happiness.

To my boyfriend, Michael Valarezo Piedrahit, whom with his undivided support, has been also a friend and a partner at all times, who has been present giving me his advice, love, comprehension, trust, and encouragement and not leaving me when my strenght was gone.

To my brother, David Chicaíza Yagual, for his advice and Company. He is a great example to follow that shows you how to reach our goals and give our parents the feeling of being proud of their offspring.

To my cousin, Marcos Gutiérrez Asencio, who even though was not physically present, he always is taking care of me and guiding me form up in heaven.

María José Chicaíza Yagual

TABLE OF CONTENT

COVER	1
CERTIFICACIÓN DE ACEPTACIÓN DEL TUTOR.....	2
DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS DE AUTOR .	3
DECLARACIÓN DE AUTORÍA	3
CESIÓN DE DERECHOS DE AUTOR	3
ACKNOWLEDGEMENTS	5
DEDICATION.....	5
TABLE OF CONTENT	7
TABLE OF FIGURES.....	10
TABLE OF GRAPHICS.....	11
ABSTRACT.....	12
CHAPTER I.....	13
1. INTRODUCTION	13
1.1. Background of the Problem.....	13
1.2. Statement of the problem.....	17
1.3. Objective	18
1.3.1. Broad objective	18
1.3.2. Specific objectives	18
1.4 Significance or justification of the study	18
1.4.1. The last ranking in 2015 about high level of english	19
1.5 Scope and delimitations of the study	21
1.6 Hypotheses	21
1.7 Indicators and variables	22
CHAPTER II.....	24
2. THEORETICAL FRAMEWORK	24
2.1 Literature Review	24
2.2. Theoretical foundations.....	25
2.2.1. Multiple intelligences.....	28

2.3. Philosophic.....	31
2.4. Pedagogical	33
2.4.1. Visual learning style	35
2.4.2. Basic	37
2.4.2.1. Vocabulary	37
2.4.2.2. The Use Of Vocabulary.....	38
2.4.2.3. Pictures	38
2.4.2.4. Visual thinking and learning in education	39
2.4.2.5. Flashcards	41
2.4.2.6. Wall Charts, Posters, ETC	41
2.5. Psychological	41
2.6. Sociological.....	43
2.7. Conceptual Framework.....	44
CHAPTER III.....	50
3. RESEARCH METHODOLOGY.....	50
3.1. Type of research description.....	50
3.2. Methods and techniques.....	51
3.3. Research Instruments.....	52
3.3.1. Class Observation.....	52
3.3.2. Survey for the students and teachers	52
3.3.3. Interviews.....	53
3.3.4. Pre- test and Post- test	53
3.4. Research population and sample.....	53
3.4.1. Sources, resources, and timeline.....	54
3.4.2. Resources.....	55
3.4.3. Timeline	56
3.5. Data analysis methods.....	59
3.5.1. Results/Findings: Presentation and Analysis	59
Results and analysis of the class observations.....	59

CHAPTER IV	75
4. PROPOSED PROJECT PLAN.....	75
4.1. Title	75
4.2. Justification	75
4.3. Objectives	76
4.3.1. Broad Objective	76
4.3.2. A Specific Objectives	76
4.4 Content framework of the proposed project plan	77
4.5 The proposed project plan	77
4.6. Materials	83
4.7. Validation of the proposed project plan.....	118
4.8 Recomendations.....	119
4.9 Conclusions.....	120
REFERENCES	121
APPENDIX.....	124

TABLE OF FIGURES

Figure 1.....	59
Figure 2.....	60
Figure 3.....	61
Figure 4.....	62

TABLE OF TABLES

Table 1.....	17
Table 2.....	22
Table 3.....	23
Table 4.....	54
Table 5.....	55
Table 6.....	56
Table 7.....	58
Table 8.....	63
Table 9.....	64
Table 10.....	65
Table 11.....	66
Table 12.....	67
Table 13.....	68
Table 14.....	69
Table 15.....	70
Table 16.....	71
Table 17.....	72
Table 18.....	73

TABLE OF GRAPHICS

Graphic 1	64
Graphic 2	65
Graphic 3	66
Graphic 4	67
Graphic 5	68
Graphic 6	69
Graphic 7	70
Graphic 8	71
Graphic 9	72
Graphic 10	73

ABSTRACT

The present Project was conducted with students of seventh grade at Santo Domingo De Guzman. The project was designed for students to improve their learning speaking skills because it is one the most challenging skills that students face when learning the English language. The general objective of this project was to analyse the impact that educational portals have in the learning process. Schools face the obstacle on the daily basis with all their English learning students, but involving technology there should show progress. It has become a predictable problem among teachers, students, parents and the education system when English is mentioned, especially if technology in such language is also involved. This project tests the learning process in many ways. This investigation was able to conclude that one of the main problems students face is the lack of technology in English and this creates a major obstacle when it comes to rational language comprehension, making students aggravated for the lack of knowledge involving technology and the lack of resources used when it comes to learning the English language. Teachers must comply in doing their best to start motivating students into the realm of technology, guiding them to perform to their best in activities found in websites and getting students used to all the terms and paraphernalia that are part of technology. Therefore, the main reason to bring this project to life is to facilitate language comprehension and utter control of language usage in the classroom when students face such difficulties in learning accessibility, giving students confidence and total self-assurance of their performance in or out of the classroom with or without the teacher.

KEY WORDS: INFORMATION – LEARNING PROCESS – COMMUNICATION--WEBSITES

“THE DEVELOPMENT OF EFFECTIVE ORAL PRODUCTION THROUGH THE USE OF TECHNOLOGICAL RESOURCES ON STUDENTS FROM SEVENTH GRADE AT SANTO DOMINGO DE GUZMAN, SCHOOL YEAR 2016-2017 “

CHAPTER I

1. INTRODUCTION

1.1. Background of the Problem

According to several studies made during this century in Latin America, people have developed oral skills after Europe and in United States. It is shown in some of the countries that can be located in de 1970s. There is no full development even nowadays. Some countries like Guatemala, Colombia, El Salvador and Paraguay are carrying out their first experiences. In other countries during this last quarter century it has been a very slow and fragmentary development. The permanent political instability that has characterized our countries at the latest of 80s and the consequent weakness of oral production in academies and university institutions have generated difficulties in the consolidation of reflection spaces and the production of other disciplines.

During 1990s in countries like Mexico, Argentina and Costa Rica, the historical studies were renovated. The influence of oral skills inside the schools, with a new method of teaching was felt in almost all Latin America and let the development of oral competencies. However during these last years has been an improvement due to the implementation and new adaptations and the effort of governments to invest in Education sending a group of teacher to other countries in order to be trained and at the same time be able to communicate applying the correct use of the language. During this century, English is the most spoken language in the world, and

it is really important that people express their ideas, feelings in many ways including the fields of business, art, sport and culture.

The lack of oral production during these years has made the government pays attention and at the same time invests and makes improvement by an action plan in education giving the importance and enhancement of our curriculum.

This opportunity gives the teacher the opportunity to receive good training courses and get a master degree. In our country, getting mastery in second language is linked to get better proceeds. The last rankings attempt in 2015 show that the level of English language skills among adults is low.

Ecuador is located in the group of countries that responds a Low English Proficiency, related with the countries inside Latin America. Argentina achieved a High Proficiency Level whereas that Dominic Republic. It has only a Moderate Proficiency shown by a result in a ranking. Ecuador is the number 35th country according to the EF English Proficiency. By the results of these statistics Ecuador was forced to make a change in the curriculum implementing Education Levels by the Common European Framework and creating a new English teaching program called Fulbright which give to the teachers the opportunity to travel and prepare taking courses and master degrees.

Ecuador finds the need for applying new strategies to improve English learning by the adaptation of the curriculum guidelines including speaking task during the educational process. Nowadays we need to understand the causes of the high percentage in low proficiency of English Ecuadorian teachers to recognize the importance of their preparation in order to apply the best activities, materials, technological resources (apps) and strategies planned to develop the oral communication in students.

Bygate stated: "The basic problems in foreign-language teaching is to prepare the students to use the language"(1987, p. 3)

English methods such as the audio lingual method, the communicative language teaching, total physical response and others guide them in the style of teaching, but each school has its own method according the requirements inside the institution. In Ecuador almost of all the institutions present shortcomings in English such as the lack of communicative spaces, the students' demotivation and the little interaction between students and teachers which are important for the students to use the language in a communicative way. Santo Domingo de Guzman high school is one of these institutions.

It has 60 years of experience offering an English high quality education by using the last technology devices but they don't apply the correctly resources in the development of oral skills. For this reason we have taken in consideration to develop the effective oral production through the use of technological resources in 7th graders students. This high school is located in Las Monjas Avenue and 5th street in Guayaquil-Ecuador. It has around 2.500 students and 100 teachers distributed in Pre-school, Media, Elementary, Basic and Bacchelaurate sections .The school has a total of 60 classrooms, every classroom has a group of 36 students. There are 16 teachers in the institution. Elementary English teachers work around 12 periods per week having 2 periods of forty five minutes per day. By observing some classes, we decide that the problem in the English classes is the lack of oral production because the teachers don't apply activities and technological resources that engage the students to speak in a second language. The teachers in Santo Domingo high school have classrooms with digital boards and laboratories to teach English but they don't develop the oral production through the use of technological resources.

(Hawkings, 2016) stated:

Educational Technology can be used by all educators who want to incorporate technology in their teaching as well as educational administrators. The emergence of different educational tools and software has motivated many learning organizations to integrate them into the curriculum as they can have a great impact on student learning.

The use of Educational Technology in education makes the students feel more engaged to learn a language by the application of technology devices. This makes impact to the students and creates a good environment to acquire a second language through the use of technology between students and the teacher.

To summarize, it can be shown that people from Latin America have a low level proficiency in English according the ranking present in the statistics made by the EF English proficiency index, which detail that only Argentina reach a high proficiency level according countries belonging to Latin America. Ecuador is implementing new strategies to have a better English level, by the economic input given by the government during this latest year. As it is know all schools have their own teaching style. In Guayaquil there are schools that are working under the constructivism likewise Santo Domingo de Guzman that is located in Las Monjas Avenue with a total of 2.200 students and 60 classrooms.

The Institution presents situations shown by the lack of interaction spaces and the lack of educational technological resources for developing oral communication skills which support learning progress of the students through oral competences. In the fact of this study it can be said that oral production by the using of technology are essential for the learning progress of children while they get involved , they interact with others . As it has been mentioned before this project attempt to bring interaction spaces

to English classes in order to develop oral production through the use of Open educational resource in these days.

According the mission of the institution, it has to provide students an integrated, technology and research training, proficiency in the English language, based on the socio-humanistic-cognitive model. Oral production is the weaknesses that all institutions have.

1.2. Statement of the problem

Table 1
Statement of the problem

CAUSES	CONSEQUENCES
<ul style="list-style-type: none"> • The teachers don't give the enough importance to the oral production. • The teachers consider oral production as a non-relevance activity during the process of class. • The teachers don't use the technology to develop oral production. • The teachers don't motivate the students to talk in a foreign language during the class. • The oral skills are not developed in the class through the dialogues, role plays, etc. 	<ul style="list-style-type: none"> • The students are afraid to talk with another person in English. • The students aren't motivated to have oral production in your class every day. • The technological resources are not used to develop oral production. • The students aren't motivated by the teachers to talk in a foreign language during the class. • The students don't participate in the dialogues, role plays, etc to develop oral skills.

Author: Manuela Andrea Calderon Valencia and Maria Jose Chicaiza Yagual

Consequently the need of oral production development to prove that is possible to create a good environment to make children acquired a second language in a natural way.

1.3. Objective

1.3.1. Broad objective

To determine how the use of technological resources develop speaking production in students of seventh grade at Santo Domingo de Guzman during the scholar year 2016-2017

1.3.2. Specific objectives

- To determine the resources that the teachers use to develop oral skills
- To design instruments for measuring oral production
- To propose a technological design for the application of the proposal

1.4 Significance or justification of the study

In Ecuador our level of English is lower than other continents, comparing with Europe. According the fifth edition of the last ranking in 2015 only Argentina has a high level proficiency belonging to the Latin America countries in the other hand we also have Dominic Republic with an average level of English . It means that Ecuador needs to improve the proficiency to get a better level.

1.4.1. The last ranking in 2015 about high level of english

Picture 1



Source <http://www.ef.com.ec/eji/>

Author: Manuela Andrea Calderón Valencia and Maria Jose Chicaiza Yagual

The little spaces for interacting is one of the problem of oral production lack in our country. The lack of interactive speaking activities that include learning strategies to improve oral production in students, results in a poor performance when the students speak.

The natural character of oral production has led to its prestige is less than the written code, and as a result, has long been thought that the prime role of the primary school was taught to read and write. This concept has also been transferred into foreign language classrooms. For a long time it has focused only teaching English in speech and writing thus in grammatical and spelling aspects by. This approach certainly was correct in those times when telephone communications were complex and there was scarce moving people around the world, and even more, few glimpsed this globalized system.

The reasons why a student needs to learn English have changed, and today it is necessary to be proficient in both oral discourse and written discourse, especially in our community, eager to welcome tourists from all over the world. English classes are the only space that the student has to negotiate for genuine meanings and oral communication. However, during the observation the limited use of the same language in the classroom and practice of oral production is little noticed. Knowing the reasons why there is a little production of oral English at school. It allows to investigate why is difficult to practice? Understand what are the expectations and appreciations of students and teachers? And collaborate on finding ways to facilitate it.

This project is because there are many gaps in understanding and English language communication students and for this reason cannot achieved meaningful and functional learning of the language. It is very important to the implementation of significant strategies that since seeks to improve the development of oral communication in students using English language. A practical and meaningful way to achieve a pleasant environment is to encourage participation and therefore interaction between teacher and student and among classmates. Besides the knowledge of a new language is a great advantage for everyone, so, attention to the needs of students and including the need for communication, which is one of the most important in a globalized world, should be characteristic of quality education. It is relevant to make the institution in the implementation of new forms of education, as this will achieve meaningful learning and full practical development teaching English. The realization of this project is a great benefit to students and teachers and the investigation will try to give a technological design for the application of the proposal that determine the influence of Oral production in seventh graders students during school year 2016-2017.

1.5 Scope and delimitations of the study

This research project will take place at Santo Domingo de Guzman High School which is located at Urdesa Central. (See Appendix B. for an image with the school's location). The target group consists of fifteen seventh grade students. The purpose of this research is to look up the effect of the application of an Open Educational Resource (Speaking App) in students to make effective Oral production at the school that previously mentioned school year 2016-2017. At the same time these students at the end of the project they are going to fill out a survey about the impact of the Open Educational Resource.

It is important to mention that in spite of the fact that the importance of using technological resources, this research project will only center on the students' oral production of English as a foreign language in order to communicate in the real world.

1.6 Hypotheses

The use of the technological resource (Speaking App) can develop an effective oral production in students of 7th grade at Santo Domingo de Guzman high school.

1.7 Indicators and variables

Table 2

Independent Variable: Technological Resources

INDEPENDENT VARIABLE	DIMENSIONS	INDICATORS	TECNIQUES
Technological resources (Speaking App) Conceptual Technological resources are systems and tools required to effectively produce or create a product or a service.	Student's factors Teacher's factors	Using technological resources (Speaking App to develop effective oral production in the students. Applying motivational virtual classes to engage students in the oral production.	Surveys, rubrics and class participation

Author: Manuela Andrea Calderón Valencia and Maria Jose Chicaiza Yagual

Table 3

Dependent Variable: Effective oral production

DEPENDENT VARIABLE	SKILLS AND COMPETENCE	INDICATORS	TECNIQUES
<p>Effective oral production</p> <p>It is the capacity to communicate in coherent form by means of the expression of clear ideas and to maintain flowing dialogues in English.</p>	<p>(Micro skills of Oral communication)</p> <p><i>Skills focused on the language form</i></p> <p>FUNCTIONAL USE OF SPOKEN LANGUAGE</p> <p>(Macro Skills of Oral communication)</p> <p><i>Skills focused on the language function</i></p>	<p><i>Linguistics</i></p> <p><i>Grammar-vocabulary range</i></p> <p><i>Fluency-Accuracy-pronunciation</i></p> <p>Pragmatic-types of spoken language</p> <p>Language interaction</p>	<p>Pre test, Post test, Surveys, rubrics and class participation</p>

Author: Manuela Andrea Calderón Valencia and Maria Jose Chicaiza Yagual

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 Literature Review

According to Michael R. Abraham, education should be theory-based because it makes it non-controversial, common and reliable to find research studies that can back up such issues, (Abraham, 2016)

Theories are formulated to explain, predict, and understand phenomena and, in many case, to challenge and extend existing knowledge within the limit of critical bounding assumptions. The theoretical framework is the structure that can hold or support a theory of a research study. The theoretical framework introduces and describes the theory that explains why the research problem under study exists, (Swamson, 2013)

The following aspects of technology resources are based on the results that students show in class performance and the low scores that can be categorized in the basic spectrum of the language level, meaning that a vast and adequate method needs to be implied in the speaking skills. Students have been showing poor language structure and lack of diction, poor pronunciation and insufficient vocabulary to express themselves with proper speaking also because the work realized in this High School has been of scarce rigid account to consider the efficacy and the transparency of fostering this work and origin in all aspects. Besides, many types of work have been found in the library of the school of languages with similar topics, being aware and conscious of it. It is important to mention that this proposal is different for what it stands with a clear originality.

Many times the lack of new objectives for speaking practice with technology is an obstacle now for communicating with someone else.

Vocabulary is necessary for having good relationships among people and the lack of it, joined with the absence of appropriated speaking skills, makes the communicative process difficult.

Vocabulary is considered an important aspect of the language to be developed for communicating as well as the teaching of vocabulary strategies to do so.

Scott, et al (2015) stated that vocabulary is useful when learning new words associated with known concepts or when learning definitions. According to Van den Broek and Kremer (2015), students use vocabulary in speaking to depict key text elements such as events, facts, and setting and to illustrate meaningful relationships between elements on paper. Vocabulary assists students in learning word meaning and in making better predictions and Inferences (Center, et al, 2015). In fact, words can cue students with learning disabilities with decoding unknown meaning, can decrease task complexity, and can assist in developing memory for the spoken word (van Der Bijl, Alant, & Lloyd, 2016). Equally, the use of vocabulary is supported by Paivio's (2015) dual coding theory which suggests that verbal and non-verbal information are represented and processed in distinct but interconnected mental subsystems. Additionally, using vocabulary requires students to personalize word meanings, to build on multiple sources of information, and to connect what is personally known to new vocabulary concepts, (Brinton, Celce-Murcia, & Snow, 2014).

2.2. Theoretical foundations

Learning strategies are those, which teachers use to improve the speaking among students within the classroom and thus make an appropriated learning process. Many researchers have defined the term, language-learning strategy. Wenden and Rubin (1987, p.19) define learning strategies as "... any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information."

Richards and Platt (1992, p. 209) state that learning strategies are "intentional behavior and thoughts used by learners during learning so as to better help them understand, learn, or remember new information." Faerch Claus and Casper (1983:67) stress that a learning strategy is "an attempt to develop linguistic and sociolinguistic competence in the target language." (Ellis, 2013)

According to (H.H., 2015), "the concept of learning strategy is dependent on the assumption that learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intentional directions and learning techniques." All language learners use language learning strategies either consciously or unconsciously when processing new information and performing tasks in the language classroom.

Since language classroom is like a problem-solving environment in which language learners are likely to face new input and difficult tasks given by their instructors, learners' attempts to find the quickest or easiest way to do what is required, that is, using language learning strategies is inescapable.

Among the main learning strategies for learning a second language, the following can be found: repetition, reading comprehension, the use of body language, memorization, the use of games, the use of stories, the use of translation, imagery among others, and expressing oneself in speaking and the use of technology in every single aspect that involves activities in speaking.

The use of vocabulary used in technology for improving speaking has been one of the most popular ways of teaching English. Technology gadgets are commonly used for learning new words associated with the topic presented by the teacher. Words must be chosen carefully and it is

hoped that this study will shed some light on how teachers make these choices. This means that, if teachers do not choose the vocabulary according to the topic, pupils could think that the teacher is a person who does not prepare his/her classes properly. Using technology is one of the teaching aids that teachers depend on in their teaching.

(Harmer, 2015) States that

Teachers have always used technology as a tool with pictures – whether drawn, taken from books, newspapers and magazines, or photographs – to facilitate learning”. English teachers tend to feel that using pictured vocabulary in teaching new words makes the process enjoyable and memorable. They also feel that pictured vocabulary attract pupils’ attention and deepen their understanding of words. Pictured vocabulary can also help learners with abstract words, as associating the word with a concrete object makes these words easier to remember.

(Harmer, 2015) States that

One of the most appropriate uses for pictured vocabulary is for the presenting and checking of meaning. An easy way of explaining the meaning of the word airplane, for example, is to have a picture of one”. Of course, not all new words can be taught using pictures. On the other hand, images help students to remember the topic that the teachers are talking about; however they are mainly used as a strategy for making students be interested in the class. What is more, thanks to the use of pictures students can identify such as events, experiences, facts and the connection that they have with their daily life; this use of images is well known as “Imagery.”

How can imagination help in speaking?

“It is the use of images for improving the vocabulary learning among students. Linda mood Bell defines concept imagery as "being able to form the mental images for the ideas and concepts which are expressed through language” (Bell, 2015).

The images are selected by the teachers in order to teach or show a vocabulary related to a specific topic, given that visual vocabulary is supported by research as an effective instructional strategy. “Visual vocabulary assists students in learning word meaning and in making better predictions and inferences” (Hoyos, 2015).

2.2.1. Multiple intelligences

In recent years, new definitions of intelligence have gained acceptance and have dramatically enhanced the appraisal of human competencies. Howard Gardner of Harvard University in his book, *Frames of Mind: The Theory of Multiple Intelligences*, suggests that there are at least seven human intelligences, two of which, verbal/linguistic intelligence and logical/mathematical intelligence, have dominated the traditional pedagogy of western societies. The five non-traditional intelligences, spatial, musical, kinesthetic, interpersonal *and* intrapersonal, have generally been overlooked in education.

However, if educators can develop ways to teach and learn by engaging all seven intelligences, they will increase the possibilities for student success and create the opportunity to weave a social fabric in which each diverse human gift will find a fitting place, (Mead, 2016)

- In the Personal Work Center (Intrapersonal Intelligence), students explore the present area of study through research, reflection, or individual projects.

- In the Working Together Center (Interpersonal Intelligence), they develop cooperative learning skills as they solve problems, answer questions, create learning games, brainstorm ideas and discuss that day's topic collaboratively.
- In the Music Center (Musical Intelligence), students compose and sing songs about the subject matter, make their own instruments, and learn in rhythmical ways.
- In the Art Center (Spatial Intelligence), they explore a subject area using diverse art media, manipulables, puzzles, charts, and pictures.
- In the Building Center (Kinesthetic Intelligence), they build models, dramatize events, and dance, all in ways that relate to the content of that day's subject matter.
- In the Reading Center (Verbal/Linguistic Intelligence), students read, write, and learn in many traditional modes. They analyze and organize information in written form.
- In the Math & Science Center (Logical/ Mathematical Intelligence), "they work with math games, manipulatives, mathematical concepts, science experiments, deductive reasoning, and problem solving." (Gardner, 2010)

There are many ways in which students apply their very own learning styles. This all depends according to each individual's intelligence. In the classroom, most of them could be applied, but only few teachers may be the ones to understand them or the learning style his/her students have. Thus, the citation backs up the conclusion for the different ways that students learn in the classroom. All these concepts are activated with the use of speaking activities and technology being involved in the classroom.

Learners are addressed easily with visual aids such as flashcards, Wall charts, videos, movies, pictures and other type of material unlike aural intelligence in which the students understands everything by just listening to the teacher or the audio giving the instructions.

The same can be said about students with the kinesthetic intelligence in which the student needs to physically participate (TPR) in the activity for learning could be acquire to his/her satisfaction and standards.

The musical intelligence plays along well when students get to learn vocabulary throughout songs done and performed in the classroom and it can also be said that the interpersonal intelligence gets its role put into action in the way the student behaves and deals with issues relating to the rapport with the teacher and among his/her peers. The intrapersonal intelligence is about the student knowing him/herself and what types of decisions such self-knowledge can help him or her make in his or her realm, (Brinton, Celce-Murcia, & Snow, 2014).

- The visual learner will not only take advantage of these visual activities to improve speaking, by watching videos in the computer or virtual videos that are also computer regulated and produced. They will also get the whole spectrum in other abilities as well, giving the students the whole aptitude to perform in the classroom and develop their skills throughout the activities that are provided with the proposal.
- The spatial intelligence deals with the visual spectrum in the artistic way. Since the proposal is loaded with pictures for every exercise, it will also include this intelligence to take part of the students' techno-learning process.
- The interpersonal intelligence will also develop the skills required because the students are paired up with one another in order to complete the task given. They will also experience the ability of interchange ideas and other opinions among themselves and the whole classroom.

2.3. Philosophic

Within the epistemological frame that focuses on the nature of knowledge and how we come to know, there are four major educational philosophies, each related to one or more of the general or world philosophies just discussed. These educational philosophical approaches are currently used in classrooms the world over with technology right beside it. They are Perennialism, Essentialism, Progressivism, and Reconstructionism. These educational philosophies focus heavily on WHAT and HOW we should teach, the curriculum aspect, (Cohen, 2016).

Teachers need to help students learn with new technology techniques involved in the classroom as much as possible, remember and apply passive methods that demonstrate the advantages and how to use this software, show them how to find new words out of logic while using such gadgets, whether is laptop, cellphone or a personal computer. The goal of every teacher is to see the students overpass him/her, to see them become wiser. Crandal and Shin (2014) suggest as an effective practice to provide meaningful input. They add that the EFL classroom should display features of first language acquisition, and provide some examples like the words used must resemble the nearby context as well as they should be used for authentic communication. Input has to be meaningful and comprehensible to students. Teachers should provide as many opportunities for practice and interaction as possible.

Visual aids to teach vocabulary may sound too irrelevant, but it is not. The language with no vocabulary just cannot exist. Grammar can do nothing with no words to follow the structures. Thousands of words that have to be active or passive in everybody's minds. One, two or more languages with very different words. But all of them representing the same things, people, feelings, situations, etc. One picture can be used in any language and the

word that it represents will be immediately understood, Thornbury (2016) calls aids to resources.

He mentions teaching does not occur without using aids, which can only be the board and markers. Visual aids appeared with the advent of the direct method. They were introduced as wall charts and flashcards. They soon represented a priority especially for teaching vocabulary. Nevertheless, they have evolved too. Better than visuals the real objects or so-called “realia”. In this century, with the use of technology flash cards and visual aids have been replaced by transparencies, interactive whiteboards, slides, and videos. He ends up confirming that the best aid ever is the student with all the wide experience and knowledge that they bring to the class.

Knowledge is power. Knowing a few words help communication. Knowing dozens and using them in the correct way can help you convince others, and why not rule. Listen to politicians that is their more powerful tool, their speech. And all of that started with an image. Thornbury (2016) points out that the technical word for vocabulary is lexis. Lewis (as cited in Thornbury, 2016) highlights that language consists of grammatical lexis not lexicalized grammar. In other words, speaking any language does not mean combining words into previously learned grammatical structures. Yet, students draw on a wide bank of memorized words, phrases and collocations. Krashen (1988) even mentions a no grammar approach. He has found that even high academics make simple mistakes. Therefore, there is no need to focus the lessons on grammar rules.

Images are used to inform difficult things in an easier way. They help see hard or polemic situations in a softer way. They make illiterate people understand complex information. Cross (2015) points out that “teaching practices can be dull. Most teachers find difficult to motivate students, to get and rivet their attention.” He suggests variety of activities and diversity of

aids, especially visual aids. So, images are not irrelevant at all. They are the back-up way of communication when words are not sufficient. The author indicates that some aids are easy and cheap to produce.

If you want to be a friend of wisdom (Greek word *philosophia*) use all the tools available to become one. If that is through pictures, flashcards, charts and graphs, so be it.

Use the theory of visual learning and visual thinking and adapt it for everybody who has a different learning style, they can relate with something from this as in this study in writing. Brinton, Celce-Murcia & Snow (2014) remark that in the current century this skill is more important than ever. Due to globalization, the enhancement of communication through internet, and other advances in technology have made written communication essential in different fields. Harmer (2015) comments that there are many reasons to encourage students for writing in any place. Teachers can guide students start this journey in the classroom. He adds that it implies more thinking time than when speaking. This means they have more opportunities to process the language or think about it.

2.4. Pedagogical

The Principles are central in guiding the development of goals and initiatives in the school action plan. They are sufficiently flexible, however, to allow schools to focus on particular aspects of their needs at different times can be crucial in making the proper decisions. An important task for schools is to develop a shared understanding of the meaning of the Principles as a language with which they can discuss pedagogical issues. “The Principles are not meant to be narrowly descriptive but indicate direction in which effective practice should move to” (Irvin., 2017).

There is a need to have basic vocabulary found in many virtual exercises and implement every classroom with pictures, charts, flashcards, etc hanging around, pasted on walls, or even in the teachers' bags with the words, names and nomenclature attached to such. No matter what is easier for a student, all of them are exposed to images. Since students are in kindergarten, especially there, until they are grown up, methodologies use pictures all the time, first to make them learn basic vocabulary, then to make them use it in complex ways like speaking and producing language with the help of a vocabulary lists, then moving to sentences and paragraphs. Harmer (2015) suggests building a writing habit since this is one of the least exploited skill. Besides, students are not interested in doing so. One of the reasons, for this author might be the lack of confidence. Students think they cannot write well. "Teachers have to provide positive feedback in order not to discourage students" (Hammer, 2015)

There are three main learning styles: visual, oral, and kinesthetic. Most students are visual learners. Therefore, if they see textbooks with no pictures they would not be able to concentrate on the tasks and they might end up all stressed out when the class is over. So, all currents of education tend to motivate the use of pictures, even in assessments, to avoid stress, and to help students in their process of learning, at least in the first stages of education. The use of images help save time in classes, cheer students up, make them learn and apply new vocabulary and even grammar structures for writing improvement.

2.4.1. Visual learning style

The visual learning style, often referred to as the spatial learning style, is a way of learning in which information is associated with images. This learning style requires that learners first see what they are expected to know. People with a visual learning style are often referred to as visual-spatial learners, Spanella, (2013)

Visual learners have specific characteristics that make their learning method unique. In school, visual learners typically:

- “Remember what they read rather than what they hear. Facilitators should ensure their students have reading skills and put such in speaking practice” (Nuttall, 2015).
- Prefer reading a story rather than listening to it. This is closely related to the previous item.
- Learn from seeing things spoken out on the board. Teachers have to be organized and strategic when speaking on it.
- Use diagrams and charts to understand ideas and concepts. The use of graphic organizers will be of great help.
- Take notes during class or while listening to presentations
- Study by looking over things
- Are good at spelling
- Use color to organize information
- Need quiet study time
- Often prefer to work alone rather than in groups
- May not understand verbal instructions
- Ask a lot of questions to seek clarification
- Need to be able to see the teacher

In addition to unique learning methods, the visual learning style is also reflected in personality and habits. Visual learners are known to:

- Remember faces but forget names
- Have a good sense of direction
- Be good with maps
- Often appear to be daydreaming
- Make (but not always remember to follow) 'to-do' lists
- Notice changes in appearance (in both people and physical spaces)
- Be quiet and sometimes shy
- Remain focused when working
- Have a good sense of fashion
- Speak or write and draw when bored
- Be tidy and organized, sometimes to the point of meticulousness
- Make plans for the future. (Theresa Spanella)

Harmer (2016) mentions that even in the current century with all advancements in technology, pictures from all shapes, sizes and colors bring a great value to the lessons. They become aids in pair and group work. He also suggests teachers using pictures as prompts for controlled language work which will also give confidence to students. They can be used to introduce speaking vocabulary. Students get a lot of input and pronunciation practice through choral repetitions. Teachers can combine words with structures. A pair work or group work might continue to rehearse the grammar forms orally. Finally, it is suggested to speak some sentences. This might be the initials of students in their speaking process. To make this practice more authentic, Thornbury (2016) suggests personalization. That means students adapting the content to their real backgrounds, or use the structures to retell about their personal information.

Whether teachers decide to use visuals, Crandall & Shin (2014) suggest the following recommendations for effective teaching practices:

- Use fun and engaging activities.
- Engaged students in a variety of interactions.
- Cater to different learning styles and intelligences.
- Make language learning meaningful and relevant.
- Introduce learners to different cultures.
- Use various teaching strategies that set up learners for success.

2.4.2. Basic

2.4.2.1. Vocabulary

Basic vocabulary is the group of words that a person or group of people need to start to communicate among them. Vocabulary is, according to Hatch & Brown (2015), the list of words that speakers of a particular language use. Broadly defined, vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. Vocabulary includes those words that we recognize and use in listening, speaking and writing. Print vocabulary includes those words that we recognize and use in reading and speaking. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write.

Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we do not know their full definitions and connotations – or ever use them ourselves as we speak and write, Kamil & Hiebert, (2011)

Vocabulary is also the set of words within a language that are familiar to that person. Vocabulary usually grows and evolves with age, and serves

as a useful and fundamental tool for communication and acquiring knowledge.

2.4.2.2. The Use of Vocabulary

Vocabulary is important because it helps the students enjoy their classes. (Crandall & Shin, 2014). One who masters enough vocabulary will find fewer difficulties than those who have little vocabulary. When they read a certain text, they will easily get the information from it since they can understand every word in the text. On the other hand, those who lack of vocabulary will face many problems. Mastery of vocabulary will be useful for the process of achieving language-teaching objectives. That is the mastery of language skills (Listening, Speaking, Reading, and Writing). If someone wants to communicate with others in certain language, they must master the language they use. Yang Zhihong (as cited in Imama, 2013) said that “Words are the basic unit of language... Without vocabulary, one cannot communicate effectively or express ideas”. (p. 31). He also states that having a limited vocabulary is also a barrier. Furthermore, Long and Richards explain that vocabulary like grammar is an essential component of all uses of language, (Cross, 2015)

2.4.2.3. Pictures

Pictures are kinds of visual instruction materials. They might be used more effectively to develop and sustain motivation in producing positive attitudes towards English and to teach or reinforce language skills. Pictures have an irascible appeal for the children. They created suspense and surprises as well as interest, all of which are indispensable in teaching and learning a foreign language.

A picture is an image, or likeness of an object, person, or scene produce on a flat surface, especially by painting, drawing or photography.

Meanwhile according to Andrew Wright, “Picture is not just an aspect of method but through its representation of place, object, and people, it is essential part of the overall experiences” (Wright, 2016).

2.4.2.4. Visual thinking and learning in education

Visual learning strategies such as graphic organizers, diagrams, outlines and more are being used in classrooms across the country. These strategies help students of all ages better manage learning objectives and achieve academic success. As students are required to evaluate and interpret information from a variety of sources, incorporate new knowledge with what they already have learned, and improve speaking skills and think critically, visual learning tools help students meet those demands. Paired with the brain’s capacity for images, visual learning strategies help students better understand and retain information (Visual thinking and visual learning, 2012).

No matter the age of the learner, the use of pictures help save time and present a word, expression or sentence in an easier and faster way. In classrooms where the approach is always in English and no mother tongue should be used, the use of imagery saves the day. This is why the process of selecting or creating the most appropriate ones is very important. A picture is worth a thousand words, therefore the students have to understand the word or words we have planned for them to do so. (Crandall & Shin, 2014). They also add that the use of images is perfect for visual learners, but all kind of learners find them useful as a complement in the process of learning.

What kind of books do kids love? The ones with pictures obviously. They consider boring to death a textbook with no images. The story can be

amazing but they do not feel attracted to it if there are no pictures. (Brinton, Celce-Murcia, & Snow, 2014). The same thing with the classes, the teacher can be funny, but the face is not enough, the jokes and games are not always the solution, he or she has to use visual material as strategy to complement the class and keep the learners engaged, and make them really learn what they are supposed to. One of the strategies commonly used is guessing word meaning from context or inferring from context. Richards and Renandya (2012) indicate that this process also involves learners systematically drawing on the available clues to work out the unknown words' meaning.

Some teachers are not artists or graphic designers to create their own images; they do not have to spend too much time cutting and pasting pictures from books. They only have to look for them online. There are thousands of images that can be used free of charge or bought on the internet, (Hoyos, 2015)

Preparing a good class including flashcards or activities full of images just depends on how skilled the teacher is on computers. There are also hundreds of websites full of exercises based on visual activities especially designed for young learners. There are picture dictionaries, and activities that can be adapted or that come with the authorization to be used in class completely. Students can see a picture and interpret it in so many different ways that it just depends on the target language the teacher has to provide to make them speak, (Harmer, 2015)

2.4.2.5. Flashcards

Using flashcards in class to introduce new vocabulary is helpful and fun. It saves a great deal of time. It requires the attention and repetition from children to remember the new words. If they cannot memorize things fast, the teacher just has to show the picture several times and continue with the class applying the words in context. (Thornbury, 2016).

2.4.2.6. Wall Charts, Posters, ETC

Letting the children be part of the creation of new images is more fun. Working on a specific area of knowledge and using pictures from magazines or other sources will definitely keep everybody engaged. Beautiful and big collages and posters can be made, new decorations for the classroom walls too. Vocabulary is everywhere; it can be taught and assessed in this kind of activities while having a good time. (Crandall & Shin, 2014).

Students of all ages like to participate in this kind of activities. Some of them may think that they will help pass the time with no new classes, but the skillful teacher will use every second to make a fun activity into a writing productive one.

2.5. Psychological

Teachers can convey to students that their failure at any given task is not due to lack of ability but rather that their performance can be enhanced, particularly with added effort or through the use of different strategies. (Aronson, 2012).

Having read about visual learning and thinking, we can have a clear idea how teachers can identify and affect the mind of learners of all ages. Even if their style of learning is different. Everybody can take advantage of the use of images in every moment in the process of learning and stimulating such production in speaking skills is the main objective of visual learning and thinking.

Exposing students to basic vocabulary through visual aids not only awakens curiosity in them, but also prepares them for what is coming. It makes them think in advance and several possible outcomes are already in their brains before the teacher gives an instruction.

Looking at the picture of a fruit in class will make them think in the moment they ate that same fruit at home, they can even remember the smell and taste. If all of that happen, that student will easily remember the word later. The same thing with other pictures that show situations, feelings, etc. Students use their experience to relate the images they see in class with the ones in their heads that come from past memories, distant or recent. And they may be willing to share in class too. So the teacher has to be smart enough to use all this to make the class as meaningful as possible, (Bell, 2015).

Their mind is faster than their spoken or written words. Yes, that can be frustrating, worse when they do not know enough basic vocabulary to describe everything they see in writing. The job of the teacher is to foresee that too. Be ready to help students deal with frustration and overcome it.

Even though pictures bring liveliness to the classroom and are an excellent source for practice as well as motivation, speaking is a complex task even in students' first language. That does not mean it is impossible to get students started in this endeavor that at the end it will be gratifying for both teachers and students. (Brinton, et al., 2014). In order to finish a piece

of writing, many factors are involved at the same time. Writers have to keep in mind their overall message, the audience, the most important ideas, sub-ideas, topic sentences, among others.

2.6. Sociological

The best example of basic vocabulary in society is Publicity (Marketing). That is the use of images to convince people to consume or buy or do something that probably they do not want or need.

They really learned their lessons at school, and understood the importance of images to teach something to others.

Children can learn everywhere with the right guidance, they see images everywhere, since they wake up until they go back to bed. They see words on signs, photos on walls, giant advertisements from which they just have to ask “What is that?” Or parents just have to point at them and tell them: “Look, The letter E on that sign” “The word STOP over there” etc.

Field trips can take advantage of this great classroom that the city is, students can learn with real objects and signs in the street.

“It is there where they are going to apply all what they learn in school, so teachers have to do their best to make them experience something similar in classrooms” (Ellis, 2013).

This project is focused on The Ecuadorian Republic constitution, which in the article 26 states that the education is a right of the people throughout their life and an inescapable and inexcusable duty of the state. This project aims to improve the education through the teaching of the English language, because it is a world’s widely spoken language which can bring other opportunities for people to get a better future.

This project aims to raise awareness about the importance of the cultural diversity in Ecuador. The Intercultural education is supported by the article 243 of the LOEI, which states that the intercultural education proposes an inclusive approach, based on the appreciation of cultural diversity and respect for all cultures, it seeks to increase educational equity, overcome racism, discrimination and exclusion, and promote communication among members of the different cultures.

According to the regulation of the Universidad de Guayaquil to develop the design and execution of the educational project, approved by the Honorable Directive Council on January 15th 1999 and ratified on February 9th of the same year. The education project must be performed by not more than two under- graduated students.

The objectives of the regulation among other are:

- To design and execute the educational project, by applying the scientific method to contribute to the improvement of the quality of education.
- To contribute to the holistic, harmonic and permanent development future professionals.
- To guarantee that the research is done through the use of effective technical resources. (Ley Organica de Educacion Intercultural, 2010)

2.7. Conceptual Framework

Research The school curriculum as provided by the Ministry of Education includes didactic resources as one of its components. They become the facilitators of the teaching process. Moreover, they motivate and activate relationships within the classroom, and support the construction of essential representations of knowledge and abilities needed by the learners.

Regarding other methods, it is important to mention an international study conducted by Kozma (2013). The author confirms that a number of characteristics in methods that are consistent with principles of the science of learning and improving education. The author adds that new information and communications bring motivating curriculum based on real-world problems into the classroom. They can also scaffold and enhance learning. This can be achieved with the guide and monitoring of the teachers. Students, especially 7th graders, need a lot scaffolding activities so they can become independent learners.

Nuttall (2015) assumes that speaking has one overriding purpose which is to get meaning that has been produced by the speaker. Teachers should consider that the author of the texts have a message in mind that want to transmit to the readers. Those ideas when written on a piece of paper become the message accessible to the mind of another person who hears or reads it and who may try to figure out the message. Once the reader decodes the message, communication is achieved. This is what makes reading an interactive process not only for the message that students need to consider but the variety of exercises that teachers can develop to check comprehension and understanding of the conversation.

There is a probability of failure in this process, we never know if the reader got the intended message as it was in the mind of the speaker. Therefore, the author considers the following features in this process:

- The text that is full of meaning. At this stage, it is important that students know the language at all its levels: words, sentence and whole text as suggested by Pulverness et al (2015).
- The reader's mind. The type of learners, their sociocultural and economic contexts. In addition, what prior knowledge they bring to the classroom. In this matter, teachers should devote sometime of the lesson to elicit important and unique information that students

bring with them and connect that previous knowledge to the new content learners are exposed to.

- The speaker's message. It is important that students get the right intended communication and not different ideas because of their varied background knowledge filter and preconceived concepts.

The concept of didactic materials is a multi-meaning expression that are related to technology. Considering the etymology of these words, they come from the Latin material = matter and from the Greek didasko = to teach. If we transfer this concept to the teaching atmosphere are the objects that help or support teaching. They can be named as aids, means, pedagogical support, or instructional materials. (Jimenez Gaona & Peñaloza Apolo, 2015).

“We know that children need instruction to learn to speak and write, whether informally at home or more formally in school” (Brinton et al, 2015). Keeping in mind this definition, teachers should carefully plan their lessons in order to provoke learning in their students. Parents also should be involved in the learning process.

Brinton et al (2015) mention that there are several studies that research the development of both word-level and text-level skills. These studies have found that L1 and L2¹ readers grow in literacy generally in a similar developmental path. Researchers generally agree that the skills are transferred from L1 to L2. If students are good readers in their mother tongue they will benefit from that advantage when reading in the new language.

Alternative teaching material sometimes also called didactic resources is most of the time authentic, as described by Johansson (2016).

¹ It refers to the language of study, in our case English.

As for Harmer (2016) it refers to homegrown materials. This is resources produced by native speakers or in native speaking countries.

Harmer (2015) also contributes to this respect by saying that they are teachers' made resources. This is very common in the Ecuadorian context, since the book assigned has few units to cover in a five-hour a week period. The Ministry of Education has published also some suggestions teachers can use to adapt, implement, and make more lessons that are engaging.

Something important about reading techniques in the classroom is expressed by Harmer (2015) as teachers should do everything in their power to avoid being overzealous about equipment because it is only worth using if they can do activities with them. Moreover, the author says that the essentials of good teaching will always be more important than the technology we look forward to have in our classrooms. This also depends on the training and expertise of the teachers using these devices. They can have the last appliance but if they do not know how to apply it in an academic setting, it is worthless.

Nuttall (2015) argues whether it is possible to teach people to read or if teachers can at least help them to learn. The second would be our case. Facilitators are scaffolding reading skills with technology techniques in this particular study. Harmer (2015) implies that reading is useful for language acquisition. The more students read the better they get at it. This practice also helps learners to acquire new vocabulary knowledge, better spelling and more writing. Teachers can use programs to address different areas like vocabulary, grammar, punctuation; students can use this as models for their own writing. Other advantages of this skill are that they provoke discussion, introduce interesting topics, boost imaginative responses and help to build well-rounded and fascinating lessons. To reinforce this, the same author includes the following principles:

- Teachers should encourage students to read as often and as much as possible.
- Students need to be engaged with the activities including technology advantages.
- Teachers should motivate students to respond to the content of the material, not just on its mechanics or grammar structure.
- One major skill is prediction.
- Teachers have to match the tasks to the topics when using intensive reading activities.
- Good teachers exploit speaking activities.

Brinton et al (2015) mention that much of the studies supporting the use of technological resources is found in the literature on learning style, especially Gardner's theory of multiple intelligences, which states that there are eight types of intelligences. Another theory that reinforces this concept is the schema. This implies that visuals provide a powerful means of activating the learner's prior knowledge of the topic, thus it facilitates the presentation of new data.

Technology for Thornbury (2015) provides opportunities for problem-solving, creating and proper speaking, pronouncing words well, having and automated coach that monitors the learner speaking aloud and provides feedback. Additionally, social networks have created spaces for interaction between teacher-students and among students.

Nuttall (2015) indicates that both the teacher and the student should understand the speaking process. Additionally, she says that different people use the term in various ways, which may lead to confusion. Therefore, there are two main definitions for this term:

- We need to recognize the spoken words in order to start understanding. Good speakers are able to produce words rapidly, this is important especially for early teachers.
- Teachers use reading to introduce pronunciation, practice fluent and expressive speaking, and reinforce structures. This is a good beginning for developing readers and speakers. Learners have to discover how to associate with the spoken words they already use throughout the use of technological resources.

CHAPTER III

3. RESEARCH METHODOLOGY

3.1. Type of research description

The division of the types of research consist on quantitative, qualitative, and mixed research. And based on the two variable applied in this research “The Development of Effective Oral Production through The Use of Technological Resources on Students from Seventh Grade at Santo Domingo de Guzman.” This is focused in a quantitative research, which involves numerical data to identify statistical results and relationship between the two variables.

This type of research has the purpose to identify and try to solve any problem that might be found when applying surveys to students and interviews to English teachers of such course. The outcomes of these survey and interview will show the strengths and weaknesses in how teachers develop their English classes to enhance students’ communicative competence with effective oral production and the use of technological resources.

The outcomes will also show the connection among the two variables that are presented in this research project in order to realize how important they are when applied in English classrooms and the effect that effective oral production has with the technological resources that are gradually developed in students. .

The main goal of this type of research according to the results of the questions applied in surveys and interviews is to help teachers use the most adequate strategies that lead them to achieve their planed goals for each

English class. And this will also benefit students in their development of acquiring the targeted language.

3.2. Methods and techniques

When teaching a second language to students, teachers use different methods and techniques, so when referring to different methods of teaching, it must be considered to provide students dynamic and interactive activities like motivating strategies that help them to approach the target language using the appropriate methods, techniques and communicative competences in which ludic activities should be included.

This research project consists of a quantitative study. To find out what attitudes students in the 7th grade have in learning English as a foreign language in classrooms and for this, it will be used a quantitative study where 50 learners answered a questionnaire.

The information taken from the quantitative method applied in this research project is classified into questions directed to students and an interview to the 7th grade English teacher about his/her performance with learners in the teaching process to know about the strengths and weaknesses of the class that this project may help improve with the implementation of effective oral production in the class.

The people taken to apply this research method were teachers and students from The High School “Santo Domingo De Guzman” specifically, with 7th graders that contributed successfully to our study with the application of questions and interviews in order to know the teaching and learning environment in the school.

3.3. Research Instruments

We have researched this project based on some questions to learners and teachers, applied in a survey, in order to know what are the backgrounds they have day by day when communicating in English as a second language. In addition, an interview was given to teachers about how they plan their classes and other factors that influence in the English teaching process.

3.3.1. Class Observation

The class observation that was done in the classroom of 7th graders with the authorization of the principal of the school was with the main objective to identify the kind of methodology and techniques that the teacher uses in class and how students respond to that methodology, so that it could be identified any Issue and give the appropriate solution to it.

3.3.2. Survey for the students and teachers

The survey taken to students composed by 10 questions, was with the purpose to identify their weaknesses and strengths in the classroom when performing different activities set by the teacher and to propose them a dynamic and interactive way to learn to communicate in English.

An interview was also done to Language Arts teachers from 9th grade in order to know what are their methodology to enhance students' communication. Furthermore, to be willing to adapt new resources and dynamic activities to their classes in order to improve their oral production skills throughout technological resources.

3.3.3. Interviews

The teacher assigned to the 7th grade was also interviewed in order to know his methodology in his classes and how students reach their objectives at the end of each topic, unit, or term. The teacher was willing to implement games in his classes when practicing communication.

3.3.4. Pre- test and Post- test

These were implemented on learners at different stages to realize their performance when speaking in English since using simple conversations to getting involved into debates about different social problems in the country.

Also, the data collected was taken to empower the hypothesis that shows how ludic activities help students in the development of communicative competence.

3.4. Research population and sample

A sample of 50 students were selected from the seventh grade at Santo Domingo De Guzman. The age group of these students varied from 7th grade.

Students from these sections were capable of identifying some speaking abilities. Meanwhile, they were not able to communicate in English according to the required standards of the school.

Since the performance of the students was measurable, pre-test and post-test were conducted in the classroom, these two groups were separated in the control group where the techniques were not applied and the experimental one in which the techniques were used.

3.4.1. Sources, resources, and timeline

Table 4
Sources

SOURCES	REQUIREMENTS
Internet Services	To manage research about different topics in relation to the research project.
Computer	To develop all the information and chapters for the project.
Copies	To have the printed worksheets, surveys, and pre-test and post-test for students and teachers.
Papers	To print all the things needed.
Transport	To move from place to another to check and correct the project.

Author: Manuela Andrea Calderón Valencia and María Jose Chicaiza Yagual

3.4.2. Resources

Table 5
Resources

Author: Manuela Andrea Calderón Valencia and Maria Jose Chicaiza Yagual

DESCRIPTION	NUMBER	PRICE	TOTAL
Internet	50	\$1,00	\$50,00
Copies	150	\$0,02	\$3,00
Printing Black and White Paper	50	\$0,10	\$5,00
Printing Color Paper	20	\$0,50	\$10,00
CD's	3	\$1,00	\$3,00
Transport	10	\$0,25	\$2,50

3.4.3. Timeline

UNIVERSIDAD LAICA VICENTE ROCAFUERTE TIMETABLE

School: Language-English
Research project:

School Year: 2016-2017

Table 6
Timetable

TIMETABLE																				
ACTIVITIES	MONTHS																			
	December				January				February				March				April			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Tutor Assignment	x																			
General Instructions for the development of the project	x																			
Examination of the first chapter	x																			
General Instruction to start chapter 2		x																		
Elaboration of the survey for teachers		x																		
Approval of the survey				X																
Second examination of chapter 1 and first examination chapter 2				X																

Examination and approval of pre-test					X															
Application of pre-test					X															
Second examination of complete chapter 2						X														
Elaboration of post test						X														
Application and approval of post-test							X													
General instructions to work on chapter 3							X													
Tabulation of data collected								X												
Examination of statistical tables								X												
General Instructions to work on chapter 4									X											
Examination of chapter 3									X											
Corrections of chapter 3										X										
Second examination of chapter 3										X										

Approval of chapter 3												X								
Examination and approval of chapter 4													X							
Revision of timetable														X						
Approval of timetable															X					
Final Examination and corrections of chapter 1, 2, 3 and 4.																				X

UNDERGRADUATES

TUTOR: Msc. Rosy Mendoza Cobeña

START DATE: July 6th 2016

END DATE: June 16th 2017

3.4.4. Budget

Table 7
Budget

Category	Activity	Total
1. Mobilization		
Gasoline	From School to University	\$100
2. Equipment		
Printer	Copies, print drafts of the project, student's worksheet.	\$150
Extra Material	To prepare Writing material	\$50
Total		\$300

Author: Manuela Andrea Calderón Valencia and María Jose Chicaiza Yagual

3.5. Data analysis methods

Qualitative data is often gathered through individual interviews and focuses on group discussions using semi-structured or unstructured topic guides.

To prove or disprove the hypotheses of this thesis, it was necessary to create a model data in order to examine each component of the data provided. Useful information was collected through the research instruments there.

3.5.1. Results/Findings: Presentation and Analysis

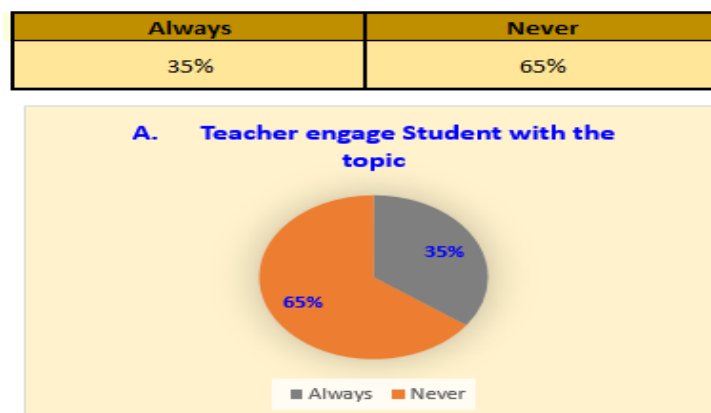
Results and analysis of the class observations

During the peer-observation, 4 teachers from the English area were observed in their classes. In total, there were 5 aspects that were evaluated.

Results and analysis of the surveys applied to teachers from the English Area at “Santo Domingo De Guzman”

A. Teacher engage Student with the topic

Figure 1
Analysis Result 1

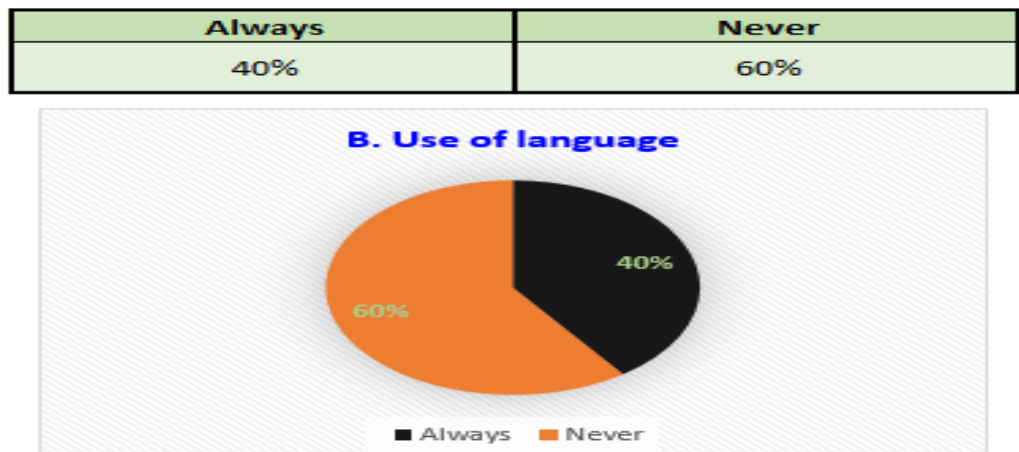


Topic: Teacher engage student with the topic
Source: Students from 7th grade from Santo Domingo de Guzman
Authors: Manuela Andrea Calderon Valencia and Maria Jose Chicaiza Yagual

According to survey applied to the teachers in question1 the 65% agreed that they engage their students in order to involve learners in new topics applied in the class. On the other hand, 35% of teachers said they found difficult to engage students into new topics because of the lack of interactive activities they have. So in this last group of teachers it would be really useful to use effective oral production to catch students attention and reach the goal planned.

B. Use of effective oral production

Figure 2
Analysis Result 2



Topic: use of effective oral production
Source: Students from 7th grade from Santo Domingo de Guzman Authors: Manuela Andrea Calderon Valencia and Maria Jose Chicaiza Yagual

When the teacher was explaining to the learners, the English language was used in the classroom. In spite of the mother tongue was used to give instructions and to measure students understanding. Around 30 percent of the teachers sometimes used technological resources.

C. Technological resources

Figure 3
Analysis Result 3

Always	Never
50%	50%



Topic: Technological resources

Source: Students from 7th grade from Santo Domingo de Guzman

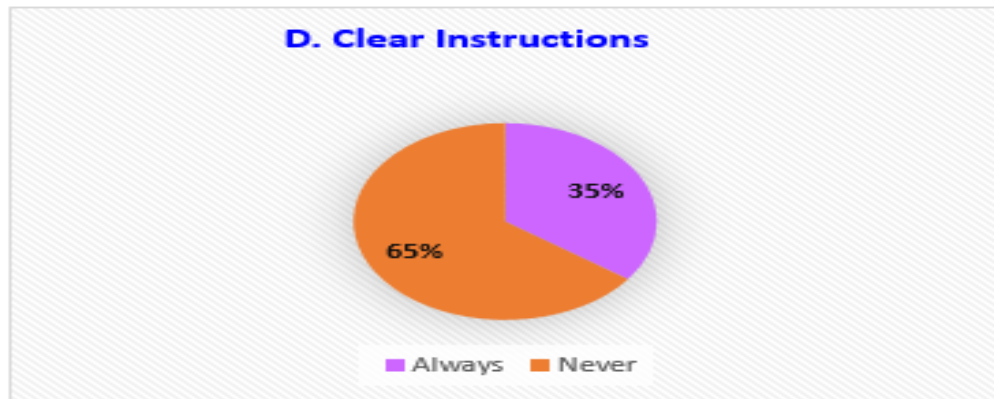
Authors: Manuela Andrea Calderón Valencia and María Jose Chicaiza Yagual

At the beginning, the teachers give a warm up to introducing the topic with power point presentations. To get learners attention the teacher show a video, but it was too long that students starts losing the interest.

D. Clear Instructions

Figure 4
Analysis Result 4

Always	Never
35%	65%



Topic: Clear Instructions

Source: Students from 7th grade from Santo Domingo de Guzman

Authors: Manuela Andrea Calderon Valencia and Maria Jose Chicaiza Yagual

It was noticed that teacher did not organize the time to explain the class,
Instead of that Students get confuse , because they don't have clear instructions

**Results and analysis of the surveys applied to the students
from Seventh Basic year at “Santo Domingo De Guzman.”**

Table 8
Results and analysis of the surveys

QUESTIONS	Always	Sometimes	Hardly Ever	Never
1. I like learning new vocabulary in English.	20%	10%	10%	60%
2. I am good memorizing lectures and English activities passages with technological resources in them	5%	10%	70%	15%
3. I consider learning English through vocabulary and technological resources to help me in pronunciation with words	10%	10%	70%	10%
4. I read the instructions of video games before I start to play and know the vocabulary use in the instructions	70%	10%	15%	5%
5. I can create stories using new words learned from websites and other technological means	80%	10%	7%	3%
6. I usually practice speaking on my own or with friends on the internet	5%	9%	7%	79%
7. I practice English inside the classroom with my peers when there is extra time	24%	15%	8%	53%
8. I find technological education games helpful when practiced in the classroom	40%	7%	10%	43%
9. I like learning vocabulary in games to make speaking easier	70%	18%	7%	5%
10. I am able to communicate in my own words with new vocabulary and activities practiced with internet games involved	80%	10%	5%	5%

Author: Manuela Andrea Calderón Valencia and Maria Jose Chicaiza Yagual

Sample: 50 students

Course: 7th course

Question 1: I like learning new vocabulary

CHART OF FREQUENCY

Table 9

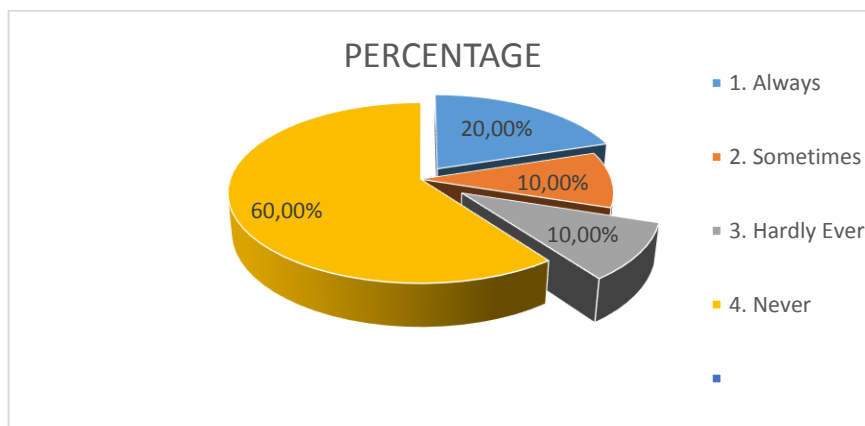
You like learning new vocabulary

ALTERNATIVES	FREQUENCY	PERCENTAGE
1. Always	10	20%
2. Sometimes	5	10%
3. Hardly Ever	5	10%
4. Never	30	60%
Total	50	100%

Source: 7th grade students from Santo Domingo De Guzman

Author: Manuela Andrea Calderón Valencia and María José Chicaiza Yagual

Graphic 1



Source: 7th grade students from Santo Domingo De Guzman

Author: Manuela Andrea Calderón Valencia and María José Chicaiza Yagual

ANALYSIS: Around 60 percent of the learners were evaluated and said that they do not like to learn another language because it is difficult for them. To communicate or understand a second language for students, it is not important because they think they could not to use the language at all. And only the 20 percent of them said they enjoy their classes. So according to this, it seems to be that most of the students feel not motivated to learn another language due to different reasons.

Sample: 50 students

Course: 7th Year EGB

Question 2: I am good memorizing lectures and English activities passages with technological resources in them.

CHART OF FREQUENCY

Table 10

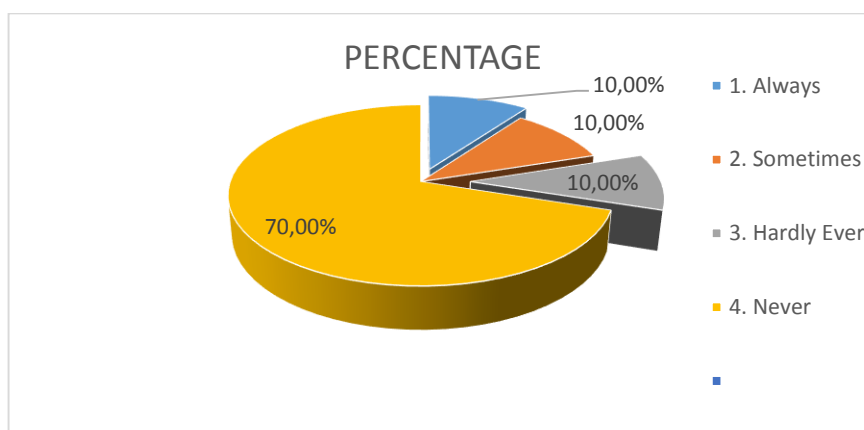
I am good memorizing lectures and English activities passages with technological resources in them

ALTERNATIVES	FREQUENCY	PERCENTAGE
1. Always	10	20%
2. Sometimes	5	10%
3. Hardly Ever	5	10%
4. Never	30	60%
Total	50	100%

Source: 7th grade students from Santo Domingo De Guzman

Author: Manuela Andrea Calderón Valencia and María José Chicaiza Yagual

Graphic 2



Source: 7th grade students from Santo Domingo De Guzman

Author: Manuela Andrea Calderón Valencia and María José Chicaiza Yagual

ANALYSIS: The learners interviewed said that they are not getting involved into a communicative activity because most of the time the activities are done in the book, so that is why they do not have lot of time to be involved into a communicative activity unless they come from technological resources.

Sample: 50 students

Course: 7th Year EGB

Question 3: I consider learning English through vocabulary and technological resources to help me in pronunciation

CHART OF FREQUENCY

Table 11

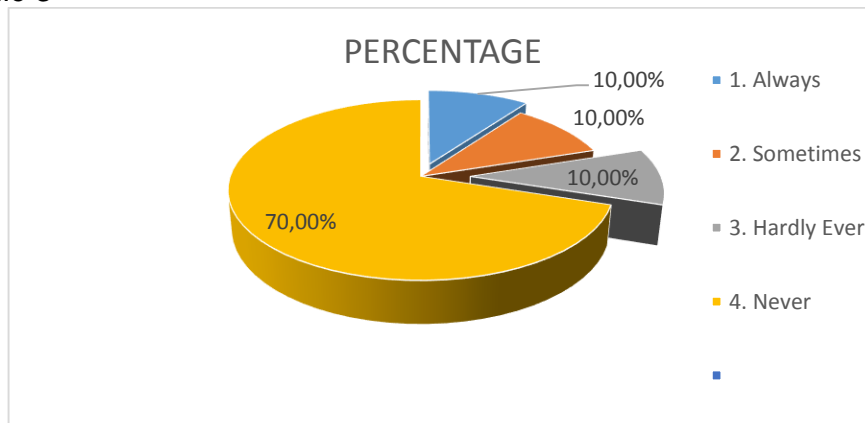
I consider learning English through vocabulary and technological resources to help me in pronunciation

ALTERNATIVES	FREQUENCY	PERCENTAGE
1. Always	5	10%
2. Sometimes	8	16%
3. Hardly Ever	35	70%
4. Never	2	4%
Total	50	100%

Source: 7th grade students from Santo Domingo De Guzman

Author: Manuela Andrea Calderón Valencia and María José Chicaiza Yagual

Graphic 3



Source: 7th grade students from Santo Domingo De Guzman

Author: Manuela Andrea Calderón Valencia and María José Chicaiza Yagual

ANALYSIS: Most of the learners, the 70 percent, cannot communicate in a second language because they feel they will make mistakes by the time they produce it. And one cause of this is the absence of dynamic activities that motivate learners to communicate in English. However, they differ such if the activity is done with technological guidance as extra effort and not only from the instructor as the main source.

Sample: 50 students

Course: 7th Year EGB

Question 4: I read the instructions of video games before I start to play and know the vocabulary use in the instructions

CHART OF FREQUENCY

Table 12

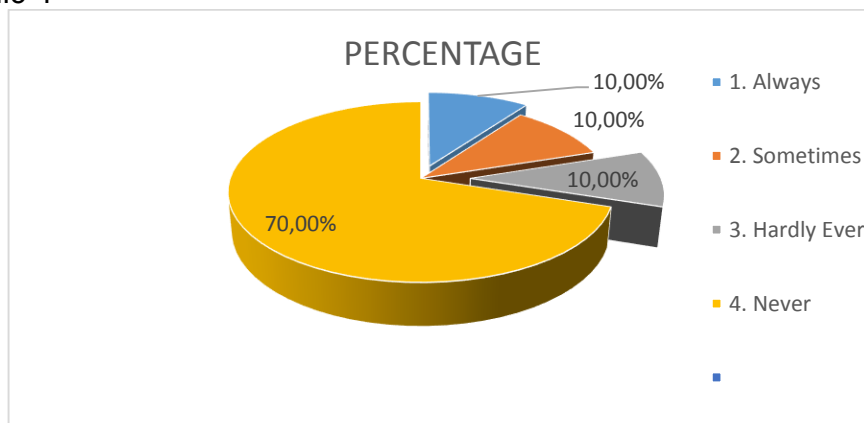
I read the instructions of video games before I start to play and know the vocabulary use in the instructions

ALTERNATIVES	FREQUENCY	PERCENTAGE
1. Always	10	20%
2. Sometimes	5	10%
3. Hardly Ever	5	10%
4. Never	30	60%
Total	50	100%

Source: 7th grade students from Santo Domingo De Guzman

Author: Manuela Andrea Calderón Valencia and María José Chicaiza Yagual

Graphic 4



Source: 7th grade students from Santo Domingo De Guzman

Author: Manuela Andrea Calderón Valencia and María José Chicaiza Yagual

ANALYSIS: According to this question 70 percent of students find difficult to pronounce English words telling that it is because of the little practice of speaking activities into class. They also said that when they make mistakes, the teacher does not correct them. And most of the time students, who knows to pronounce and speak English, that is the 5 percent, do not have any problems due to the video games that keep them busy.

Sample: 50 students

Course: 7th Year EGB

Question 5: I can create stories using new words learned from websites and other technological means.

CHART OF FREQUENCY

Table 13

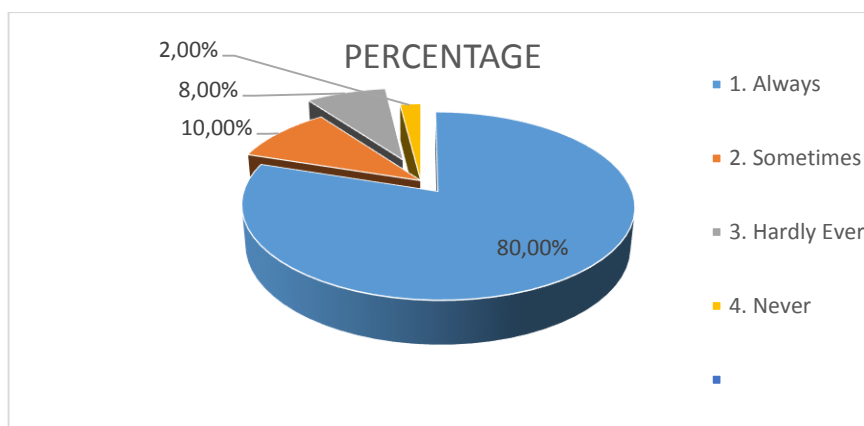
I can create stories using new words learned from websites and other technological means

ALTERNATIVES	FREQUENCY	PERCENTAGE
1. Always	40	80%
2. Sometimes	5	10%
3. Hardly Ever	4	8%
4. Never	1	2%
Total	50	100%

Source: 7th grade students from Santo Domingo De Guzman

Author: Manuela Andrea Calderón Valencia and María José Chicaiza Yagual

Graphic 5



Source: 7th grade students from Santo Domingo De Guzman

Author: Manuela Andrea Calderón Valencia and María José Chicaiza Yagual

ANALYSIS: The result of this question tells that the 80 percent of English learners would like to speak in English properly and in an interactive way. And as this is the highest percent of students willing to improve their speaking skills, this research project would fit perfectly to help students improve their communicative competence.

Sample: 50 students

Course: 7th Year EGB

Question 6: I usually practice speaking on my own or with friends on the internet

CHART OF FREQUENCY

Table 14

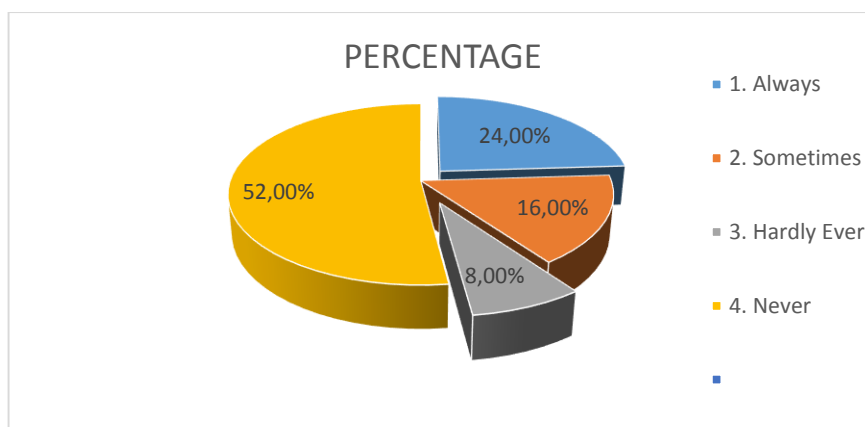
I usually practice speaking on my own or with friends on the internet

ALTERNATIVES	FREQUENCY	PERCENTAGE
1. Always	12	24%
2. Sometimes	8	16%
3. Hardly Ever	4	8%
4. Never	26	52%
Total	50	100%

Source: 7th grade students from Santo Domingo De Guzman

Author: Manuela Andrea Calderón Valencia and María José Chicaiza Yagual

Graphic 6



Source: 7th grade students from Santo Domingo De Guzman

Author: Manuela Andrea Calderón Valencia and María José Chicaiza Yagual

ANALYSIS: After noticing in the class observation, it is obvious that most of students in this question, that is the 79 percent, do not practice English at home because of the lack of motivation they have in class with any practice of communicative activities that help them to produce the language.

Sample: 50 students

Course: 7th Year EGB

Question 7: I practice English inside the classroom with my peers when there is extra time.

CHART OF FREQUENCY

Table 15

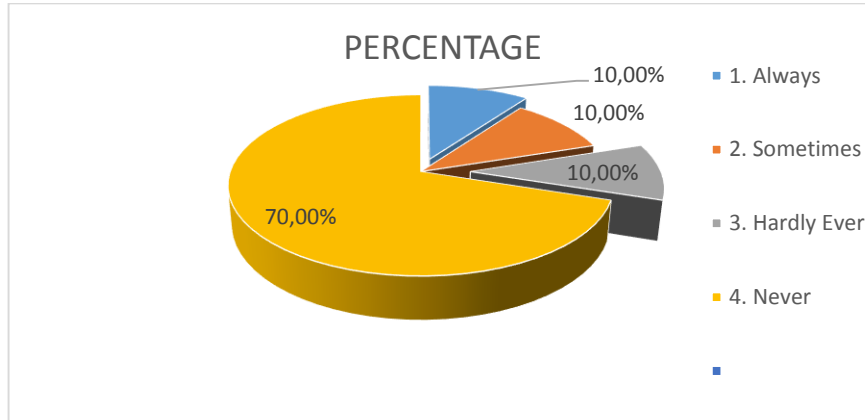
I practice English inside the classroom with my peers when there is extra time.

ALTERNATIVES	FREQUENCY	PERCENTAGE
1. Always	10	20%
2. Sometimes	5	10%
3. Hardly Ever	5	10%
4. Never	30	60%
Total	50	100%

Source: 7th grade students from Santo Domingo De Guzman

Author: Manuela Andrea Calderón Valencia and María José Chicaiza Yagual

Graphic 7



Source: 7th grade students from Santo Domingo De Guzman

Author: Manuela Andrea Calderón Valencia and María José Chicaiza Yagual

ANALYSIS: Having no motivation to learn in English could really affect students' performance, and that is why the 53 percent of students tell that they do not practice English inside the classroom with their peers. Only a 24% tries to do so.

Sample: 50 students

Course: 7th Year EGB

Question 8: I find technological education games helpful when practiced in the classroom

CHART OF FREQUENCY

Table 16

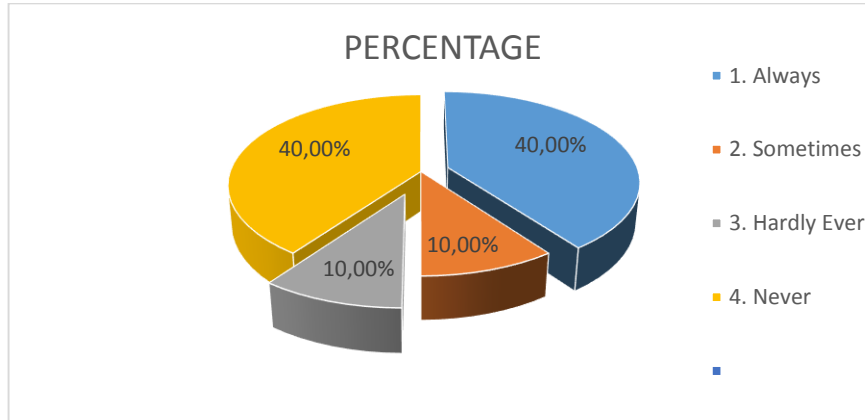
I find technological education games helpful when practiced in the classroom

ALTERNATIVES	FREQUENCY	PERCENTAGE
1. Always	20	40%
2. Sometimes	5	10%
3. Hardly Ever	5	10%
4. Never	20	40%
Total	50	100%

Source: 7th grade students from Santo Domingo De Guzman

Author: Manuela Andrea Calderón Valencia and María José Chicaiza Yagual

Graphic 8



Source: 7th grade students from Santo Domingo De Guzman

Author: Manuela Andrea Calderón Valencia and María José Chicaiza Yagual

ANALYSIS: According to this question, 40 percent of learners tell that they find technological education games helpful to interact more in class. However, the 43 percent said the opposite about it and say they if the classes were enjoyable in every single topic taught, it would be a perfect way to learn.

Sample: 50 students

Course: 7th Year EGB

Question 9: I like learning new vocabulary in games to make speaking easier

CHART OF FREQUENCY

Table 17

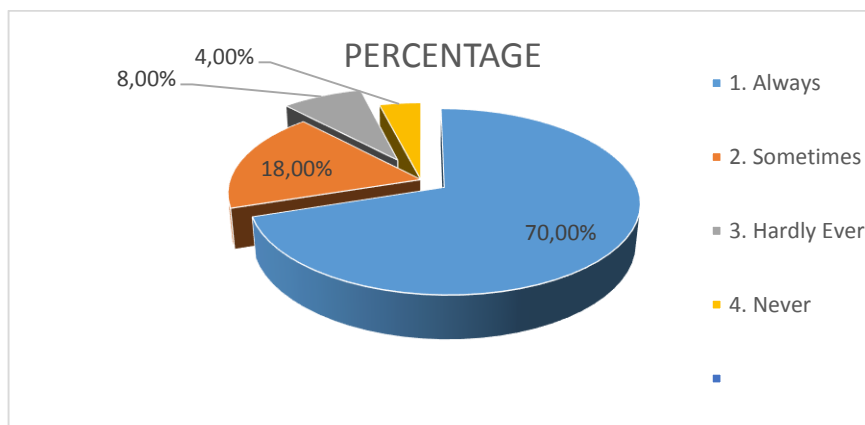
I like learning new vocabulary in games to make speaking easier

ALTERNATIVES	FREQUENCY	PERCENTAGE
1. Always	35	70%
2. Sometimes	9	18%
3. Hardly Ever	4	8%
4. Never	2	4%
Total	50	100%

Source: 7th grade students from Santo Domingo De Guzman

Author: Manuela Andrea Calderón Valencia and María José Chicaiza Yagual

Graphic 9



Source: 7th grade students from Santo Domingo De Guzman

Author: Manuela Andrea Calderón Valencia and María José Chicaiza Yagual

ANALYSIS: Interacting more in speaking activities would help positively in the process of acquiring communicative competence, so in this question asked to students, the 70 percent agree that they would like to interact more in activities in which they practice their oral communication with games.

Sample: 50 students

Course: 7th Year EGB

Question 10: I am able to communicate in my own words with new vocabulary and activities practiced with internet games involved.

CHART OF FREQUENCY

Table 18

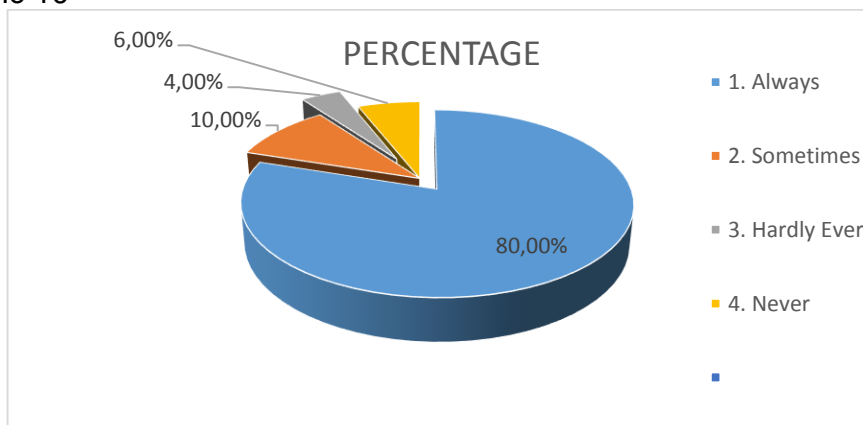
I am able to communicate in my own words with new vocabulary and activities practiced with internet games involved

ALTERNATIVES	FREQUENCY	PERCENTAGE
1. Always	40	80%
2. Sometimes	5	10%
3. Hardly Ever	2	4%
4. Never	3	6%
Total	50	100%

Source: 7th grade students from Santo Domingo De Guzman

Author: Manuela Andrea Calderón Valencia and María José Chicaiza Yagual

Graphic 10



Source: 7th grade students from Santo Domingo De Guzman

Author: Manuela Andrea Calderón Valencia and María José Chicaiza Yagual

ANALYSIS: According to the last question on this survey applied on learners, the 88 percent of them would like to have classes with new vocabulary and games from the internet so that they would improve their performance when producing the English second language. So the result and data collected in this survey give more support to the purpose of this research project that is to implement ludic activities into class in order to improve communicative competence on students.

Data Analysis Methods

It can be concluded that due to the data gathered from the students' survey this project has a feasible motive to comply with the best needs in cognitive and affective abilities and language development to have utter understanding in grammar throughout the use of comprehensible technological resources that involve games and other ludic strategies as well. From 50 students, 90% disagree about being able to practice English on their free time and another 10 % agree about being able to practice. 5% of the students agrees that they need help in communicative competences while 75% disagree due to unknown reasons.

RESULTS/FINDINGS: PRESENTATION AND ANALYSIS

To provide evidence of learning taking place, it is of the utmost importance to also present the results and findings in order to have a clear, feasible presentation and thorough analysis about the investigation since most of the accountable issues for each variable may be subject to change.

CHAPTER IV

4. PROPOSED PROJECT PLAN

4.1. Title

THE DEVELOPMENT OF EFFECTIVE ORAL PRODUCTION THROUGH THE USE OF TECHNOLOGICAL RESOURCES.

There's absolutely no doubt that this proposal has not been offered in the university's project program nor there is anything that can resemble it. This project's sole intention is to increase English learning to students with the use of interactive technological resources and the application of the websites system, a system that is innovating and very reliable in the education field for language learning.

4.2. Justification

Making students adjust to different teaching styles is something that has to be addressed with talent, kindness and tactical approach because students also rely on their learning styles and that is why teachers must cope with one another so there will not be any conflict when it comes to teaching and learning. This project is justified because with this innovating system as is, teachers can reach objectives and make students acquire the language, not just learn the language. Technology is a tool that is as useful as a chisel to a sculptor. Thus, helping teachers also create their masterpiece whom are students. This investigation was conducted in Santo Domingo De Guzman in the months of June, July and August with the students of eighth grade basic education. It is what backs up the approach and intentions of this project. This is one reason why using the mathematical method has its worth. It facilitates to address objectives clearly and with

precision to make students get a rich increase in order to master their language learning skills. Using effective oral production will help students and teachers alike reach their respective objectives in language learning. The listening comprehension problems most of the students have shown were identified. Addressing this common problem would be a bit challenging due to the fact that most students do not have that hands on experience with some technical gadgets like Pad's, keyboards or a simple mouse to move the cursor on a computer screen. However, students are quick to adapt and overcome such deficiencies and learning can take place once they all get the hang of managing technology and practicing listening and other language developing skills inside or outside the classroom.

The present proposal was conducted in Santo Domingo De Guzman in the months of September, October and November with the students of seventh grade basic education at the School mentioned above in Guayas province.

The public high school is located in Urdesa Norte Las Monjas Street. It has only one Director and the students are from first grade basic to 7th year of Elementary.

4.3. Objectives

4.3.1. Broad Objective

To design of a handbook about websites activities in order to improve language learning skills through effective oral production in students from 7th grade at Santo Domingo De Guzman.

4.3.2. A Specific Objectives

- To apply a dynamic processes.
- To improve the effective oral production in students.

- To develop the student's skills in using technological resources
- To help students to enhance their English learning
- To encourage the importance of English.
- To enhance the use of websites in the classroom
- To teach the use of websites to improve listening skills

4.4 Content framework of the proposed project plan

This project has importance due to the fact that there is no other one like it, and the purpose and objective is to improve the whole language learning skills throughout oral production skills.

If students do not have the practice of enhancing their listening abilities, there will not be much improvement in the other language learning skills. This is something that can also be evaluated the other way around because all the skills are integrate with one another. Building one of them properly will help the other skills enhance too.

4.5 The proposed project plan

The present proposal will be implemented during the present school year 2016 in the months of September, October and November with the students of 7th grade basic education at Guayaquil.

The handbook contains 30 units and everyone has a copy of it and about listening comprehension activities, variety of exercises, and precise and concise explanations about building language learning skills that need to be applied in order to reach total understanding in the language.

The content of our handbook will be designed according to the student's English knowledge evaluated by an observation, and for the implementation of this proposal we will need fifteen classes.

The future application of the proposal consists of 4 phases:

PHASE I: Activate vocabulary comprehension and meaning for listening comprehension in total language recognition.

PHASE II: engaging students with previous word contents with new word contents through meaningful language-learning and constructivism.

PHASE III: Practice of new methods to support student's learning process and means.

PHASE IV: Evaluation and assessment of how students acquire listening comprehension in the class in order to enhance and improve their language learning.

Psychological aspect

The psychological dimension of the making and messages of art work can provide opportunities for release of emotions, expression and definition of self. The problem solving inherent in art making can strengthen one's ability to address concrete and ambiguous challenges, engage and sharpen the senses and develop intrapersonal knowledge, (Barbara Caldwell, 2009)

Sociological aspect

It looks at education as evolution of the dynamics of social environment and how it influences in the teaching learning process. From a sociological point of view, education is the organized and regulated process by which society transfers knowledge and estimates to prepare young people for adult social roles. Sociology of education is part of social science largely concerned with the mass educational systems of modern societies.

The role of education in modern society is developed in two theories: structural functionalism and the conflict theory. Structural functionalists view society as a structure, with each part playing an integral role in the whole system. Functionalists argue the educational system serves the needs of social order characterized by rationality and meritocracy. People with the highest achievements will get the best jobs and highest pay and those with lower scores will take lower positions and lower salaries.

The sociology aspect is reflected by language, different varieties of language can reflect the usage of language and its learning. The learning of English by non-English speakers, indigenous people and the issues that can bring. All these are related to the systems and particular networks of communication and the use of English. There are so many assumptions when it comes to learning English. The most common one is the belief that schools can and have provided the chance for language learning and that can be taught by giving presentation, repetition and mother tongue interference. The successful language learning can conclude that it is based on the realization of the learner's hopes like school success, job assurance, financial dialogue and reward and social mobility.

Legal aspect

In the institutional website of the Minister of Education of Ecuador we have the English Language Learning Standards. These are results students are expected to achieve at the end of a proficiency level in terms of knowledge and skills acquired during the process. These will show “what students must know and be able to do as they move toward full fluency in English”.

The ELLS are based on the Common European Framework of Reference for Languages: Learning, teaching, assessment, (CEFR) as they provide a common basis for the explicit description of objectives, content, and methods. The proficiency levels set by the CEFR and established as the benchmarks for Ecuador’s ELLS are A1, A2, and B1. The progression of the levels is the following:

- Level A1: At the end of 9th year Educación Básica General.
- Level A2: At the end of 1st year Bachillerato.
- Level B1: At the end of 3rd year Bachillerato.

The English Language Learning Standards are developed considering the communicative language components and the language skills as an important part of the program: listening, speaking, reading, and writing.

In our case, we will develop our project with students of eighth year basic education, so it corresponds us the A1 level.

Listening

A1 PROFICIENCY LEVEL: Recognize expressions, words, and sentences in simple spoken texts related to the learner's personal, educational, and social background. Follow speech, which is very slow and carefully-articulated, with long pauses for them to assimilate meaning within the personal, educational, and domains.

Reading

A1 PROFICIENCY LEVEL: Understand and identify simple informational, transactional, and expository texts—a single phrase at a time—picking up familiar names, words, and basic phrases and rereading as required.

Extract the gist and key information items from simple informational, transactional, and expository texts.

Speaking production

A1 PROFICIENCY LEVEL: Produce slow, hesitant, planned dialogues, (i.e. communication still depends on repetition, rephrasing, and repair)

Speaking interaction

A1 PROFICIENCY LEVEL: Interact and participate in brief informal discussions in a simple way by asking and answering simple questions about the learners' personal, educational, and social background.

Communication is dependent on repetition at a slower rate of speech, rephrasing, and repair.

Writing

A1 PROFICIENCY LEVEL: Produce informational, transactional, and expository texts consisting of a sequence of simple sentences that have more detail and show more variety in lexical range and sentence structure. As we can see, we will work with an elementary level according to the Common European Framework of Reference for Languages (CEFR) in the four skills of the language because grammar in context involves the correct development in each skill, especially in reading and writing, (Ministerio de Educacion, 2002).

Mission

Indulge students with listening and language learning skills so their productive and receptive skills in language learning could enhance and be productive on their own.

Vision

To have excellence in language communication in the English learning community. As teachers, we must facilitate such learning so students can benefit from it.

Policies

We did our best and were able to reach common grounds with the directors of Santo Domingo De Guzman School so they could use the booklet throughout the whole year.

Beneficiaries

The beneficiaries of this proposal are teachers and students and parents, who are also members of the educational community.

Social impact

Our proposal is within the social impact range due to the fact that our project develops English knowledge in students and enhance their communicative skills that can serve them in the future. Our proposal contributes to have better quality of education at “Santo Domingo De Guzman School.”

4.6. Materials

Our handbook was supported by several English grammar web sites

(englishclub.com, 2015)

(acm.org, 2011-2015)

(learn english on line, 201-2015)

(English ludic exercises, 2015)

(Scielo Colombia, 2015)

(BIJT org, 2015)

Also this proposal was supported by several English text books:

- The use of ludic activities to encourage English learning at the school level. Bach. Ma. Del Carmen Diaz M. Magister University.
- Brown, H.D. (2007). *Principles of language learning and teaching*. Pearson Longman



**Developing Oral
Production Skills
with Technological
Resources**

speaking

WORKSHEETS

Fun Activities

The following guide will help teachers improve the Learning Process about the English Language and catch the student's interest. The guide is easy and understandable; it's also based on active strategies which are useful to create a good environment in the classroom. The guide provides the teacher many useful activities that can motivate students into feeling comfortable and confident when learning new methods and techniques about speaking strategies using websites, but there are some items which teachers need to take into consideration to make students reach utter understanding. It is extremely important to follow some recommendations.

Teachers should consider

- ✓ Knowing the learners knowledge and vocabulary.
- ✓ Motivating learners to do each active strategy.
- ✓ Dividing the class into groups when it is necessary.
- ✓ Explaining learners what they are going to do.

Objective: to make clear the purpose, and objectives when applying effective oral production using technology.

Type of exercise	:	Speaking
Name	:	IMPROVING SPEAKING WITH WEBSITES
Skills	:	Listening
Description	:	This is a group and individual activity focused on different types of activities that are explained with the instructions to follow in order to make sentences, practice oral production to understand and communicate properly. Teachers need to start these kinds of activities with

		simple exercises. The group or individual that finishes first is the winner.
Objective	:	To use exercises to motivate students to have students speaking skills improve.
Instructions	:	<ul style="list-style-type: none"> • Teach the content before using it. • Explain the activity. • Break the class up in groups. • Give an example with a group of learners. • Start the game when the teacher says.
Resources	:	Flashcards, markers and worksheets, etc.
Rules	:	<ul style="list-style-type: none"> • Learners have to listen carefully what the teacher says. • Learners are not allowed to speak in Spanish. • One student in the group has to raise his/her hand to say the sentence or answer once he/she finishes and is asked to do so by the teacher. • If the student doesn't answer properly another group will have the chance to do it.
Suggestions	:	In order to develop the effective oral production skills, learners can test themselves with the excerpts and activities found in all the groups in their notebooks.

TABLE OF CONTENT

1. GIVING PERSONAL INFORMATION:	79
2. BAND AUDITIONS	80
3. DESCRIBING PEOPLE	81
4. FIRST DAY AT SCHOOL	82
5. GETTING AN ID CARD	83
6. INTERVIEW WITH A SWIMMER	84
7. INTRODUCING A FRIEND	85
8. INVITING SOMEONE TO THE CINEMA	86
9. ORDERING FOOD IN A CAFÉ	87
10. SPELLING COLOURS	88
11. SPELLING NAMES	89
12. UNDERSTANDING NUMBERS	90
13. EATING OUT	91
14. FREE TIME	92
15. GIVING DIRECTIONS	93
16. GOING TO THE CINEMA	94
17. SHOPPING FOR CLOTHES	95
18. TOUR OF LONDON	96
19. TRAINS AND TRAVELS	97
20. TRAVELLING ABROAD	98
21. WEATHER FORECAST	99
22. WORK	100
23. MY DAY	101
24. AT THE BEACH	102
25. MY LIBRARY	103
26. TRUE OR FALSE EXERCISES.	104
27. TRUE OR FALSE EXERCISES.	105
28. TRUE OR FALSE EXERCISES.	106
29. TRUE OR FALSE EXERCISES.	107
30. TRUE OR FALSE EXERCISES.	108

1. GIVING PERSONAL INFORMATION:

A. VOCABULARY PRACTICE: MATCH

- | | |
|----------------------|--------------------------|
| 1. My name's ... | A. ... are you? |
| 2. Surname: | B. ... Tom. |
| 3. Can you spell...? | C. ... pen. |
| 4. What class ... | D. ... a pen? |
| 5. How old ... | E. ... are you in? |
| 6. Have you got...? | F. ... your name please? |
| 7. Here's your ... | G. Rodriguez. |

B. TO DISCUSS:

Is there a library at your school? Do you like going to the library?

C. SPEAKING PRODUCTION ACTIVITIES:

<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/library-giving-personal-information>

2. BAND AUDITIONS

A. VOCABULARY PRACTICE: Label the pictures with the correct word:

Guitar – drums – maracas – sing – band



B. TO DISCUSS:

Can you play a musical instrument? What instrument would you like to play? Would you like to be in a band?

C. SPEAKING PRODUCTION ACTIVITIES:

<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/band-auditions>

3. DESCRIBING PEOPLE

A. VOCABULARY PRACTICE: MATCH EACH ADJECTIVE WITH ITS ANTONYM:

- | | |
|-------------------------|--------------|
| 1. Pretty (cute) | a. light |
| 2. Long | b. big |
| 3. Dark | c. ugly |
| 4. identical (the same) | d. short |
| 5. Small | e. different |

B. TO DISCUSS:

What do you look like? Are you happy with your appearance?

C. SPEAKING PRODUCTION ACTIVITIES:

<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/describing-people>

4. FIRST DAY AT SCHOOL

A. VOCABULARY PRACTICE: MATCH:

- | | |
|----------------------------|--------------------|
| 1. What is that? | A. In Class 101. |
| 2. Where is she? | B. He's my friend. |
| 3. Who is he? | C. At school. |
| 4. What class are you in ? | D. It's a book. |

B. TO DISCUSS:

Do you like school? Why? Why not?

C. SPEAKING PRODUCTION ACTIVITIES:

<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/first-day-school>

5. GETTING AN ID CARD

A. VOCABULARY PRACTICE: Label the pictures with the correct words:

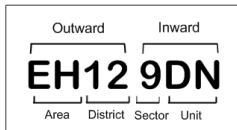
FORM

POSTCODE

BIRTH

ADDRESS

CARD



B. TO DISCUSS:

Do you have an ID card? When do you use it?

C. SPEAKING PRODUCTION ACTIVITIES:

<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/getting-id-card>

6. INTERVIEW WITH A SWIMMER

A. VOCABULARY PRACTICE: PUT IN ORDER YOUR DAILY ROUTINE:

_____ have a shower _____ go to school.
_____ have breakfast. _____ meet my friends. (Not classmates)
_____ get dressed. _____ have lunch.
_____ get up. _____ do homework.
_____ have dinner. _____ go to bed

B. TO DISCUSS:

What time of day do you like the best?

C. SPEAKING PRODUCTION ACTIVITIES:

<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/interview-swimmer>

7, INTRODUCING A FRIEND

A. VOCABULARY PRACTICE: Write the nationality:

- Ecuador: _____
- Argentina: _____
- Germany: _____
- United States: _____
- Peru: _____
- Chile: _____

B. TO DISCUSS:

What questions do you like to ask when you meet new people?

C. SPEAKING PRODUCTION ACTIVITIES:

<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/introducing-friend>

8. INVITING SOMEONE TO THE CINEMA

A. VOCABULARY PRACTICE: Match:

- | | |
|--------------------|-----------------------------|
| 1. HORROR | a. Fast and Furious |
| 2. ACTION | b. Madagascar |
| 3. ROMANTIC COMEDY | c. Superstellar |
| 4. SCIENCE FICTION | d. Pirates of the Caribbean |
| 5. ANIMATION | e. Ouija |
| 6. ADVENTURE | f. Valentine's Day |

B. TO DISCUSS:

What kind of films do you like?

C. SPEAKING PRODUCTION ACTIVITIES:

<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/inviting-someone-cinema>

9. ORDERING FOOD IN A CAFÉ

A. VOCABULARY PRACTICE: CLASSIFY:

lemonade, cheese burger, milk, apple juice, apple, soda, cheese, banana cake, banana shake, sándwich,

FOOD

- _____
- _____
- _____
- _____
- _____

DRINK

- _____
- _____
- _____
- _____
- _____

B. TO DISCUSS:

What's your favorite restaurant? What food and drink do you like to have there?

C. SPEAKING PRODUCTION ACTIVITIES:

<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/ordering-food-cafe>

10. SPELLING COLOURS

A. VOCABULARY PRACTICE: CLASSIFY:

White, yellow, purple, Green, pink, Brown, blue, orange, red, black

PRIMARY COLORS

SECONDARY COLORS

- _____
- _____
- _____
- _____
- _____
- _____
- _____

- _____
- _____
- _____
- _____
- _____
- _____
- _____

B. TO DISCUSS:

What's your favorite color? Why?

C. SPEAKING PRODUCTION ACTIVITIES:

<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/spelling-colours>

11. SPELLING NAMES

A. VOCABULARY PRACTICE: CLASSIFY THE ALPHABET ACCORDING TO THE SOUND:

/éi/	/i/		/ái/	/iú/	/e/	
A	B	C	I	Q	F	L

B. TO DISCUSS:

Are you good at spelling?

C. SPEAKING PRODUCTION ACTIVITIES:

<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/spelling-names>

12. UNDERSTANDING NUMBERS

A. VOCABULARY PRACTICE: HOW TO READ NUMBERS:

DATES: January 3rd, 2015

QUANTITIES: 4000 . 5019

PRICES: \$4,50

MEASUREMENTS: 3,76 Meters

PHONE NUMBERS: 090599432

B. TO DISCUSS:

Do you like numbers? Are you good at maths?

C. SPEAKING PRODUCTION ACTIVITIES:

<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/understanding-numbers>

13. EATING OUT

A. VOCABULARY PRACTICE: ADD MORE DISHES TO THE MENU:

THE BOAT RESTAURANT			
STARTERS	Tomato Soup £2.00	SNACKS <small>lunchtime only</small>	Cheese Burger £3.20
	French Onion Soup £2.50		Vegetable omelette £3.25
	Tomato Salad £2.90		Chocolate cake £2.25
	Chicken Salad £3.30		
<small>All starters are served with bread and butter</small>			
MAIN COURSES		Cheese & tomato sandwich £3.25	
German sausage and chips £6.50		Burger £2.90	
Grilled fish and potatoes £6.25		Chicken sandwich £3.50	
Italian cheese & tomato pizza £4.85		Cheese omelette £3.50	
Thai chicken and rice £5.95		<small>All snacks are served with salad and chips</small>	
Vegetable pasta £4.85		DESSERTS	
Roast chicken and potatoes £5.95		Fruit salad and cream £2.25	
DRINKS	Mineral water £1.00	Ice cream £2.00 <small>(choose from chocolate, coffee, or lemon)</small>	
	Fresh orange juice £1.25	Lemon cake £2.25	
	Soft drinks £1.30	Chocolate cake £2.25	
	English Tea £0.90	Cheese and biscuits £2.50	
	Irish Cream Coffee £0.90		
Lunch served 12:30 - 2:30pm / Dinner served 6:00 - 9:00pm			

STARTERS:

SNACKS:

MAIN COURSES:

DESSERTS:

DRINKS:

B. TO DISCUSS:

What food and drink from this menu would you order?

C. SPEAKING PRODUCTION ACTIVITIES:

<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/eating-out>

14. FREE TIME

A. VOCABULARY PRACTICE: LABEL: swimming pool, water polo, join, training, free



B. TO DISCUSS:

Are you a member of any sports clubs? What sports do you want to practice?

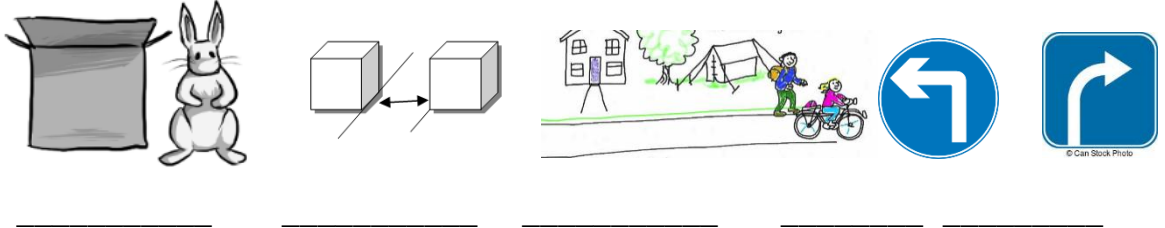
C. SPEAKING PRODUCTION ACTIVITIES:

<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/free-time>

15. GIVING DIRECTIONS

A. VOCABULARY PRACTICE: MATCH:

Go straight, take the right, take the left, next to, go past, opposite



B. TO DISCUSS:

What do you do when you get lost in a town or city?

C. SPEAKING PRODUCTION ACTIVITIES:

<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/giving-directions>

16. GOING TO THE CINEMA

A. VOCABULARY PRACTICE: READ.

WHICH WOULD YOU LIKE TO SEE? WHY?

NOW SHOWING 12th—18th June		
<p>Mr and Mrs Jones Action 3:00 p.m. / 7:10 p.m. They look normal, but this couple have a secret.</p>	<p>War Games Action 2:45 p.m. / 6:00 p.m. His country is under attack and millions could die.</p>	<p>Robot 2075 Science fiction 1:00 p.m. / 4:15 p.m. / 9:25 p.m. In the year 2075, robots have taken over the world.</p>
<p>King Robert V Historical drama 3:30 p.m. / 9:10 p.m. 250 years ago his country needed a leader.</p>	<p>Midnight Moon Horror 12:00 p.m. / 2:30 p.m. / 7:30 p.m. Blood-sucking vampires to make you scream.</p>	<p>Forever Romantic comedy 4:45 p.m. / 8:30 p.m. Can love last forever? Sarah will soon find out.</p>

B. TO DISCUSS:

What type of films do you like? What was the last film you saw at the cinema?

C. SPEAKING PRODUCTION ACTIVITIES:

<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/going-cinema>

17. SHOPPING FOR CLOTHES

A. VOCABULARY PRACTICE: MATCH:

- | | |
|--|----------------------|
| 1. Can I help you?
to the
changing room. | A. Of course. Come |
| 2. What size do you want?
card. | B. Here is my credit |
| 3. Can I try it on?
shirt,
please | C. Yes. I need a red |
| 4. Would you like to pay by credit or with cash? | D. Large |

B. TO DISCUSS:

What was the last item of clothing you bought?

C. SPEAKING PRODUCTION ACTIVITIES:

<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/shopping-clothes>

18. TOUR OF LONDON

A. VOCABULARY PRACTICE: WRITE:

THE MOST BEAUTIFUL PLACES TO VISIT IN YOUR CITY ARE:

B. TO DISCUSS:

Which city would you like to take a tour in? Why?

C. SPEAKING PRODUCTION ACTIVITIES:

<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/tour-london>

19. TRAINS AND TRAVELS

A. VOCABULARY PRACTICE: UNSCRAMBLE:

DOES THE TRAIN WHICH PLATFORM TO QUITO LEAVE
FROM ?

YOUR TICKET, SEE PLEASE CAN I ?

TO BUCAY WHAT TIME OUR TRAIN IS ?

B. TO DISCUSS:

What is your favorite type of public transport? Why?

C. SPEAKING PRODUCTION ACTIVITIES:

<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/trains-and-travel>

21. WEATHER FORECAST

A. VOCABULARY PRACTICE: LABEL: thunder storm, cloudy, sunny, rainy, dry, windy, cold



B. TO DISCUSS:

What is the weather usually like in your town or city?

C. SPEAKING PRODUCTION ACTIVITIES:

<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/weather-forecast>

22. WORK

A. VOCABULARY PRACTICE: LABEL: dentist, shop assistant, tour guide, pilot, nurse.



B. TO DISCUSS:

What job would you like when you are older?

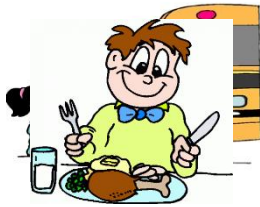
C. SPEAKING PRODUCTION ACTIVITIES:

<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/work>

23. MY DAY

A. LABEL.

Brush, have lunch, get up, take the bus, get dressed



B. SPEAKING PRODUCTION-LISTEN AND FILL IN THE BLANKS.

http://www.adelescorner.org/listening/my_day/my_day_1.html

24. AT THE BEACH

A. LABEL: Watching shining singing beach reading



B. SPEAKING PRODUCTION-LISTEN AND FILL IN THE BLANKS.

http://www.adelescorner.org/listening/at_the_beach/beach.html

25. MY LIBRARY

A. LABEL: newspaper, shelves, magazines, quiet, librarian



B. SPEAKING PRODUCTION-LISTEN AND FILL IN THE BLANKS.

<http://www.adelescorner.org/listening/library/library.html>

26. TRUE OR FALSE EXERCISES.

You are going to listen to a person giving some information. Listen carefully. You can take notes. Immediately after this person finishes, you will listen to some questions which you have to answer TRUE or FALSE.

http://englishteststore.net/index.php?option=com_content&view=article&id=14318:listening-comprehension-test-true-false-easy-level-test-01&catid=505:listening-true-false&Itemid=558 (Click start)

SPEAKING PRODUCTION

Then, you will discuss about the information and come to your own conclusions. Share your ideas with the class.

27. TRUE OR FALSE EXERCISES.

You are going to listen to a person giving some information. Listen carefully. You can take notes. Immediately after this person finishes, you will listen to some questions which you have to answer TRUE or FALSE.

http://englishteststore.net/index.php?option=com_content&view=article&id=14319:Listening-Comprehension-Test---True-False---Easy-Level-Test-02&catid=505:listening-true-false&Itemid=558 (Click start)

SPEAKING PRODUCTION

Then, you will discuss about the information and come to your own conclusions. Share your ideas with the class.

28. TRUE OR FALSE EXERCISES.

You are going to listen to a person giving some information. Listen carefully. You can take notes. Immediately after this person finishes, you will listen to some questions which you have to answer TRUE or FALSE.

http://englishteststore.net/index.php?option=com_content&view=article&id=14327:Listening-Comprehension-Test---True-False---Easy-Level-Test-10&catid=505:listening-true-false&Itemid=558 (Click start)

SPEAKING PRODUCTION

Then, you will discuss about the information and come to your own conclusions. Share your ideas with the class.

29. TRUE OR FALSE EXERCISES.

You are going to listen to a person giving some information. Listen carefully. You can take notes. Immediately after this person finishes, you will listen to some questions which you have to answer TRUE or FALSE.

http://englishteststore.net/index.php?option=com_content&view=article&id=14328:Listening-Comprehension-Test---True-False---Easy-Level-Test-11&catid=505:listening-true-false&Itemid=558 (Click start)

SPEAKING PRODUCTION

Then, you will discuss about the information and come to your own conclusions. Share your ideas with the class.

30. TRUE OR FALSE EXERCISES.

You are going to listen to a person giving some information. Listen carefully. You can take notes. Immediately after this person finishes, you will listen to some questions which you have to answer TRUE or FALSE.

http://englishteststore.net/index.php?option=com_content&view=article&id=14330:Listening-Comprehension-Test---True-False---Easy-Level-Test-13&catid=505:listening-true-false&Itemid=558 (Click start)

SPEAKING PRODUCTION

Then, you will discuss about the information and come to your own conclusions. Share your ideas with the class.

4.7. Validation of the proposed project plan

Class activities "THE DEVELOPMENT OF EFFECTIVE ORAL PRODUCTION THROUGH THE USE OF TECHNOLOGICAL RESOURCES ON STUDENTS FROM SEVENTH GRADE"

SUPERVISOR INFORMATION

Name: Teresa Valencia

Profession: English Coordinator

Occupation: English Coordinator at Unidad Educativa Santo Domingo de Guzman

Address: Urdesa Central Calle Ficus y las Monjas

Rating Scale	Very significant	Significant	Somewhat Significant	Not that Significant	Not significant
Aspects		x			
Introduction		x			
Objectives	x				
Relevance	x				
Sequence	x				
Presentation	x				
Depth of study	x				
Language		x			
Comprehension	x				
Creativity	x				
Impact	x				

Author: Manuela Andrea Calderón Valencia and María José Chicaiza Yagual

Coments *A very useful project and update tool in order to be well applied to approach good result in the process of learning.*



English Coordinator at Santo Domingo De Guzman

4.8 Conclusions

It can be concluded that the improvement on students when it comes to their listening skills can be reached at a moderate time with constant practice and students' participation in class. Teachers must also come fully prepared with the right tools provided by the school and with the right manuals and class preparation according to the syllabus and such. The most critical part of this event should be the preparation and adjustment students will encounter when practicing listening skills and be able to dialogue in complete and sound understanding about the listening excerpts and the ability to communicate. The listening fluency and accuracy must also be put into practice in the classroom for it can develop not only in speaking but also in the listening range of the student. Thus, students' performance in listening skills could progress gradually and eventually those improvements can be seen in the students' performance while participating in class activities that are directed and covering such tasks.

The booklet's purpose should also be applied in other venues and activities. It can also be used as a guide to improve listening skills for other criteria or even to get vocabulary involved. It is up to the teacher to develop and manifest the potential of the booklet to the fullest. Not only in class but also as a source for extra-curricular activities in which students get the most practice and get involved as much as possible in the English language, getting students accustomed to such practice and development in and out of the classroom.

4.9 Recommendations

The recommendations are based on the results of the proposal which shows that students will improve their oral production with more motivational technological resources used in the classroom.

The booklet is apt to comply with students' needs. Therefore, it is recommended for the guide to be used as a daily routine in the classroom. Students and teachers are encouraged to guide themselves with the use of this guide and collaborating the activities with other skills and integrate them when possible.

The more practice, the best is the outcome. In addition, using this guide in the motivation for students to speak can also assist students in other skills as well.

REFERENCES

- Abraham, M. R. (2016). *importance of the theoretical framework for research*. Retrieved from pubs.acs.org/doi/abs/10.1021/bk-2008
- acm.org*. (2011-2015). Retrieved from <http://dl.acm.org/citation.cfm?id=985947>
- Aronson, J. F. (2012). *Reducing the effects of stereotype threat on African American college students by shaping theories of intelligence*. Retrieved from *Journal of Experimental Social Psychology*: <https://www.google.com.ec/#q=psychological+principles>
- Barbara Caldwell, D. D. (2009). *Human Context*. Retrieved from http://www.design.iastate.edu/NAB/about/thinkingskills/human_context/psychological.html
- Bell, L. (2015). *Mental Imagery*. <http://plato.stanford.edu/entries/mental-imagery/>.
- BIJT org*. (2015, May 30). Retrieved from <http://www.bijt.org/wordpress/>
- Brinton, D. M., Celce-Murcia, M., & Snow, M. A. (2014). *Teaching English as a Second or Foreign Language*. Boston: National Geographic Learning.
- Cohen, L. M. (2016). *OSU - School of Education*. Retrieved from <http://oregonstate.edu/instruct/ed416/PP3.html>
- Crandall, J., & Shin, J. K. (2014). *Teaching Young Learners English*. Boston: National Geographic Learning.
- Cross, D. (2015). *A Practical Handbook of Language Teaching*. London: Dotesios Limited.
- Ellis, R. (2013). *The Study of Second Language Acquisition*. In R. Ellis. Oxford: Oxford University Press. Retrieved from <https://books.google.com.ec/books?id=3KglibyrZ5sC&pg=PA530&pg=PA530&dq=an+attempt+to+develop+linguistic+and+sociolinguistic+competence+in+the+target+language&source=bl&ots=wDXokj2>

Ew0&sig=2Ja0tmh17qQviu2r75pXxFbZ0u4&hl=en&sa=X&ved=0C
BsQ6AEwAGoVChMI4NXv0cj

- English ludic exercises*. (2015). Retrieved from
<http://www.englishexercises.org/ludic>
- englishclub.com*. (2015). Retrieved from
<https://www.englishclub.com/vocabulary/regular-verbs-list.htm>
- Gardner. (2010). *Context Institute*. Retrieved from
<http://www.context.org/iclib/ic27/campbell/>
- Glockler, T. (2015, November 18). *U.SNEWS*. Retrieved from The
Evolution of Learning Tools and Techniques in Education:
[https://blog.edmodo.com/2015/11/18/the-evolution-of-learning-tools-
and-techniques-in-education/](https://blog.edmodo.com/2015/11/18/the-evolution-of-learning-tools-and-techniques-in-education/)
- H.H., S. (2015). *Language Learning Strategies in Foreign Language
Learning and Teaching*. Retrieved from Issues and Options in
Language Teaching, Oxford: [http://iteslj.org/Articles/Hismanoglu-
Strategies.html](http://iteslj.org/Articles/Hismanoglu-Strategies.html)
- Hammer, J. (2015). *How to Teach English*. Essex: Pearson Education
Limited.
- Harmer. (2015). *Vision Learning*. Retrieved from
[http://www.visionlearning.com/en/library/Process-of-
Science/49/Using-Graphs-and-Visual-Data-in-Science/156](http://www.visionlearning.com/en/library/Process-of-Science/49/Using-Graphs-and-Visual-Data-in-Science/156)
- Hoyos, J. L. (2015). *improving vocabulary learning through the use of
images*. Retrieved from
[http://es.slideshare.net/superaleman2011/improving-vocabulary-
learning-through-the-use-of-images](http://es.slideshare.net/superaleman2011/improving-vocabulary-learning-through-the-use-of-images)
- Irvin., J. (2017, December 16). *Develop and Implement a Schoolwide
literacy action plan*. Retrieved from
[http://www.ascd.org/publications/books/107034/chapters/Develop-
and-Implement-a-Schoolwide-Literacy-Action-Plan.aspx](http://www.ascd.org/publications/books/107034/chapters/Develop-and-Implement-a-Schoolwide-Literacy-Action-Plan.aspx)
- Jimenez Gaona, F. F., & Peñaloza Apolo, A. C. (2015). The Use of
Didactic Resources Applied in the Communicative Approach, in
Teaching Learning Process of English Language, in "Mons. Alberto

Zambrano" High School of Olmedo City. Loja, Loja, Ecuador:
National University of Loja.

learn english on line. (201-2015). Retrieved from <http://www.learnenglish-online.com/vocabulary>

Ley Organica de Educacion Intercultural. (2010). Retrieved from
<http://educacion.gob.ec/ley-organica-de-educacion-intercultural-loei/>

Mead, M. (2016). *Context Institute*. Retrieved from
<http://www.context.org/iclib/ic27/campbell/>

Ministerio de Educacion. (2002). Retrieved from
http://educacion.gob.ec/wp-content/uploads/downloads/2012/09/estandares_2012_ingles_opt.pdf

Scielo Colombia. (2015). Retrieved from
<http://www.scielo.org.co/scielo.php?pid=S1657>

Swamson, R. A. (2013). *Theory building and applied disciplines*. Retrieved
from libguides.usc.edu/writingguide/theoreticalframework

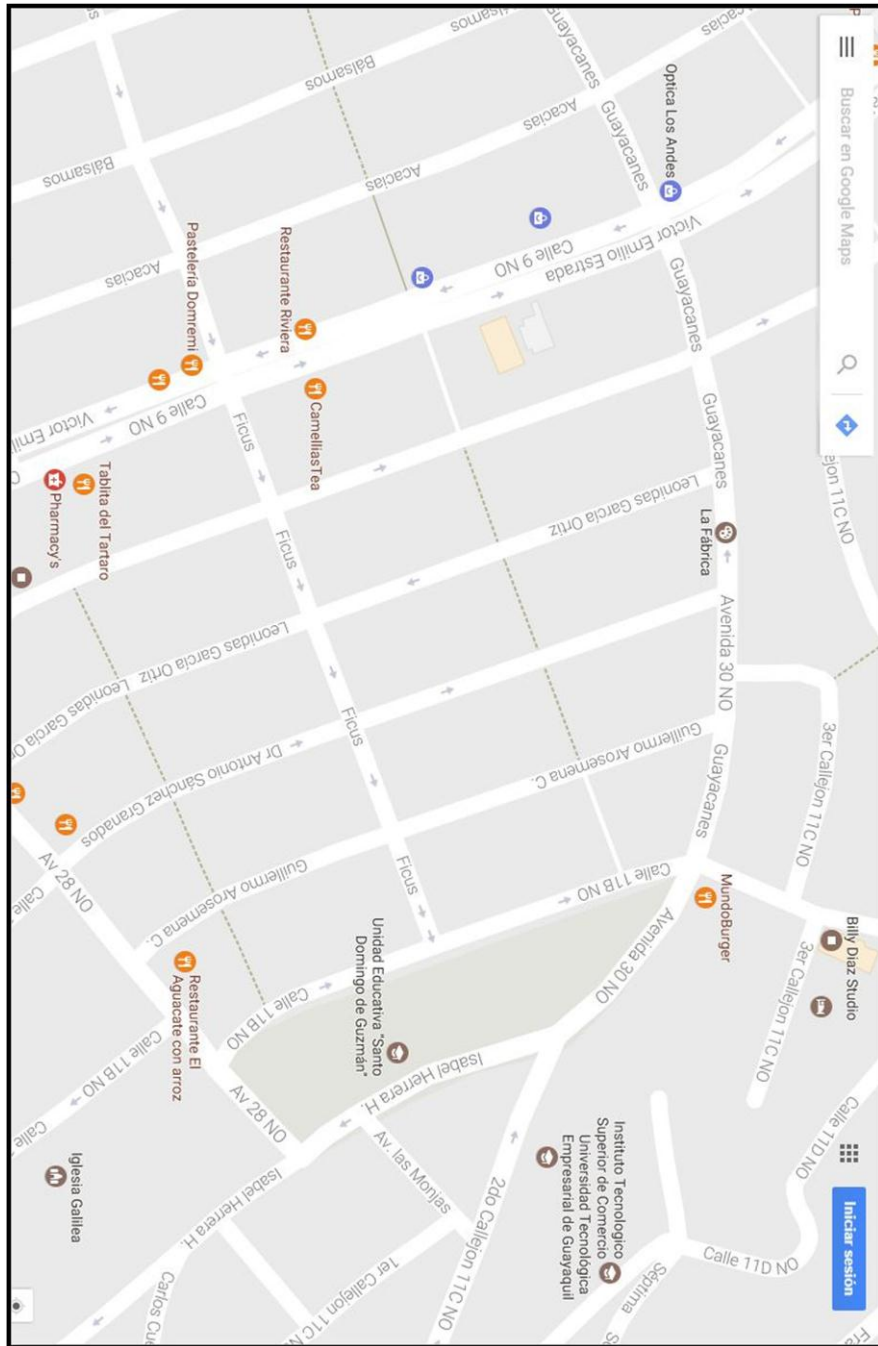
Theresa Spanella. (n.d.). *Visual Learning Style*. Retrieved from
<http://study.com/academy/lesson/visual-learning-style-definition-characteristics.html>

Visual thinking and visual learning. (2012). Retrieved from
<http://www.inspiration.com/visual-learning>

Wright, A. (2016). *Pictures for Language Learning*. Oxford: Cambridge
University Press. Retrieved from
<https://books.google.com.ec/books?id=2VRx2IUme9sC&pg=PA2&pg=PA2&dq=Picture+is+not+just+an+aspect+of+method+but+through+its+representation+of+place,+object,+and+people,+it+is+essential+part+of+the+overall+experiences&source=bl&ots=x8uXgTKteD&sig=5YXHcLSjQ>

APPENDIX

Appendix A – School Location





UNIVERSIDAD LAICA VICENTE ROCAFUERTE

School Year 2016 - 2017

CURRICULAR PEDAGOGICAL DIMENSION

LEARNING MANAGEMENT

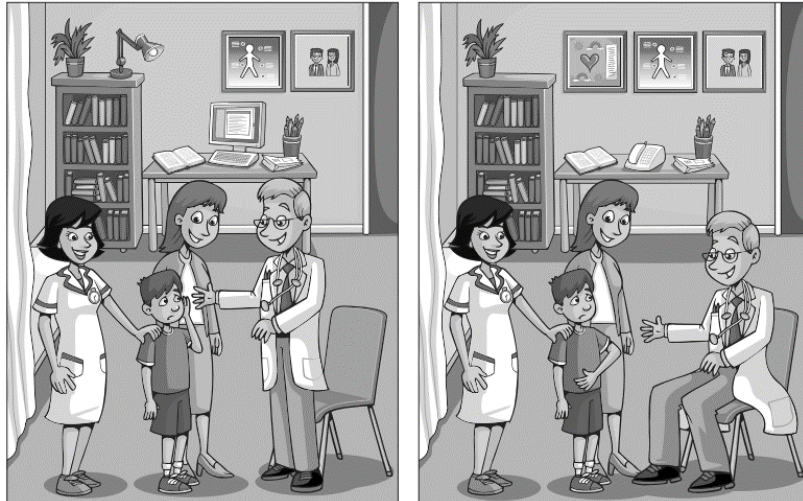
ACADEMIC DEPARTMENT

SUBJECT: SPEAKING PRE-TEST

Teacher's name :	Mark: /10
Student's name:	Date:
Level:	Grade/Course:

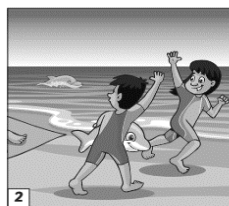
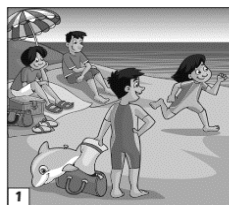
PART 1

1. Find 4 differences between picture A-B (4Marks)



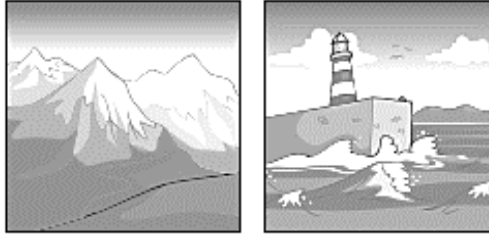
PART 2

2. Follow the picture story from 1 to 4 and answer the question: How does the story ends? (2Marks)



PART 3

3. Describe pictures from the road (2 Marks)



PART 4

4. Answer the following personal information (2Marks)

1. What is your full name?
2. Can you spell it for me?
3. What do you do in your free time?
4. What do you do every day?

SPEAKING GRADING CRITERIA	
Vocabulary	3
Pronunciation	3
Fluency	2
Grammar Accuracy	2

	NEED IMPROVEMENT (1Point)	SATISFACTORY (2Points)	EXCELLENT (3Points)
Vocabulary	Student has difficulty to use vocabulary words, to express properly.	Student was able to use broad vocabulary words , but was lacking ,making her repetitive and cannot expand on her ideas	Rich, precise and impressive usage of vocabulary
Pronunciation	Student was difficult to understand , unclear in pronunciation	Student was slightly unclear with pronunciation	Pronunciation was very clear and easy to understand
Fluency	Speech is very slow. Difficult to a listener to understand	Fluent speech consistent with grade level	
Grammar Accuracy	Student was difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes	Student was able to express their ideas and response with ease in proper sentence structure and tense	



UNIVERSIDAD LAICA VICENTE ROCAFUERTE

School Year 2016 - 2017

CURRICULAR PEDAGOGICAL DIMENSION

LEARNING MANAGEMENT

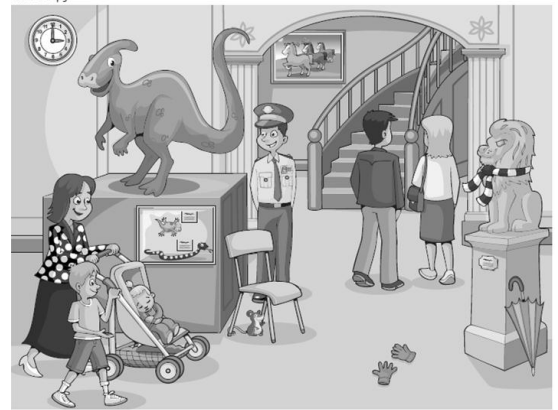
ACADEMIC DEPARTMENT

SUBJECT: SPEAKING PRE-TEST

Teacher's name :	Mark: /10
Student's name:	Date:
Level:	Grade/Course:

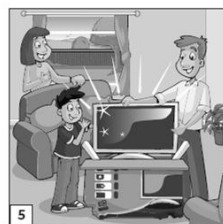
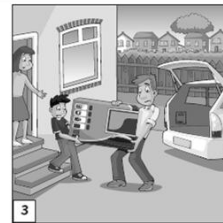
PART 1

1. Find 4 differences between picture A-B (4Marks)



PART 2

2. Follow the picture story from 1 to 4 and answer the question: How does the story ends? (2Marks)



PART 3

Exchange the information, Ask question to complete the table (2Marks)

Anna's sister

Name	?	EXAMINER
Age	?	
Tall / short	?	
Like doing	?	
Favourite food	?	

Anna's sister

Name	Sally	STUDENT
Age	14	
Tall / short	tall	
Like doing	computer games	
Favourite food	pizza	

PART 4

3. Answer the following personal information (2Marks)

1. What is your full name?
2. Can you spell it for me?
3. What do you do in your free time?
4. What do you do every day?

SPEAKING GRADING CRITERIA	
Vocabulary	3
Pronunciation	3
Fluency	2
Grammar Accuracy	2

	NEED IMPROVEMENT (1Point)	SATISFACTORY (2Points)	EXCELLENT (3Points)
Vocabulary	Student has difficulty to use vocabulary words, to express properly.	Student was able to use broad vocabulary words , but was lacking ,making her repetitive and cannot expand on her ideas	Rich, precise and impressive usage of vocabulary
Pronunciation	Student was difficult to understand , unclear in pronunciation	Student was slightly unclear with pronunciation	Pronunciation was very clear and easy to understand
Fluency	Speech is very slow. Difficult to a listener to understand	Fluent speech consistent with grade level	



SCHOOL OF LANGUAGES: ENGLISH

SURVEY FOR STUDENTS

AGE: _____ COURSE: _____

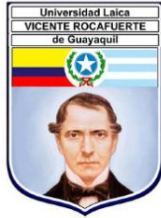
DATE: _____

Oral Communication Survey

Answer the following questions about your speaking habits. This survey is anonymous. That means no one will know who you are. The reason for this is to encourage to be honest. Please answer the questions truthfully. There are not right or wrong answers. Answering with the help of you teacher.

QUESTIONS	Always	Sometimes	Hardly Ever	Never
11. I like learning new vocabulary in English.	20%	10%	10%	60%
12. I am good memorizing lectures and English activities passages with technological resources in them	5%	10%	70%	15%
13. I consider learning English through vocabulary and technological resources to help me in pronunciation with words	10%	10%	70%	10%
14. I read the instructions of video games before I start to play and know the vocabulary use in the instructions	70%	10%	15%	5%

15. I can create stories using new words learned from websites and other technological means	80%	10%	7%	3%
16. I usually practice speaking on my own or with friends on the internet	5%	9%	7%	79%
17. I practice English inside the classroom with my peers when there is extra time	24%	15%	8%	53%
18. I find technological education games helpful when practiced in the classroom	40%	7%	10%	43%
19. I like learning vocabulary in games to make speaking easier	70%	18%	7%	5%
20. I am able to communicate in my own words with new vocabulary and activities practiced with internet games involved	80%	10%	5%	5%



SCHOOL OF LANGUAGES: ENGLISH

SURVEY FOR TEACHERS

AGE: _____ **COURSE:** _____

DATE: _____

<u>SURVEY</u>	ALWAYS	NEVER
1. Teacher engage Student with the topic		
2. Teacher use effective oral production in classes		
3. Teacher motivates students to use Technological resources		
4. Teacher use clear instruction to develop oral communicative activities		



Appendix F – Using speaking App to produce oral communication



Appendix G – Describing Pictures





REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS

TÍTULO Y SUBTÍTULO: <i>The Development Of Effective Oral Production Through The Use Of Technological Resources On Students from Seventh Grade At Santo Domingo de Guzman, School Year 2016-2017"</i>		
AUTOR/ES: Manuela Andrea Calderón Valencia María José Chicaíza Yagual		TUTOR: MSC. Rosy Mercedes Mendoza Cobeña
		REVISORES: MSC Javier Torres
INSTITUCIÓN: <i>Universidad Laica Vicente Rocafuerte de Guayaquil.</i>		FACULTAD: <i>Facultad de Educación Ciencias de la Educación.</i>
CARRERA: <i>Mención Inglés</i>		
FECHA DE PUBLICACIÓN:		No. DE PÁGS: 135
TÍTULO OBTENIDO: <i>Licenciados en Lengua Inglesa mención en enseñanza y administración de Sistemas Educativos en Tefl.</i>		
ÁREAS TEMÁTICAS: EDUCACIÓN		
PALABRAS CLAVE: <i>Information – Learning Process – Communication–Websites</i>		
RESUMEN: <i>The present Project was conducted with students of seventh grade at Santo Domingo De Guzman. The project was designed for students to improve their learning speaking skills because it is one the most challenging skills that students face when learning the English language. This investigation was able to conclude that one of the main problems students face is the lack of technology in English. Teachers must comply in doing their best to start motivating students into the realm of technology, guiding them to perform to their best in activities found in websites and getting students used to all the terms and paraphernalia that are part of technology. This concept reaffirms the importance of improving speaking abilities in the English language through vocabulary; therefore, the importance of designing the appropriate teaching material in which 7th grade EFL class at Santo Domingo De Guzman to improve speaking skills is highly required.</i>		
No. DE REGISTRO (en base de datos):		No. DE CLASIFICACIÓN:
DIRECCIÓN URL (tesis en la web):		
ADJUNTO PDF:	<input checked="" type="checkbox"/> SI	<input type="checkbox"/> NO
CONTACTO CON AUTOR/ES: Manuela Andrea Calderón Valencia Maria Jose Chicaíza Yagual	Teléfono: 0998512169 0989906604	E-mail: manuela.calderon26@gmail.com chicaizayagualm@gmail.com
CONTACTO EN LA INSTITUCIÓN:	Nombre: Ab. Michelle Vargas Aguilar	
	Teléfono: 2596500 ext. 221	
	E-mail: mvargasa@ulvr.edu.ec	

Urkund Analysis Result

Analysed Document: 1, 2, 3 and 4-official Thesis Maria Jose & Manuela Calderon.docx (D29320993)
Submitted: 2017-06-11 17:43:00
Submitted By: rmendozac@ulvr.edu.ec
Significance: 6 %

Sources included in the report:

TESIS 1 A 4 CORREGIDA.docx (D14343375)
https://www.tifonline.org/wp-content/uploads/2017/05/MaterialsIn2ndForeignLanguageLearningTeaching_14April.doc
<http://oregonstate.edu/instruct/ed416/PP3.html>
<https://books.google.com.ec/books?id=3KglibyrZ5sC&pg=PA530&lpg=PA530&dq=an+attempt+to+develop+linguistic+and+sociolinguistic+competence+in+the+target+language&source=bl&ots=wDXokj2Ew0&sig=2Ja0tmh17qQviu2r75pXxFbZ0u4&hl=en&sa=X&ved=0CBsQ6AEwAGoVChMI4NXv0cj>
<http://www.context.org/iclib/ic27/campbell/>
<https://blog.edmodo.com/2015/11/18/the-evolution-of-learning-tools-and-techniques-in-education/>
<http://study.com/academy/lesson/visual-learning-style-definition-characteristics.html>
<http://www.inspiration.com/visual-learning>
<https://books.google.com.ec/books?id=2VRx2IUme9sC&pg=PA2&lpg=PA2&dq=Picture+is+not+just+an+aspect+of+method+but+through+its+representation+of+place,+object,+and+people,+it+is+essential+part+of+the+overall+experiences&source=bl&ots=x8uXgTKteD&sig=5YXHcLSjQ>

Instances where selected sources appear:

13