



UNIVERSIDAD LAICA VICENTE ROCAFUERTE

DE GUAYAQUIL

FACULTAD DE EDUCACIÓN

CARRERA DE INGLÉS

PROYECTO DE INVESTIGACIÓN

PREVIO A LA OBTENCIÓN DEL TÍTULO DE

**LICENCIADO EN LENGUA INGLESA: MENCIÓN EN ENSEÑANZA Y
ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL**

TEMA

**MULTIMEDIA RESOURCES AND THEIR INCIDENCE IN THE
ENGLISH SPEAKING SKILL IN STUDENTS OF TENTH GRADE EGB
AT U.E. MARIA ANDREA, SCHOOL YEAR 2019-2020**

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GUAYAQUIL

2019



REPOSITARIO NACIONAL EN CIENCIA Y TECNOLOGÍA	
FICHA DE REGISTRO DE TESIS	
TÍTULO Y SUBTÍTULO: Multimedia Resources and their Incidence in the English Speaking Skill in Students of Tenth Grade EGB at U.E. Maria Andrea, School Year 2019-2020	
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INSTITUCIÓN: Universidad Laica Vicente Rocafuerte de Guayaquil	GRADO OBTENIDO: Licenciado en Lengua Inglesa: Mención en Enseñanza y Administración de Sistemas Educativos en TEFL
FACULTAD: EDUCACIÓN	CARRERA: INGLÉS
FECHA DE PUBLICACIÓN: 2019	N. DE PAGS: 89
ÁREAS TEMÁTICAS: Humanities	
PALABRAS CLAVE: Multimedia instruction, Learning, Skills, Educational Technology, Motivation.	
RESUMEN: In this era of educational technology English is more than ever the world language, and speaking is considered the most important skill students need to master, which main goal is communication. However, to acquire this skill is not easy, especially for students of English as a second language. Teaching this skill plays then a crucial role, and modern techniques and methods are prevailed. The use of technology and multimedia resources come to replace traditional methods to grab students' attention, increase their motivation in the classroom and to succeed in classroom goals. The present research work analyzes the incidence of multimedia resources in the English speaking skill, focusing on students of tenth grade EGB at U.E. Maria Andrea, Babahoyo city, school year 2019-2020, which	

<p>experience lack of technological resources to help teachers and students in the process of language teaching and learning, particularly in the development of the speaking skill. The elaboration of a multimedia resources guide is proposed to assist teachers and help students improve their speaking skill.</p>		
<p>N. DE REGISTRO (en base de datos):</p>	<p>N. DE CLASIFICACIÓN:</p>	
<p>DIRECCIÓN URL (tesis en la web):</p>		
<p>ADJUNTO PDF:</p>	<p>SI <input checked="" type="checkbox"/></p>	<p>NO <input type="checkbox"/></p>
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<https://doi.org/10.4324/9780429486890>
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ACKNOWLEDGEMENT

First of all, I would like to thank God for helping me at all times, and bless me to get where I am; He made this dream come true. Thanks also to my family, which has been and will be the cornerstone in my life. My sincere thanks also goes to Universidad Laica Vicente Rocafuerte, through the Faculty of Education, the primary source of my knowledge, skills and abilities, which I will put into practice in my professional life. Finally, I would like to express my sincere gratitude to my tutor, MSc. Luis Leon, who has given me the support, patience and the necessary time to direct and guide this research work.

DEDICATION

This research work is dedicated to:

My parents, who have raised me with good principles and values, always encouraging me, even at the most difficult times, to go ahead.

My grandmothers, whose advice guided me to fulfill this stage of my life.

My sister, for her support and encouragement; she never let me give up to reach this goal.

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INTRODUCTION

There is no doubt that in this era of globalization and technology, English is the world language, dominating the world as no other language does. Mydans (2014), affirms that "English is dominant in a way that no language has ever been before..." (p. 6). The author also affirms that since the new millennium began an important portion of the world's population is able to use English to communicate in some degree at least.

Speaking is one of the skills that students of English or any other language are meant to master, as it is essential for communication. However, the improvement of this skill is also a main concern, because without the appropriate practice and dedication, its acquisition can be hard. Teaching the speaking skill is then a very important part of teaching English as a foreign language, due mainly to the fact that nowadays there are more learners that want to use this language spontaneously to communicate.

On the other hand, we live a technological revolution that has changed the world and day by day is changing education. Technology brings the possibility of making easier to teach and learn English as a foreign language. One example is the way traditional classes improved with the application of multimedia-based programs that turned a classroom based session into a face to face online session, proving to be a powerful teaching medium (Hartsell, 2016).

As a consequence, it is possible to believe that the use of multimedia-based programs in traditional ESL and EFL classes is a successful technological medium to increase students' motivation to learn, while grabbing their attention by offering authentic situations, as said Rossi & Fedeli (2017). It cannot be denied that the mixture of multimedia and English language teaching has changed teachers' practices and the way students learn.

The present research work attempts to analyze the incidence of multimedia resources in the English speaking skill, focusing on students of tenth grade EGB at U.E. Maria Andrea, Babahoyo city, school year 2019-2020. This study is divided in four chapters, as follows:

Chapter I states, formulates and systematizes the research problem. Additionally, this section sets the general and specific objectives, which implies the analysis of the incidence of multimedia resources in the English speaking skill in students of tenth grade

EGB at U.E. Maria Andrea, school year 2019-2020. It also includes the rationale of the problem, which describes the importance, beneficiaries, and social relevance of the study, as well as the impact of the proposal. The delimitation of the research work, the idea to defend, and the research line regarding the university Faculty are also included.

Chapter II covers the Theoretical Framework of the study. It includes the relevant theoretical assumptions that support the research work. It also presents the Conceptual Framework, which is a definition of the core concepts discussed along the document, and finally, it refers to the Legal Framework, that is, the laws and regulations that also support the study.

Chapter III determines the Methodological Framework of the research work, including the study approach, the type of research, the methods and techniques used in data collection, as well as the population and sample. This chapter is particularly important because it includes the results / findings analysis, based on the data obtained from the application of the research instruments, which in the case of this study are the survey and the interview.

Chapter IV includes the proposal of solution to the problem of the research work, which will be described in detail, by stating the objectives, the outline and development of the proposal, along with the impact / benefits of the proposed project plan. The conclusions and recommendations follow the four chapters discussed.

CHAPTER I

THE RESEARCH PROBLEM

1.1 Topic

Multimedia resources and their incidence in the English speaking skill in students of tenth grade EGB at U.E. Maria Andrea, school year 2019-2020.

1.2 Background of the problem

Digital communication is currently creating changes to all sectors of our society. One of the education goals is to turn students ready for facing those challenges of their time, providing multimedia through a valuable tool for the development of skills and abilities. One of the most common problems of the educational institution where a research is conducted is the lack of exploitation of technological resources in the process of learning the English language. This is caused by a weak competence in the use of technology when the language is taught, turning learning difficult for students. It may happen because of the application of a conventional teacher-centered teaching, where learning is basically text-oriented, and technology has no space. As a result, English learners have a very low motivation.

Another factor that has an important impact to this problem is the inadequate application of multimedia in language teaching, and therefore, learning is given in a theoretical style, thus students learn by heart and classes are tedious. Therefore, there is no meaningful learning. Students' learning is relative, and for this reason, there is no absolute dominance of the English language. The problem above results in students' passive participation in the acquisition of English as a foreign language, which leads from one issue to another at the continuous levels, thus at the end of all levels of education students end up with difficulties in the English language.

This new technological era involves new challenges for English language teaching. It is not possible to believe anymore that teaching English is something to be done by a single English teacher, whose only resources will be a board, some markers, and a CD player, performing an English class by using some of the traditional teaching methods. Multimedia has brought a lot of opportunities for English teaching.

Maryam Bahadorfar (2014) explains that among the advantages, multimedia can provide students, for example, a lot of important information related to English learning. This information can be found on the Internet, where it is stored. The internet is widely used in many fields. Around the world, this resource is widely used to learn languages, most commonly, English. The teacher can guide students to useful sites with suitable material for them, in order to improve their language skills.

Another way students usually have access to multimedia is through communication labs, where learners can develop their speaking skill by using some of the specialized software available. They can play it and play it again at their own pace, and with their own interest. The use of headphones, and even 3D elements for virtual reality, make students to be motivated and interested to learn and practice.

Speech recognition software is another multimedia element that can help students improving their speaking. This kind of resources is meant to convert spoken words to a readable text placed in the computer. The software applies a specific level of accuracy to recognize the words spoken, and can even provide a positive reinforcement when the student pronounce the words or phrases correctly. If, conversely, words are pronounce erroneously, the student is allowed to correct them (p. 11).

In addition, one advantage for teachers is that they can update their teaching materials regularly. Due to the relevance of using multimedia in language teaching, nowadays it is a must to have a computer in a classroom. A desktop, or at least a CPU, is considered a crucial element in education; thus, most teachers are now using them for language learning (Gilakjani, 2012).

On the other hand, it is important to consider that while listening and reading are defined as receptive skills, writing and speaking are considered productive skills. All of them are necessary for an effective communication, but the most important skill, and the one that students should master when learning English is speaking, as this is a very important tool for communication (Zaremba, 2006).

The development of speaking in students is essential because it implies also the development of grammar and vocabulary skills, and as a consequence, also the writing skill. Students will be able to communicate their ideas and emotions, along with saying stories, making requests or discussing. In addition, students will be able to use their

speaking skill outside the classroom, so they will have more opportunities to interact with others in the same foreign language. Betul Sayin (2015) cites Baker and Westrup research work, and affirms that those students that master the speaking skill in English, have more opportunities to get a better education abroad, and moreover, even to find better jobs and professional promotions.

The importance of the speaking skill, then, is huge, not only for students of English, but of any language, because without speech, a language would only be a simple script. However, teachers find difficult the improvement of students' speaking abilities. Despite the importance of this skill, there are some problems that teachers usually face when helping students to speak in the classroom, such as student's inhibition, a low participation, and student's mother-tongue use (Tuan, N., & Mai, T., 2015).

The first problem mentioned, that is, student's inhibition, produces student's rejection to speak because he is worried about criticism in case of making a mistake. In other words, the student is ashamed of the other students' opinion.

The second problem that usually experience English language learners in the speaking class is a very low participation. There are several factors that make this problem appear. One of them is a large class, where a student has very little time to speak, or where one single student dominates the class while the others speak little or nothing.

The third and last problem related to the speaking skill is that students use their mother tongue in the classroom, as their classmates share the same mother tongue because it is easier to speak it.

In modern times, several technologies that help to develop the English skills have been introduced. Similarly, the use of technology is considered the access to the modern world. Technological resources, then, are meant to help students improve their language skills, particularly the speaking skill.

In Ecuador, the use of technology for teaching and learning is also a big issue. Many educational institutions in the country suffer from lack of technology in the classroom. This is the case of U.E. Maria Andrea, at Babahoyo city, which suffers from lack of technological resources to help teachers and students in the process of language teaching and learning, particularly in the development of the speaking skill. For this

reason, the present research work proposes the application of a set of multimedia resources that are aimed to assist teachers and help students to improve their speaking skill.

1.3 Statement of the problem

What is the incidence of multimedia resources in the English speaking skill in students of tenth grade EGB at U.E. Maria Andrea, school year 2019-2020?

1.4 Problem systematization

- What are the causes of the limited use of multimedia resources in the process of English language learning?
- What are the most important features that should be included in the process of English language learning?
- What are the most suitable multimedia resources that can be applied in English language teaching to improve the speaking skill?

1.5 General objective

To analyze the incidence of multimedia resources in the English speaking skill in students of tenth grade EGB at U.E. Maria Andrea, school year 2019-2020?

1.6 Specific objectives

- To determine the causes of the limited use of multimedia resources in the process of English Language Learning, through the application of the observation and survey techniques.
- To identify the main features to be considered in the development of the speaking skill, through the application of an interview.
- To select a set of suitable multimedia resources that can be applied in English language teaching to improve the speaking skill, in order to create a guide of multimedia resources.

1.7 Rationale of the study

It is well known that among the language skills in English, speaking is the most important. Mastering the speaking skill is crucial for interaction and communication, but is also an element of concern in language learning and teaching. In his article at IJSR, Madhavi (2015) cites Brown and Yule work, stating that students will be judged in real life situations by their speaking skill. Therefore, this skill turns into an essential part of their everyday interaction, as student needs the ability to speak at least comprehensively.

According to Bahadolfar and Omidvar (2014), an important reason for teaching speaking is that this skill is a crucial component of a second language learning and teaching. The authors also affirm that for many languages, among them English, to master the speaking skill is a priority. What is more, foreign learners consider their learning as successful if they reached a good level of their spoken language proficiency.

For these reasons, teachers have the responsibility of preparing students to speak real English inside and outside of the classroom. Despite its importance, teaching the speaking skill has not had the required emphasis, and sometimes teachers apply drills or memorization for a long time.

The relevance for the society of teaching the speaking skills with technology is that this modern world requires that teaching speaking could improve students' communicative skills. It must be hand in hand with technology, which gives a lively atmosphere to the classroom, and not based on conventional methods, which seem to be outdated. Technology is considered the door to access to the current modern era, because it is used not only for communication or business, but it is commonly used in education.

We can say then, that technological tools are ways to help English language students enhance their skills, among them, the speaking skill. At this point, the use of multimedia resources seems to be a successful way to grab learner's attention and increase their motivation to learn.

The main beneficiaries of this study, that is, students and English teachers from tenth grade EGB at U.E. Maria Andrea, requires a full involvement to get into the subject. Teachers need also some help to plan and perform their teaching methods appropriately, and fulfill their class objectives. An aspect that seems to work well with young learners is

when content is integrated with audio or animations. Thus, multimedia seems to be the appropriate resource for the population of this study.

Multimedia is a way in which information can be represented with the use of technology. It includes text, but also audio files, pictures, videos, or interactivity content file. The use of this resource into the classroom may have a great impact in teaching and learning because it stimulates the spirit of learners and immerses them in a good amount of situations. Students of tenth grade at U.E. Maria Andrea are exposed to old methods that suggest the need of getting engaged in situations that students can control, interact and feel safe, that is, an environment in which errors can be identified and feedback can be given.

For the reasons explained above, the present study proposes the creation of a guide of multimedia resources for English language teaching, as the use of technology in the classroom has become a real necessity nowadays. The guide is meant to explain the way technology can be used to develop the speaking skill of the learners with the use of multimedia resources.

1.8 Delimitation of the study

Responsible Unit: Universidad Laica Vicente Rocafuerte.

Responsible person: Javier Cárdenas

Field: Education

Area: English

Population: 25 students of 10th year EGB at UE Maria Andrea

School year: 2019-2020

1.9 Idea to defend

Multimedia resources incise on the development of the English speaking skill in the students of the 10th year of EGB of Unidad Educativa Maria Andrea, Babahoyo city.

1.10 Institutional Research Line

The present study is developed within the research line of the Education Faculty, which is the “performance and professionalization of the teacher”, and the research sub-line “communicative competencies in teachers and students”.

CAPÍTULO II

THE THEORETICAL FRAMEWORK

2.1 Literature Review

The development of the speaking skill is a crucial factor for communication, and a skill that every modern student seeks to master. Currently, the advances in digital media, a larger competition in workplaces, and the society, make students believe that mastering the speaking skill in English is a must. Technology in the classroom cannot be avoided, and one of the elements that help to improve language skills in a great deal is multimedia.

Among the previous studies that have covered the use of multimedia in language teaching, Bahadolfar and Omidvar's (2014), highlights the importance of the use of technology in teaching speaking skill. They affirm that an important reason for teaching speaking is that this skill is an essential element of second language learning and teaching, and describe technology as the vehicle to modernity and a resource that cannot be avoid in educational sectors.

The authors consider that some of the contributions technology brings to Education is the fact that it “stimulates the playfulness of learners and immerse them in a variety of scenarios” (Bahadorfar, M., Omidvar, R., 2014, p. 11). They also stress the chance that technology gives learners to participate in activities and interactions directed by themselves.

This study is particularly important because it describes some modern technologies the authors consider essential to develop the speaking skill, such as an appropriate communication lab, speech recognition software, and pod casting. Among all the elements mentioned, multimedia stands out.

A communication lab, for example, should include among other elements, multimedia software to develop listening and speaking skills. The importance of an appropriate language lab is that it should guarantees a successful language learning experience. According to Navas (2006), “any language programs with a communicative goal should focus on appropriate audio-visual equipment and the quality of the input and output skill tasks, based on authentic materials” (p. 1). The author explains that the main objective a language lab should have is to help “language students improve the aural-oral

skills”, and affirms that “with the implementation of the language laboratory, many language teachers developed new techniques in order to derive all possible advantages of this tool in the field of applied linguistics” (Navas, 2006, p. 2).

Speech recognition software is the second technological resource Bahadolfar and Omidvar mention in their work. It is definitely one of the most useful multimedia element used in language teaching and learning, meant to convert spoken words in a specific language to a readable input that a machine can recognize. The software is very helpful to improve language accuracy and provides scores of learners’ pronunciation. This kind of resource usually includes positive reinforcement with the use of phrases that allow students to figure how their performance is going.

This kind of software is usually small and limited, but flexible, so teachers can use it as an add-on to instruction. Egbert & Hanson-Smith (as cited in Borges, 2014), explains that some of the benefits of using this resource in language teaching are, among others, a multimodal practice, in which feedback is included; individualization, especially with large classes; pair work and also a small group work based on projects; and the inclusion of at least one fun factor.

Borges also affirms that the growing of multimedia in Education has caused that language teachers no longer consider grammar as the most important target when using a computer in a language class. Instead, the trend is to use computers for communicative teaching. The author also says that there are still many drill programs available directed to improve grammar and vocabulary, which in fact are very useful, but that those programs have been contextualized and incorporate graphics, audio recording and playback, and video (Borges, 2014, p. 22).

A last technological resource that Bahadolfar and Omidvar mention in their research for improving speaking skills is pod casting. The result of pod casting is a podcast, defined as “the integration of audio files where we can feed our own materials and ply it inside and outside of the classroom.” (Samad, I., Bustari, A., Ahmad, D., 2017, p. 12).

Bahadolfar and Omidvar (2014), explain that this resource can help students get familiar with the target language, while teachers can use it as an element for class discussions that will definitely help learners to improve their speaking skill. A clear

benefit is that student will use their technology based devices for educational purposes. Students that commonly use their cellphones or tablets to record a voice message or hear their favorite music files can use those devices also to improve their speaking skill. In addition, the authors say that with podcasts, teachers and students can share any kind of information related to a specific topic, at anytime, being this especially good for those students that miss classes or lectures (Bahadorfar, M., Omidvar, R., 2014, p. 12)

Podcast media seems then to be a good resource to get students closer to the target language, and at the same time to encourage in them a positive attitude, while increasing their motivation to learn.

Contreras, Charry & Castro (2016) examined the way multimedia resources foster the speaking skill development in students of ESL. In this work the authors stress the difficulties teachers face in the development of students' speaking skills due to the context, which leads to the need of improving their classroom practices. This paper proposes the use of podcasts, videos and Power Point Presentations in order to develop learners' pronunciation, vocabulary and fluency in English language.

The authors state that multimedia tools motivate students and make them feel language learning in a fun and engaging way (Contreras, Charry, & Castro, 2016, p. 3). Butler-Pascoe & Wiburg (cited by Contreras et al., 2016), affirm that interaction increases with the application of technology, and presents students' language in a graphically and linguistically enhanced manner" (p. 3). In this way, Contreras et al. also affirm that applying multimedia is a great source of motivation that can improve students' performance, and at the same time develop their speaking (2016, pp. 3-4).

Contreras et al. (2016) try to probe the extent in which English pronunciation can be improved through the use of podcast projects; the way in which video projects promote the acquisition of English vocabulary, and how Power Point projects can support the English fluency development. Besides the objectives, another similarity between the authors' study and the present research work is that both consider a similar population: students from EGB, who range from 11-14 years old (p. 10).

Teenagers, which are the sample of these studies, enjoy technology in every aspect of their lives. In fact, technology has a widespread acceptance in society. The research work referred above started by detecting students' attitudes and aptitudes towards the

language and the multimedia tools, which the authors considered essential to understand learners' background knowledge. Thus, during the first part of the study, an Initial Diagnostic Test was administered. One of the results obtained was that students were afraid of learning English, especially when they have to speak. As a consequence, students showed limitations in vocabulary, pronunciation and fluency. The authors also refer students' lack of confidence and low motivation when using the English language (p. 17).

The authors describe that the implementation of podcast projects through two applications, a mobile phone voice recorder and the Audacity program for PCs, resulted in evident benefits for learners: they rehearsed and practiced their pronunciation and identified their own mistakes using a podcast of their conversation, and gained powerful linguistic resources to enhance their pronunciation. According to the authors, their reluctant attitude to speak vanished, and instead, they showed more confident to speak.

In addition, authors applied a video project, in which students were meant to work collaboratively. At the beginning, this activity caused fear and anxiety in students; however, those feelings disappear little by little and became familiar for learners. The videos resulted in a great source of motivation. The authors narrate that students dressed up and acted out the vocabulary with authentic language situations, showed creativity and their abilities with multimedia tools (p. 22).

The third resource applied in Contreras, Charry & Castro study was Power Point presentations projects. The fact that students had to plan and organize their presentation, and prepare their speech based on some questions prepared through collaborative work, increased their confidence to speak English and improved their oral production. The authors considered these projects an excellent opportunity to handle those multimedia tools to be at hand in the future, and that are meant to give students enough motivation to develop their skills in computer literacy, and at the same time, those language skills they need (Contreras, Charry, & Castro, 2016, p. 23).

Contreras, Charry & Castro study makes us believe that the activities developed through the projects described gave students several learning opportunities. Learners were involved in real world with authentic material, so at the end they experienced meaningful learning, which suggest this kind of activities should be implemented in every English language class.

Multimedia resources include a great variety of elements that can be used in the educational field. Besides the resources mentioned in the studies above, a research study carried out by Felix Castellanos, titled “The use of gamification and videogames in second language learning”, suggests a new trend in the use of multimedia to teach a language: gamification (2016). The main objective of his work is to explore the way in which multimedia, in the form of videogames, influences the development of language skills, among them, the speaking skill.

The author affirms that there are some factors that influence English language learning in a great deal. Gender, age, culture, but above all motivation, are the issues every educator should consider in their teaching, he says. The author also points out that playing with technology is an activity with a very important role in the learning process (p. 5). According to the study, the use of videogames to improve English language skills is considered an effective resource, as the term game implies several components such as a goal to be achieved, limiting rules to be followed, feedback with information regarding student’s progress, and learners’ free participation (Castellanos, 2016).

An import aspect that Castellanos mentions in his study is the negative factors of using videogames if the appropriate material is not used. Even if a videogame increases motivation, this multimedia resource needs to have the appropriate content for not altering its effects in learning. A videogame with a wrong topic may have a negative influence in students (p. 11).

In order to analyze the effects of multimedia in the form of videogames in language learning, Castellano’s study explores the role of videogames in students’ motivation, and to enhance English language skills and vocabulary. One of the factors that videogames offer to improve speaking skills is the use of real language, which motivates and engages learners in oral practice, having as a result, an effective learning (p. 19).

Among the benefits of using videogames to develop English skills, the study mentions motivation and stimulation. The fact that multimedia is attractive to people from a wide range of ages, makes us believe students will feel engaged in every activity that includes this kind of resource. In fact, Castellanos states that the use of videogames in the English language classroom serves “as a good tool to examine self-esteem, self-concept, goal setting, and individual differences” (pp. 5-6).

2.1.1 Educational technology

Technology is considered a powerful tool that can transform teaching and learning. It is a useful tool to strength relationships between teachers and students; it can promote new approaches for collaboration, and give teachers the chance to adopt and adapt learning experiences to satisfy students' needs.

One important concept for the development of the present study is educational technology. Lazaro (2014) states that educational technology results from applying educational theories directed to solve those problems and specific situations that may appear in the teaching and learning process, and that are supported by ICTs (information and communication technologies). This concept has been defined by John King¹, as one of the most relevant issues in educational technology, because it brings students a wide range of opportunities (King, 2017).

Educational technology has been defined as a well-organized process in which technology is applied, with the purpose of improving education. This is an issue of great importance in teaching, with an essential role in language learning, especially because information and communication technologies are considered in the process, including the material needed, the methodology applied. All these aspects are known as teaching resources (Stosic, 2015, p. 111).

Stosic mentions in his research paper the domains educational technology has: *tutor*, that is, the fact that instructions and guidelines are given to the user by a computer; an also teaching tool, and learning tool. Despite this, the author stresses that when using educational technology, teachers should focus the educational value of the resources applied, and the benefits they give to knowledge acquisition (p. 112).

The author concludes that the use of technology enhances English language skills, among them speaking, and its application causes knowledge to emerge due to the big amount of information that can be obtained from the Internet and technological devices, especially mobile phones (p. 113).

However, it is important to consider that currently there is not a complete consensus for the use of educational technology in a classroom. Several opinions against its use have

¹ U.S. Secretary of Education.

caused a slow implementation in schools, where electronic technologies for teaching have been reduced or eliminated. A clear example of this is the use of mobile phones or tablets. The acceleration of educational technology, then, could be not enough for its application in the classroom.

2.1.2 NTIC's in education (NICT)

Incorporating new technologies in education results in promoting and creating new academic environments that affects in a direct way both the actors of the teaching-learning process and the scenario where it takes place. This new environment, created by the new technologies requires, according to Hawkrige, Vincent, & Hales (2017), also new and different kind of student, that is, a student more concerned about the process than about the final product; a student that is likely to be always prepared for decision-making, or for choosing their learning path. In short, those students should be prepared for self-learning, which offers challenging opportunities to the educational system, a system really concerned about the way information is acquired and stored, as well as about the way and extent it is reproduced (Hawkrige, Vincent, & Hales, 2017).

Its usefulness is based on its application in the learning of languages, and in turn on the ease of communication between teachers and students who create, process, disseminate information that breaks any barrier that limits the acquisition of knowledge by teachers and students (Stephenson, 2014).

The NICT, in any of its forms have generated enormous interest in all areas of our society. Its use in the educational field, in addition, has produced a great interest in research. What is more, it has caused new approaches in Education, including the learning of English, since today's students have the need to learn and apply this foreign language as an intercultural communication tool.

The application of Information and Communication Technology is considered by developed countries as a must. The US Department of Education (2017), states that people can succeed in life and also in their workplaces with paths directed to get expertise and find ways to create meaningful connections with others in the educational field. However, it is needed to start with basic knowledge and some important skills that may help us enhance our lives. Studies regarding the way people acquire knowledge confirm that

technology is a powerful tool and when used in education, it help students rebuild experiences in education.

When technology is not available, teachers are usually worried. They should remember that learning principles are even more important than specific technologies. It brings the opportunity of taking hand of carefully designed and thoughtfully applied technology, that will help them reach their class goals and expand the impact of learning principles.

Based on the fact that technology can help students think in more than one way, considering more than one context, and at the same time reflect on what is learned, the benefits of using NICT are huge. According to the Office of Educational Technology “technology also can help capture learners’ attention by tapping into their interests and passions. It can help us align how we learn with what we learn”. (p. 9)

This Plan (Department of Education, 2017), also describes five effective ways in which technology can improve and enhance learning. The description considers both formal learning and informal settings:

1. Technology can enable personalized learning or experiences that are more engaging and relevant. Mindful of the learning objectives, educators might design learning experiences that allow students in a class to choose from a menu of learning experiences—writing essays, producing media, building websites, collaborating with experts across the globe in data collection—assessed via a common rubric to demonstrate their learning. Such technology-enabled learning experiences can be more engaging and relevant to learners.
2. Technology can help organize learning around real-world challenges and project-based learning – using a wide variety of digital learning devices and resources to show competency with complex concepts and content. Rather than writing a research report to be read only by her biology teacher and a small group of classmates, a student might publish her findings online where she receives feedback from researchers and other members of communities of practice around the country. In an attempt to understand the construction of persuasive arguments, another student might draft, produce, and share a public service announcement via online

video streaming sites, asking his audience for constructive feedback every step of the way.

3. Technology can help learning move beyond the classroom and take advantage of learning opportunities available in museums, libraries, and other out-of-school settings. Coordinated events such as the Global Read Aloud allow classrooms from all over the world to come together through literacy. One book is chosen, and participating classrooms have six weeks in which teachers read the book aloud to students and then connect their classrooms to other participants across the world. Although the book is the same for each student, the interpretation, thoughts, and connections are different. This setting helps support learners through the shared experience of reading and builds a perception of learners as existing within a world of readers. The shared experience of connecting globally to read can lead to deeper understanding of not only the literature but also of their peers with whom students are learning.

4. Technology can help learners pursue passions and personal interests. A student who learns Spanish to read the works of Gabriel García Márquez in the original language and a student who collects data and creates visualizations of wind patterns in the San Francisco Bay in anticipation of a sailing trip are learning skills that are of unique interest to them. This ability to learn topics of personal interest teaches students to practice exploration and research that can help instill a mindset of lifelong learning.

5. Technology access when equitable can help close the digital divide and make transformative learning opportunities available to all learners. An adult learner with limited physical access to continuing education can upskill by taking advantage of online programs to earn new certifications and can accomplish these goals regardless of location. (pp. 12-17)

2.1.3 Multimedia resources

Multimedia is defined as a digital technology of communication, constituted by the sum of Hardware and Software. The author emphasizes the objective of humanizing the machine with the integration of specific applications that give sound, text, voice, video and graphics to the software (Gunawardhana & Palaniappan, 2016).

In addition, the authors states that some elements of multimedia are:

- Interactivity
- Visual communication
- Argument
- Metaphor

According to the author, the importance of multimedia resources in education can be summarized in the following way:

- Present information in a varied and attractive way
- Organize and present the contents in a classified and comprehensive way for the students.
- Use several resources such as examples, cases, situations, solutions, models, tables, graphs, images, summaries and others that guide the work of analysis and synthesis of the information analyzed.

2.1.3.1 Multimedia in the language classroom

The use of multimedia in the educational field impacts positively in the development of instruction and also the methods by which teachers give information to students. Multimedia resources are learning tools that increase students' motivation and interest. In a multimedia classroom, students' seats are modified according to the situation needed.

2.1.3.2 Role of the multimedia teacher

According to Rongchun (2013) the role of the multimedia teacher is, first, to be a person who controls the amount of information at the moment of creating the courseware. The author asserts that the knowledge teachers have and control, must be at least a little bit better and higher than the level students have. In this case, students will fill motivating of having challenges, and they will be likely to go straight to get succeed in their goals. Quite the reverse happens when the information students can access is too easy, as their interest in the content and their enthusiasm to learn will decrease. In other words, if the information given is too hard, this will discourage students. In addition, teachers should always consider the classroom learning goals, among which is to improve students'

performance. Finally, teachers should always include technological media in their practices, especially to present information to students.

2.1.4 The speaking skill

Speaking is considered the most important skill students need to domain. It is so important that several authors suggest that, English classroom should be considered a place where this foreign language is used all the time, and in which the four skills are practiced and developed. Only in this way students will be able to connect their previous and new knowledge, building their own perceptions about the foreign language learning. This is the reason for Ur comments, in the sense that it is common to see non-native English learners with a great expectation of improving their speaking (1984).

In her research work, Segura (2012) defines the speaking skill as a very difficult skill that English language students need to master and need to face.

One of the most difficult skills language learners have to face. In spite of this, it has been forced into the background while we, teachers of English, have spent all our classroom time trying to teach our students how to write, to read and sometimes even to listen in a L2 because grammar has a long written tradition. (Segura, 2012, p. 19)

As speaking is considered the most important skill in a language, it is important to consider the language policies that describe the levels in which learners are able to do at certain productions, regarding The Common European Framework of Reference for languages. The CEFR gives details about the different levels that a student can get in speaking activities and strategies (Council of Europe, n.d.):

Table 1

Overall spoken interaction:

C2	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so
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	smoothly the interlocutor is hardly aware of it.
C1	Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.
B2	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances.
B1	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc.
A2	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.
A1	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.

Source: https://www.brolancon.com/uploads/6/6/7/9/6679230/cefr_spoken_interaction_levels.pdf

Elaborated by : Cárdenas, J (2019)

Table 2

Conversation:

C2	Can converse comfortably and appropriately, unhampered by any linguistic limitations in conducting a full social and personal life.
C1	Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage.
B2	<p>Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.</p> <p>Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.</p> <p>Can convey degrees of emotion and highlight the personal significance of events and experiences.</p>
B1	<p>Can enter unprepared into conversations on familiar topics.</p> <p>Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases.</p> <p>Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.</p> <p>Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.</p>
A2	Can establish social contact: greetings and farewells; introductions; giving thanks.

	<p>Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time.</p> <p>Can participate in short conversations in routine contexts on topics of interest.</p> <p>Can express how he/she feels in simple terms, and express thanks.</p> <p>Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble.</p> <p>Can use simple everyday polite forms of greeting and address</p> <p>Can make and respond to invitations, invitations and apologies.</p> <p>Can say what he/she likes and dislikes.</p>
A1	<p>Can make an introduction and use basic greeting and leave-taking expressions.</p> <p>Can ask how people are and react to news.</p> <p>Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.</p>

Source: https://www.brolancon.com/uploads/6/6/7/9/6679230/cefr_spoken_interaction_levels.pdf

Elaborated by :Cárdenas, J (2019)

Table 3

Informal discussions (with friends)

C2	No descriptor available
C1	Can easily follow and contribute to complex interactions between third parties in group discussion even on abstract, complex unfamiliar topics.
B2	<p>Can keep up with an animated discussion between native speakers</p> <p>Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.</p> <p>Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.</p> <p>Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.</p> <p>Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.</p>
B1	<p>Can follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly.</p> <p>Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem.</p> <p>Can give brief comments on the views of others.</p> <p>Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc.</p> <p>Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.</p>

	<p>Can give or seek personal views and opinions in discussing topics of interest.</p> <p>Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing).</p> <p>Can express belief, opinion, agreement and disagreement politely.</p>
A2	<p>Can generally identify the topic of discussion around her which is conducted slowly and clearly.</p> <p>Can discuss what to do in the evening, at the weekend.</p> <p>Can make and respond to suggestions.</p> <p>Can agree and disagree with others.</p> <p>Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.</p> <p>Can discuss what to do, where to go and make arrangements to meet.</p>
A1	No descriptors available

Source: https://www.brolancon.com/uploads/6/6/7/9/6679230/cefr_spoken_interaction_levels.pdf

Elaborated by : Cárdenas, J (2019)

Table 4

Formal discussion:

C2	Can hold his/her own in formal discussion of complex issues, putting an articulate and persuasive argument, at no disadvantage to native speakers.
C1	Can easily keep up with the debate, even on abstract, complex unfamiliar topics. Can argue a formal position convincingly, responding to questions and comments and answering complex lines of counter argument fluently, spontaneously and appropriately.
B2	Can keep up with an animated discussion, identifying accurately arguments supporting and opposing points of view. Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. Can participate actively in routine and non routine formal discussion. Can follow the discussion on matters related to his/her field, understand in detail the points given prominence by the speaker. Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.
B1	Can follow much of what is said that is related to his/her field, provided interlocutors avoid very idiomatic usage and articulate clearly. Can put over a point of view clearly, but has difficulty engaging in debate. Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.

A2	<p>Can generally follow changes of topic in formal discussion related to his/her field which is conducted slowly and clearly.</p> <p>Can exchange relevant information and give his/her opinion on practical problems when asked directly, provided he/she receives some help with formulation and can ask for repetition of key points if necessary.</p> <p>Can say what he/she thinks about things when addressed directly in a formal meeting, provided he/she can ask for repetition of key points if necessary.</p>
A1	No descriptor available

Source: https://www.brolancon.com/uploads/6/6/7/9/6679230/cefr_spoken_interaction_levels.pdf

Elaborated by : Cárdenas, J (2019)

2.1.4.1 The production of spoken language in English

Speaking is a language skill that needs to be carefully considered. When individuals produce spoken language, they need to articulate sounds in a natural way. However, it is hard to master this skill because we cannot see the words and sounds we produce. Bygate (1987) affirmed that it is an open door to gain distinction in society, especially by showing solidarity and to succeed professionally. By learning English, culture is also learnt, and a very important portion of language is acquired.

2.1.4.2 Characteristics of Speaking

According to Bygate (2001), when an individual produces spoken language, there are four processes involved: conceptualisation, formulation, articulation, and self-monitoring. In fact, those processes are produced at high speed. While conceptualisation happens at a regular speed, the last three are mainly automatic for learners. In addition, speaking is reciprocal. It means that people's responses to others are immediate. The way speaking is produced is face to face. In other words, English speakers will articulate their utterances to the others, without the chance of being able to check if there were mistakes.

2.1.4.3 Planning a speaking activity

According to the British Council (2019), every teacher needs to plan the class according to students' capacities and needs. In that way, the activities included will fit students' needs. On the other hand, when teachers develop activities or lessons, there are 3 areas of knowledge that speaking needs to consider:

- **Mechanics:** It refers to those parts that make possible speaking, and include pronunciation, vocabulary, grammar and word order.
- **Functions:** It refers to the description of speaking uses.
- **Social/Cultural rules and norms:** It refers those subtle cultural values, such as turn taking, social norms, roles of participants, etiquette and social register etc. (British Council, 2019)

2.2 Conceptual Framework

Multimedia: According to Dave Marshall ,who defines Multimedia such as the field concerned with the computer-controlled integration of text, graphics, drawings, still and moving images (Video), animation, audio, and any other media where every type of information can be represented, stored, transmitted and processed digitally. (Marshall, 2001)

Resource: A resource is any personal talent or outside supply that can be tapped for help or support . (Vocabulary.com, 2019)

Learning: According to Aman Sharma ,who defines learning such as key process in human behavior . (Sharma, 2018)

Speaking skill: Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as 'speakers' of that language. (Thesis, 2006)

Speech recognition software: A computer software program or hardware device with the ability to decode the human voice. (Computer Hope, 2019)

Podcast: A radio programme that is stored in a digital form that you can download from the internet and play on a computer or on an MP3 player. (Cambridge Dictionary, 2019)

Gamification: The application of typical elements of game playing (e.g. point scoring, competition with others, rules of play) to other areas of activity, typically as an online marketing technique to encourage engagement with a product or service. (Lexico powered by Oxford, 2019)

Motivation: A reason or reasons for acting or behaving in a particular way. (Lexico powered by Oxford, 2019)

Educational technology: A term that refers not only to the hardware and software used in an educational setting, but how technological resources are used to support teaching and learning. (Rand Corporation, 2019)

2.3 Legal Framework

In our society, the lack of technology in the classroom is a common factor that delays the efficient development of the educational process, despite the fact that the “Constitución de la República” and Objective 2 of the PND state "the need to improve the capabilities and potential of citizenship, which applies to all areas of knowledge” (Senplades, 2017).

The present research work is based on the “Constitución de la República del Ecuador” which states quality education for Ecuadorian people (Asamblea Nacional, 2008), and the “Código de la Niñez y Adolescencia del Ecuador”

Constitución de la República del Ecuador:

Art. 16.- Todas las personas, en forma individual o colectiva, tienen derecho a:

1. Una comunicación libre, intercultural, incluyente, diversa y participativa, en todos los ámbitos de la interacción social, por cualquier medio y forma, en su propia lengua y con sus propios símbolos.
2. El acceso universal a las tecnologías de información y comunicación.

3. La creación de medios de comunicación social, y al acceso en igualdad de condiciones al uso de las frecuencias del espectro radioeléctrico para la gestión de estaciones de radio y televisión pública, privadas y comunitarias, y a bandas libres para la explotación de redes inalámbricas.

4. El acceso y uso de todas las formas de comunicación visual, auditiva, sensorial y a otras que permitan la inclusión de personas con discapacidad.

5. Integrar los espacios de participación previstos en la Constitución en el campo de la comunicación.

Art. 17.- El Estado fomentará la pluralidad y la diversidad en la comunicación, y al efecto:

1. Garantizará la asignación, a través de métodos transparentes y en igualdad de condiciones, de las frecuencias del espectro radioeléctrico, para la gestión de estaciones de radio y televisión públicas, privadas y comunitarias, así como el acceso a bandas libres para la explotación de redes inalámbricas, y precautelará que en su utilización prevalezca el interés colectivo.

2. Facilitará la creación y el fortalecimiento de medios de comunicación públicos, privados y comunitarios, así como el acceso universal a las tecnologías de información y comunicación en especial para las personas y colectividades que carezcan de dicho acceso o lo tengan de forma limitada.

3. No permitirá el oligopolio o monopolio, directo ni indirecto, de la propiedad de los medios de comunicación y del uso de las frecuencias.

Art. 22.- Las personas tienen derecho a desarrollar su capacidad creativa, al ejercicio digno y sostenido de las actividades culturales y artísticas, y a beneficiarse de la protección de los derechos morales y patrimoniales que les correspondan por las producciones científicas, literarias o artísticas de su autoría.

Art. 25.- Las personas tienen derecho a gozar de los beneficios y aplicaciones del progreso científico de los saberes ancestrales.

Art. 26.- La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo. **Art. 27.-** La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar.

La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional. (Asamblea Nacional, 2008)

Código de la Niñez y Adolescencia:

Art. 1.- Finalidad.- Este Código dispone sobre la protección integral que el Estado, la sociedad y la familia deben garantizar a todos los niños, niñas y adolescentes que viven en el Ecuador, con el fin de lograr su desarrollo integral y el disfrute pleno de sus derechos, en un marco de libertad, dignidad y equidad.

Para este efecto, regula el goce y ejercicio de los derechos, deberes y responsabilidades de los niños, niñas y adolescentes y los medios para hacerlos efectivos, garantizarlos y protegerlos, conforme al principio del interés superior de la niñez y adolescencia y a la doctrina de protección integral.

Art. 37.- Derecho a la educación.- Los niños, niñas y adolescentes tienen derecho a una educación de calidad. Este derecho demanda de un sistema educativo que:

1. Garantice el acceso y permanencia de todo niño y niña a la educación básica, así como del adolescente hasta el bachillerato o su equivalente;
2. Respete las culturas y especificidades de cada región y lugar;
3. Contemple propuestas educacionales flexibles y alternativas para atender las necesidades de todos los niños, niñas y adolescentes, con prioridad de quienes tienen discapacidad, trabajan o viven una situación que requiera mayores oportunidades para aprender;
4. Garantice que los niños, niñas y adolescentes cuenten con docentes, materiales didácticos, laboratorios, locales, instalaciones y recursos adecuados y gocen de un ambiente favorable para el aprendizaje. Este derecho incluye el acceso efectivo a la educación inicial de cero a cinco años, y por lo tanto se desarrollarán programas y proyectos flexibles y abiertos, adecuados a las necesidades culturales de los educandos; y,
5. Que respete las convicciones éticas, morales y religiosas de los padres y de los mismos niños, niñas y adolescentes.

La educación pública es laica en todos sus niveles, obligatoria hasta el décimo año de educación básica y gratuita hasta el bachillerato o su equivalencia.

El Estado y los organismos pertinentes asegurarán que los planteles educativos ofrezcan servicios con equidad, calidad y oportunidad y que se garantice también el derecho de los progenitores a elegir la educación que más convenga a sus hijos y a sus hijas.

Art. 38.- Objetivos de los programas de educación.- La educación básica y media asegurarán los conocimientos, valores y actitudes indispensables para:

- a) Desarrollar la personalidad, las aptitudes y la capacidad mental y física del niño, niña y adolescente hasta su máximo potencial, en un entorno lúdico y afectivo;

- b) Promover y practicar la paz, el respeto a los derechos humanos y libertades fundamentales, la no discriminación, la tolerancia, la valoración de las diversidades, la participación, el diálogo, la autonomía y la cooperación;
- c) Ejercitar, defender, promover y difundir los derechos de la niñez y adolescencia;
- d) Prepararlo para ejercer una ciudadanía responsable, en una sociedad libre, democrática y solidaria;
- e) Orientarlo sobre la función y responsabilidad de la familia, la equidad de sus relaciones internas, la paternidad y maternidad responsable y la conservación de la salud;
- f) Fortalecer el respeto a sus progenitores y maestros, a su propia identidad cultural, su idioma, sus valores, a los valores nacionales y a los de otros pueblos y culturas;
- g) Desarrollar un pensamiento autónomo, crítico y creativo;
- h) La capacitación para un trabajo productivo y para el manejo de conocimientos científicos y técnicos; e,
- i) El respeto al medio ambiente. (Congreso Nacional, 2003)

For this reason, it is necessary to provide learners an appropriate instruction, an education that could go hand in hand with the demands of the globalized world, and that could count with appropriate educational materials for teaching and learning.

Unfortunately, not always schools and teachers are able to apply a quality education. One important problem is the selection, design or use of resources and strategies according, which in many cases do not consider students' needs. According to the Ley Orgánica Intercultural de Educación (LOEI), Art. 11, literal b:

Teachers have the obligation to be key players in a relevant quality education and warmth with the students in their charge. Literal i: Provide support and pedagogical monitoring to students to overcome the backwardness and difficulties in learning and in the development of skills,

skills, abilities and abilities. (Mineduc, Ley Orgánica de Educación Intercultural, 2016)

New trends in education are relevant to achieve these national objectives, since they promote in the human being all that is desired for a good citizen, taking into account the active participation in a diverse society, being responsible, supportive and proactive.

The National Curriculum states that “in areas where technology and access are not available, it is critical that teachers consider ways to provide students with comparable, if not equitable, opportunities to participate digitally and develop their literacies” (Mineduc, 2016).

According to this approach, the learning process should be developed through meaningful and productive ways to stimulate students. Another important issue in the curriculum is the use of ICT in the classroom. The resources that ICT provides are multimedia (video-sound), computers, projectors, smart boards, virtual reality, simulators, Internet and any other media that can teachers and learners in the classroom.

CAPÍTULO III

RESEARCH METHODOLOGY

3.1 Research Type

The present research work can be classified as a *field* research because it will be carried out in the same place where the problem has been detected, that is, in students of 10th grade EGB at U.E. Maria Andrea. Additionally, the data will be obtained directly from the institution. The study is also *descriptive* because it will apply research instruments to describe possible problems and their causes, and in addition, it will describe the main features of the objective of this study, as well as the two variables. Finally, the present research work is *applied* because it proposes a solution to the problem found.

3.2 Research Approach

The present study gathers the principles of the critical-prepositive paradigm of quantitative-qualitative nature. It is quantitative because numerical data will be collected with the application of a survey. It is qualitative because an observation and an interview will be applied, and the results will be submitted to interpretations supported by the theoretical framework.

3.3 Research techniques and instruments

In order to collect the necessary information on the research topic, the following techniques were applied: observation, interview and survey.

3.3.1 The Observation

In order to collect data and evidence about the effects of a limited use of multimedia resources in the process of English Language Learning on students' speaking performance, the observation technique will be applied. The tool to collect data in the observation sheet (Annex 1)

3.3.2 The Survey

The survey will be applied to the students of tenth grade at U.E. Maria Andrea. Its purpose is to collect information to determine the students' criterion on the use of educational technology in the classroom. The tool used for this purpose is a questionnaire (Annex 2).

3.3.3 The Interview

An interview is applied to teachers of 10th year EGB, in order to identify the main features of the speaking skills and the incidence of the use of educational technology to teach speaking. The tool to be used is an interview guide (Annex 3).

3.4 Research population and sample

For the research the whole population is used because it is a small group which will facilitate the investigative work, the statistical data and the obtaining of results.

Table 5

Group	Population	Sample	Percentage
Students	25	15	60%
Teachers	5	5	100%

Source: Students' Survey and Teachers' Interview

Elaborated by : Cárdenas, J (2019)

3.5 Results / findings and Analysis

3.5.1 Class observation

The observation technique, through the use of its instrument, the observation sheet, was applied to students of 10th grade EGB, in order to collect data and evidence about the effects of a limited use of multimedia resources in the process of English Language Learning on students' speaking performance.

It was observed that multimedia resources were limited to the use of mostly slide projections and audio listening. What is more, not all English teachers take hand of at least these two basic elements. As a consequence, it was also observed that not all students were motivated to participate and showed difficulties in their fluency, especially in those aspects related to a suitable speed when speaking, pauses and the way they contribute to the conversation.

Additionally, during their oral production, most students used short sentences and very simple responses, with several mistakes in the constructions of their utterances. It was noticed that learners took hand of a limited amount of words, and even though they made efforts to use a correct pronunciation, the intonation and stress of words and phrases need improvement.

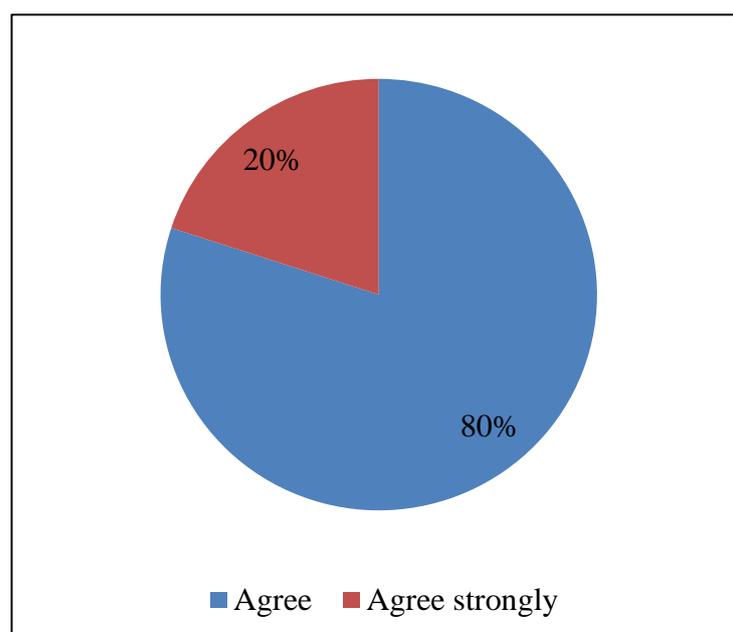
3.5.2 Students' Survey

A students' survey was applied to a sample of 15 students of 10th grade EGB, from a total population of 25. Its purpose was getting to know the extent to which multimedia is used in the classroom, and how important these resources are for students. Those aspects will be useful to determine the causes of the limited use of multimedia resources in the classroom. A 10-question questionnaire was used, and once processed the results were the following:

Table 6: I like and enjoy using technology.

Scale	Frequency	Percentage
Disagree totally	0	0.0%
Disagree	0	0.0%
Not strong opinion	0	0.0%
Agree	12	80.0%
Agree strongly	3	20.0%

Source: U.E. Maria Andrea.
Elaborated by : Cárdenas, J (2019).



Graphic 1: I like and enjoy using technology.
Source: Students' Survey
Elaborated by : Cárdenas, J (2019).

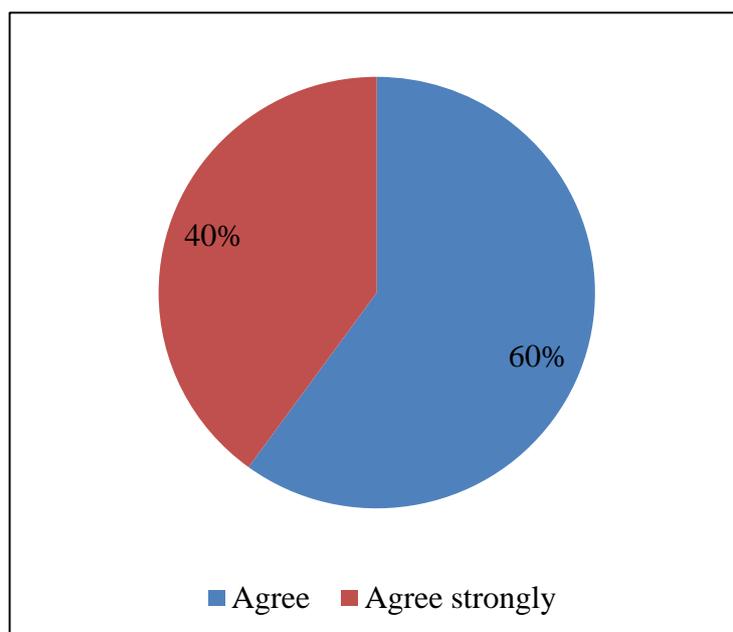
Analysis: The first question of the survey asked students if they like and enjoy technology. The intention of this question was to know students' acceptance of technology. From a total of 15 students, 12 of them (80%) agree, and 3 (20%) agree strongly.

These results make us reflect on the fact that younger learners are growing up with technology as a natural part of their lives. This acceptance is not limited to their houses, but is expanded to all the environments in which they develop. One possible reason is the easy and sometimes free access people have to the Internet or other kind of technologies.

Table 7: Technology helps me learn new things.

Scale	Frequency	Percentage
Disagree totally	0	0.0%
Disagree	0	0.0%
Not strong opinion	0	0.0%
Agree	9	60.0%
Agree strongly	6	40.0%

Source: U.E. Maria Andrea.
Elaborated by : Cárdenas, J (2019)



Graphic 2: Technology helps me learn new things.
Source: Students' Survey
Elaborated by : Cárdenas, J (2019).

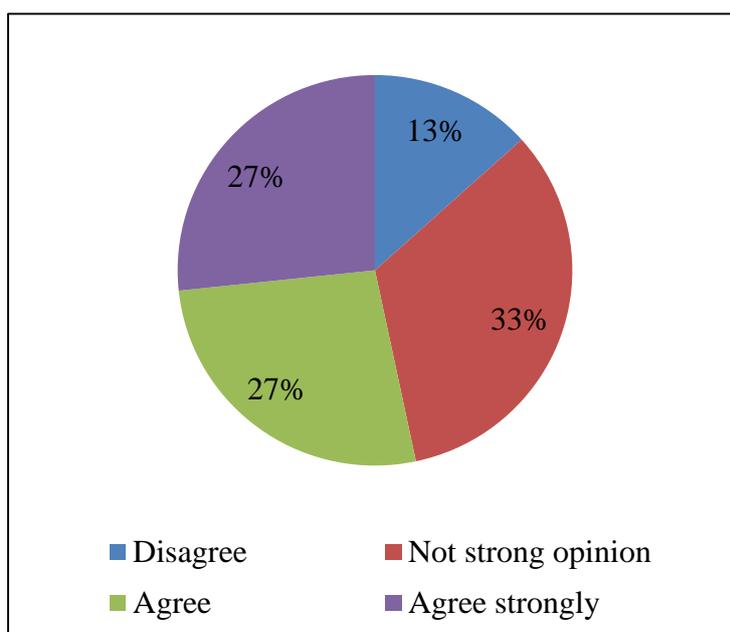
Analysis: An important consideration that was asked to students was if technology helps them learn new things. A total of 9 students from 15 students of the sample (60%) agreed, and even more, an important 40% agreed strongly.

These results give teachers an essential clue that may be help to improve their practices. Students feel that technology is a source of knowledge that motivates them, so this resource can be used in an English class, for example, to provide learners opportunities for an authentic target language use.

Table 8: I know how to use technology appropriately.

Scale	Frequency	Percentage
Disagree totally	0	0.0%
Disagree	2	13.3%
Not strong opinion	5	33.3%
Agree	4	26.7%
Agree strongly	4	26.7%

Source: U.E. Maria Andrea.
Elaborated by : Cárdenas, J (2019)



Graphic 3: I know how to use technology appropriately.
Source: Students' Survey.
Elaborated by : Cárdenas, J (2019).

Analysis: When students were asked about their knowledge for using technology appropriately, the responses obtained were varied. Less than half students, that is 5 of 15 (33%), answered to have a not strong opinion about it; 4 of them agreed strongly (27%) and 4 just agreed (27%). Only 2 of them, that is 13% of the sample, disagreed, which means that they feel not to have the knowledge needed to use technology appropriately.

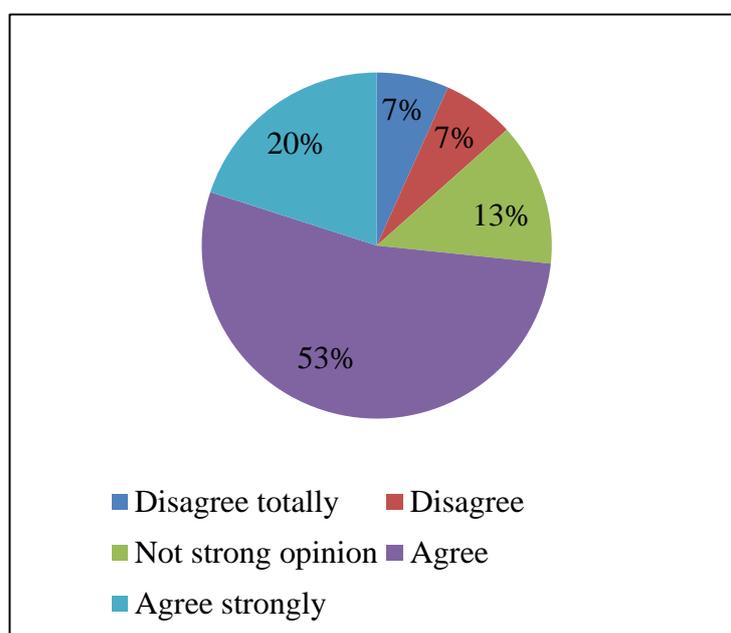
These results show a positive attitude of students towards technology, probably because nowadays technology can be accessed by everyone, including young learners. They are not strangers to technology. Many of them have possibly used mobiles, tablets, or

video games and computers, so they have the potential to apply this ability effectively in the classroom.

Table 9: Multimedia is one of my favorite technological resources.

Scale	Frequency	Percentage
Disagree totally	1	6.7%
Disagree	1	6.7%
Not strong opinion	2	13.3%
Agree	8	53.3%
Agree strongly	3	20.0%

Source: U.E. Maria Andrea.
Elaborated by : Cárdenas, J (2019)



Graphic 4: Multimedia is one of my favorite technological resources.
Source: Students' Survey
Elaborated by : Cárdenas, J (2019).

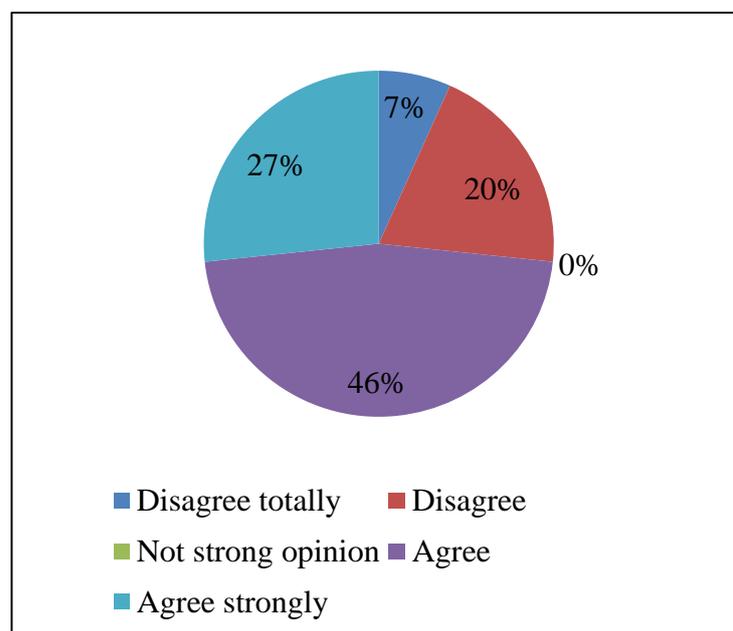
Analysis: As technology implies a wide range of resources, the survey asked students specifically about multimedia and their preferences. From 15 students of the sample, 8 of them (53%) answered that multimedia is their favorite technological resources. 3 of them (20%) said to agree strongly, 2 of them (13%) seemed not to have a strong opinion, while only 2 of them disagreed or disagreed totally.

These results were expected as this technology increases in our society at big steps, and is present everywhere in people’s lives. The acceptance and preference of multimedia by young learners is an incredible potential that can be used to encourage language learning and the development of language skills.

Table 10: I have used a cellphone / computer to practice speaking.

Scale	Frequency	Percentage
Disagree totally	1	6.7%
Disagree	3	20.0%
Not strong opinion	0	0.0%
Agree	7	46.7%
Agree strongly	4	26.7%

Source: U.E. Maria Andrea.
Elaborated by : Cárdenas, J (2019)



Graphic 5: I have used a cellphone / computer to practice speaking.

Source: Students’ Survey.
Elaborated by : Cárdenas, J (2019).

Analysis: The survey also inquired students about the use of multimedia resources to practice their speaking skill, considering that the resources usually at the hand of students are a cellphone or a computer. A huge 46%, that is 7 students from the 15 of the sample, agreed to have used either a mobile phone or a computer to practice speaking.

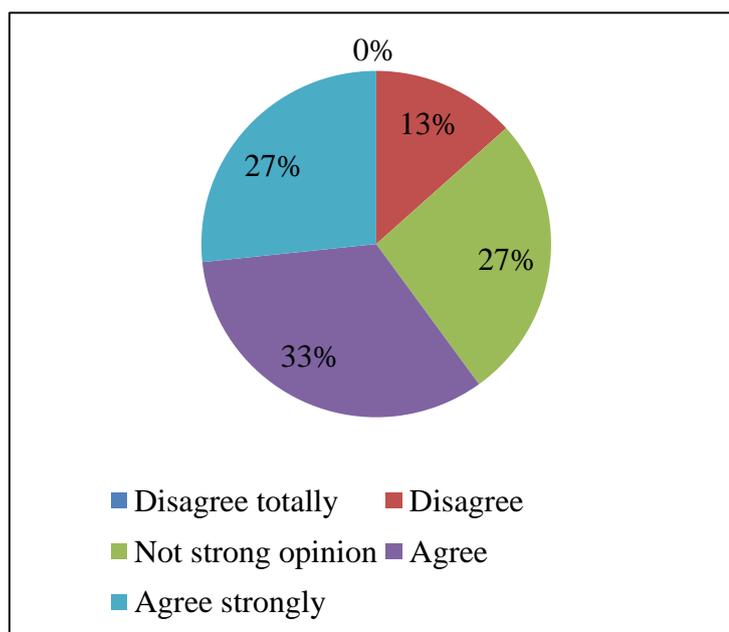
What is more, an important 27% of them (4 students), agreed strongly. Only 20% (3 students) and 7% (1 student) disagreed or disagreed totally with this.

One possible reason for students' preference to use their cellphones or computers to practice speaking is that multimedia is less restricted than other resources, and people have a better use and practice with broader media support that motivates them.

Table 11: I have used multimedia at home or in the classroom for learning English.

Scale	Frequency	Percentage
Disagree totally	0	0.0%
Disagree	2	13.3%
Not strong opinion	4	26.7%
Agree	5	33.3%
Agree strongly	4	26.7%

Source: U.E. Maria Andrea.
Elaborated by: : Cárdenas, J (2019)



Graphic 6: I have used multimedia at home or in the classroom for learning English.

Source: Students' Survey.
Elaborated by: : Cárdenas, J (2019).

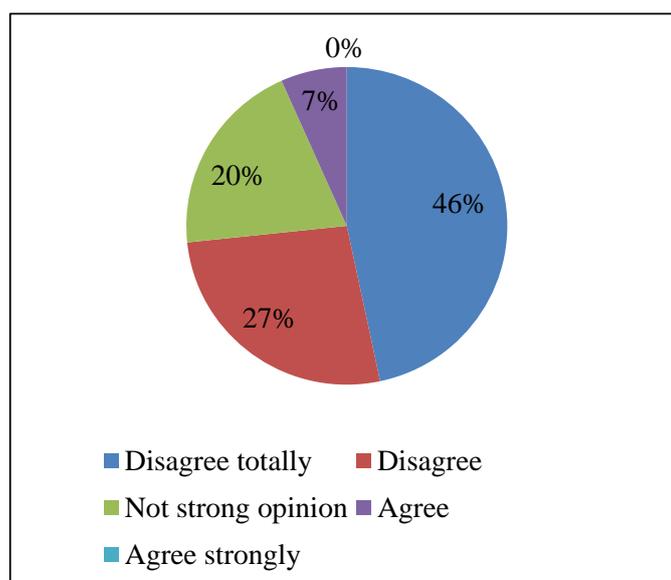
Analysis: Students were also surveyed about the use of multimedia at home or in the classroom for generally learn English. The purpose was to verify students' practices to improve their learning of this second language. From 15 students of the sample, 5 (33%) agreed and 4 (27%) agreed strongly to affirm that they use multimedia either in their houses or at school to learn English.

If we contrast this answer with the result of the class observation, we may conclude that students refer to the use in the classroom of slide projections and audio listening, which is a very basic variety of multimedia resources. In addition, 4 students (27%) had not a strong opinion and 4 students disagree with this statement, which means they do not use multimedia at home or in the classroom.

Table 12: There are plenty of technological resources in my classroom.

Scale	Frequency	Percentage
Disagree totally	7	46.4%
Disagree	4	26.7%
Not strong opinion	3	20.0%
Agree	1	6.7%
Agree strongly	0	0.0%

Source: U.E. Maria Andrea.
 Elaborated by : Cárdenas, J (2019)



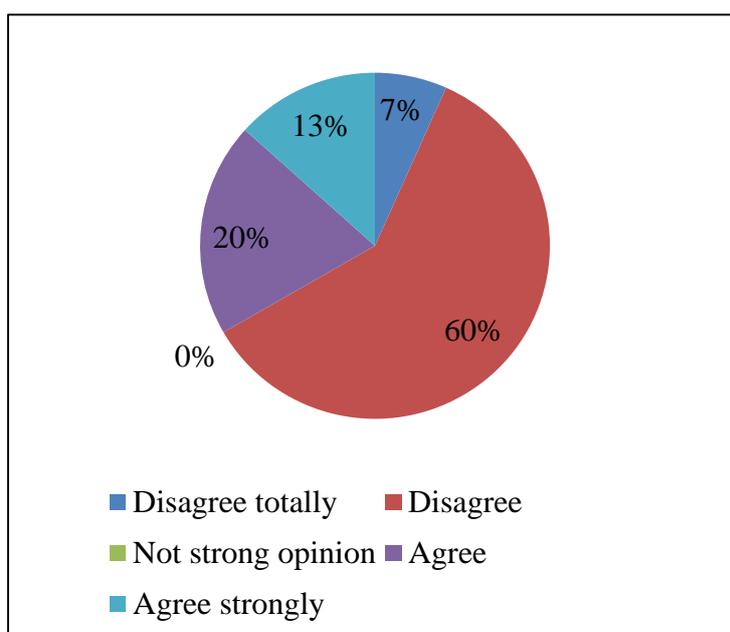
Graphic 7: There are plenty of technological resources in my classroom.
 Source: Students' Survey.
 Elaborated by : Cárdenas, J (2019).

Analysis: Inquired about the availability of technological resources in the classroom, most students expressed that there are few or nothing. From 15 students of the sample, 7 (46%) disagreed totally and 4 (27%) disagreed. It means that 73% of the sample affirms that there are not enough technological resources used to learn. Only 3 students replied not to have a strong opinion about this, and 1 student (7%) disagreed with this affirmation. These results are in agreement to the observed reality in the classroom, that is, there are not enough multimedia resources to teach a language.

Table 13: During English classes the teacher uses videos and sound

Scale	Frequency	Percentage
Disagree totally	1	6.7%
Disagree	9	60.0%
Not strong opinion	0	0.0%
Agree	3	20.0%
Agree strongly	2	13.3%

Source: U.E. Maria Andrea.
Elaborated by : Cárdenas, J (2019)



Graphic 8: During English classes the teacher uses videos and sound.
Source: Students' Survey.
Elaborated by : Cárdenas, J (2019).

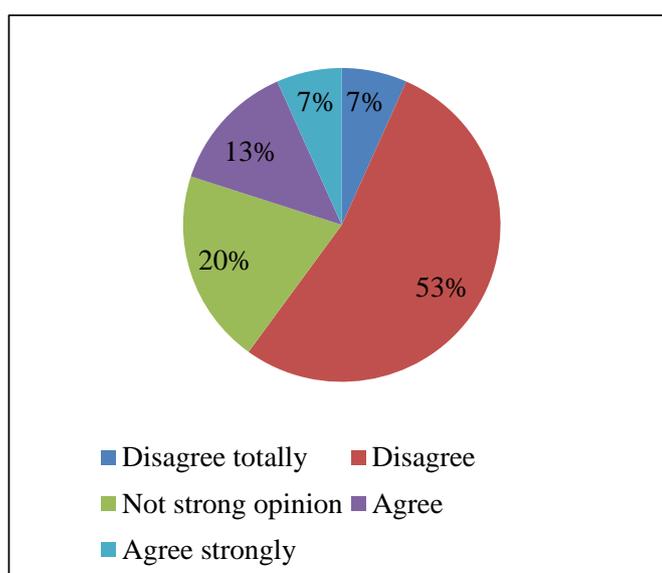
Analysis: Students were also asked if English teachers use at least two basic multimedia resources, such as videos or sound during their classes. An impressive 60% of them (9 students) disagreed with this statement, and 7% (1 student) totally disagreed.

Their answers may be explained with the fact that the institution has a limited access to the internet, which makes almost impossible to play an online video. As those teachers that use some basic multimedia elements in their classes prefer to project slides, it is not likely to expect the use of videos. On the other hand, only 5 students agreed (3) and agreed strongly (1) with this statement.

Table 14: Multimedia resources are used in the classroom to help me develop my speaking.

Scale	Frequency	Percentage
Disagree totally	1	6.7%
Disagree	8	53.3%
Not strong opinion	3	20.0%
Agree	2	13.3%
Agree strongly	1	6.7%

Source: U.E. Maria Andrea.
Elaborated by : Cárdenas, J (2019).



Graphic 9: Multimedia resources are used in the classroom to help me develop my speaking.

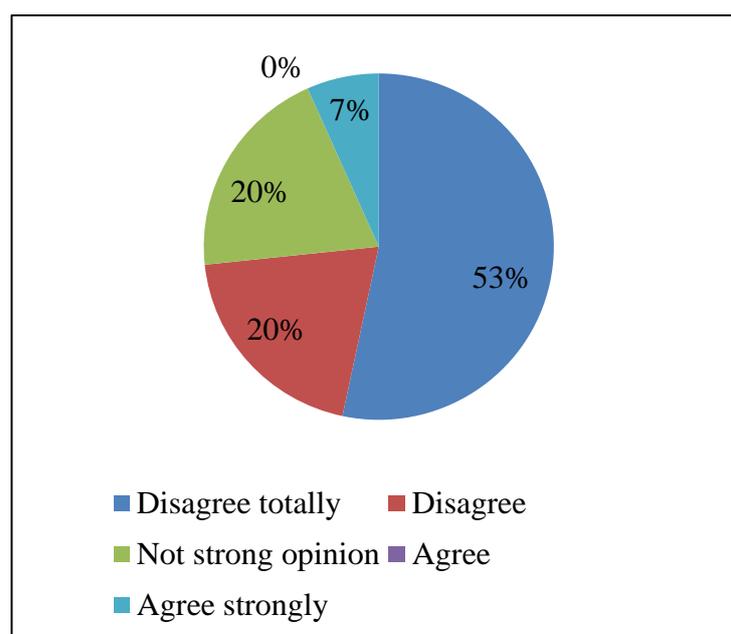
Source: Students' Survey.
Elaborated by : Cárdenas, J (2019).

Analysis: The survey also included a question to know if English teachers use multimedia resources in the classroom to help students develop their speaking skill. From 15 students of the sample, 8 (53%) disagreed, and 1 (7%) disagreed totally, that is, they consider multimedia is not used at all in the classroom to improve their speaking. Some others, 3 students (20%), did not have a strong opinion about it; while only 2 students (13%) agreed and 1 student agreed strongly with this assertion, that is, they consider that in fact, multimedia was used in the classroom.

Table 15: In an English class, appropriate multimedia material to improve students' skills is needed.

Scale	Frequency	Percentage
Disagree totally	8	53.3%
Disagree	3	20.0%
Not strong opinion	3	20.0%
Agree	0	0.0%
Agree strongly	1	6.7%

Source: U.E. Maria Andrea.
Elaborated by : Cárdenas, J (2019).



Graphic 10: In an English class, appropriate multimedia material to improve students' skills is needed.

Source: Students' Survey.
Elaborated by : Cárdenas, J (2019).

Analysis: Finally, the survey polled students the use of appropriate multimedia material in their English classes that help them improve their skills. A strong 53% (8 students) disagreed totally, while 20% of them (3 students) disagreed and a similar percentage did not have a strong opinion about it. Only 7% of them (1 student) agreed strongly that teachers use appropriate multimedia material in the classroom.

These results make evident that students perceive the few multimedia elements used by English teachers in their classes are not enough. They may believe that even though audio listening and slide projections are sometimes used, there are plenty of resources that

could be also applied, such as movies, colors, animations, etc. that could help them to improve their understanding of a second language.

3.5.1 Teachers' Interview

A teachers' interview was applied with the purpose of gathering their criteria about educational technology, and in that way to identify the importance of the speaking skills and the way in which the use of technology may impact its development.

The 100% of the English teachers' population constituted the sample to be interviewed. They were asked to give their opinions regarding several aspects of English teaching, multimedia use, and speaking skill development.

A great majority of teachers concluded that speaking is the most important skill in language learning. Some of the reasons they gave for this answer is the fact that communication is the main objective for learning a language, and for this reason, a communicative approach should be applied. Some of them explained that sometimes English language teaching does not make enough emphasis on English as a tool for communication, but instead, it is focused on structure, which by the way is the main elements often assessed on exams.

However, teachers interviewed believe the speaking skill is difficult to develop in students. Based on their experience, most of them perceive that this is the result of the lack of confidence in young learners, probably caused by the need of an appropriate vocabulary acquisition or a non-native environment to learn the language. In addition, some teachers think that students prefer to dedicate more time to the grammar they need to approve examinations, and in that way to please teachers and parents rather than develop their communicative skills. As a result, according to teachers' opinions, students often lose interest in learning English appropriately.

Regarding the time teachers dedicate to the development of the speaking skill, almost all the teachers admitted that they try to do it, but unfortunately, because of several factors, they give more emphasis to grammar and writing in their classes. One of the reasons given is that grammar instruction is a difficult issue in language teaching, so it needs more time dedication. However, some others admit they fail in motivating students to learn grammar, maybe because not always students have the chance of learning grammar in context.

According to the teachers' estimations, one of the reasons students do not develop their speaking skill appropriately is because they are reluctant to speak in the classroom. Teachers explained that students are often shy or afraid of making mistakes and of facing their classmates laugh at them, so they avoid speaking in front of others in the classroom. One of student's weak points when speaking is the use of a poor accent or wrong pronunciation. These two aspects usually make students feel embarrassed and block them to express their ideas in a foreign language.

Another important topic teachers were consulted was about the effects that technology has in students learning. All of them believe educational technology has a positive effect in language teaching because it motivates and engages students, makes classes more dynamic, and provides teachers of a great variety of resources. In other words, teachers like technology in the classroom; however, few of them think it is well integrated, in some cases, because of lack of resources.

Regarding to those resources needed in a language class, teachers were asked to list those they apply in their classes. Among them, teachers mentioned slide projection, computer, internet, virtual whiteboard, mp3 files, and even some apps such as Quizlet or Kahoot. Nevertheless, they said those resources are limited because of time and availability. Teachers added that the institution provides teachers basic technological resources such as a computer, a projector, internet service and CD players, but unfortunately, they do not always use them because of lack of time.

Finally, teachers were asked to give their opinion about how useful they consider multimedia in the development of the speaking skill. All of them agreed that multimedia is definitely useful and provides opportunities to enhance any skill. Among the resources they mention as appropriate to be used in the classroom are videos and sound recognition apps. They explained those resources increases students' confidence and engage them into the topic while make them learn in a funny way.

3.5.2 Preliminary conclusions

Based on the results obtained, the following conclusions are gathered:

- The use of multimedia resources in the classroom by teachers was limited to Power Point slides or any other picture projection or audio listening, and in many cases, the teachers did not take time enough to prepare even these two elements.
- In general, it was evident that students were not motivated enough to participate actively in the classroom. They seemed to know the class routines and the repetitive and limited multimedia resources used by the teacher, so they looked distracted and unengaged in the topic presented.
- A common difficulty identified during students' performance in their English class was fluency, as students hesitated a lot when producing utterances in English, and in some cases needed help with basic vocabulary. There was no support of any multimedia resources to help students overcome these difficulties.
- Students' pronunciation, intonation, speed, pauses, and their own contribution in a conversation, were far away from reaching a normal level of execution. Reinforcement based on multimedia resources to create an appropriate learning environment to defeat such difficulties was not included.
- Students' oral performance was limited to short sentences and simple responses, presenting obvious mistakes and problems in sentence construction. The applications of pedagogical elements with help of technology were excluded.

CAPÍTULO IV

THE PROPOSAL

4.1 Title

Multimedia Resources in English Language Teaching: A Guide to Improve the Speaking Skill.

4.2 General objective

To improve the speaking skill in English language through a set of suitable multimedia resources.

4.3 Specific objectives

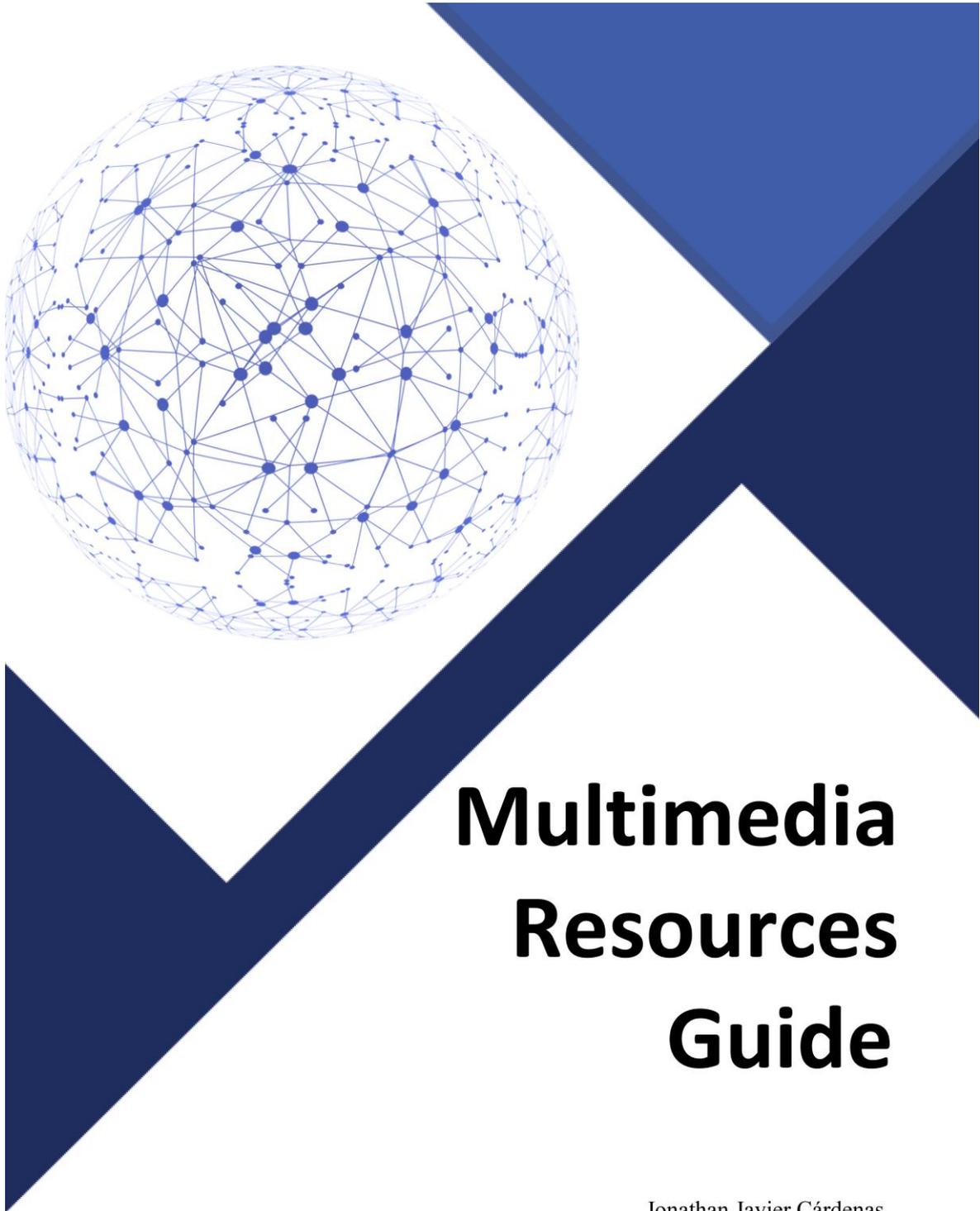
- To raise students' interest and motivation in English language learning by using multimedia resources.
- To enhance students' performance in the speaking skill with a variety of multimedia resources.

4.4 The proposal framework

The present proposal considers the selection of 5 types of multimedia resources to be applied in English language teaching to help students improve their speaking skills. These resources are included in teacher's guide, where a variety of activities are included to illustrate the way multimedia can be applied in education.

Technology makes possible the fast incorporation of a variety of multimedia elements that help teachers and students in the teaching-learning process. Multimedia resources stimulate and motivate students, while facilitates teaching. This proposed plan includes a variety of computer-based multimedia resources that are meant to improve learning and retention of the material presented during a class session, and among the benefits are the promotion of the interaction between the teacher and students, enhancing class participation and stimulating discussion. The present multimedia guide includes useful and fun activities to improve the communicative skills. Students will participate in conversational and argumentative situations and discussions that will make them think critically and reinforce their ability to analyze and solve problems, while their speaking is enhanced.

4.5 The proposed plan



Multimedia Resources Guide

Jonathan Javier Cárdenas

ACTIVITY #1

The Movie Clip

Objective:	✓ To motivate students to produce utterances in English by providing them situations of authentic speed of real world speech.
Methodology:	✓ An active and participative methodology will be carried out. The student will experiment real world situations and will express their ideas under a fast speech model. ✓ The activity is student-centered and the teacher will provide appropriate scaffolding. ✓ A set of real-world movie clips will be used.
Activity	<p>Resource:</p> <p>✓ App: FluentU's: to be download from the URL: https://www.fluentu.com/en/schools/</p> <div data-bbox="853 1070 1027 1149" data-label="Image"></div> <div data-bbox="738 1167 1142 1462" data-label="Image"></div> <p data-bbox="770 1485 1114 1518">Figure 1: At the restaurant</p> <p data-bbox="555 1541 1331 1574">Source: https://www.youtube.com/watch?v=ywRodwFfsSE</p> <p>Features:</p> <p>✓ This app is available in a variety of platforms (mobiles, tablets, laptops) and will help teachers save time and motivate students with authentic, engaging content.</p> <p>✓ A big amount of videos including children's shows, Disney movies, music videos, movie trailers, news and inspiring talks are available.</p> <p>✓ Videos are carefully prepared categorized in 6 levels.</p>

	<ul style="list-style-type: none"> ✓ An integrated dictionary is included to give context-specific definitions, images, audio, and several examples. <p>Procedure:</p> <ul style="list-style-type: none"> ✓ Select the movie clip that fits the class needs. ✓ Give students clear instructions regarding the activity. ✓ Students sit opposite each other in pairs, with pre-prepared words in between them. ✓ There should be no more than eight words, and students should look at them first to familiarize themselves. ✓ Begin playing the audio. ✓ As they listen to the chosen dialogue, they have to slap the correct word when they hear it. Fastest slap wins a point! ✓ Immediately, the student has to explain the context in which the word is used with clear utterances. ✓ Students can keep a tally as they go along to see who the winner is.
Assessment	<p>Students' participation and production during the activity will be assessed. The correct answer to the questions given will provide students a final grade. The following evaluation criteria should be considered:</p> <ul style="list-style-type: none"> ✓ Students keep the correct attitude during the activity and differentiates among moments of active and inactive behavior. ✓ Students use a correct pronunciation during their English utterances. ✓ Students use complete and correct sentences in English. ✓ Students provide coherent answers in English considering the context the dialogue develops.

ACTIVITY #2

Slap the Picture

Objective:	<ul style="list-style-type: none">✓ To encourage students to sharp listening and quick reaction in order to express orally in English.
Methodology:	<ul style="list-style-type: none">✓ An active and participative methodology will be carried out.✓ The student will participate in a friendly competition that will keep them active when they are getting tired or losing concentration.✓ The activity is student-centered and the teacher will provide appropriate feedback.✓ A real-world dialogue will be used.
Activity	<p>Resource:</p> <ul style="list-style-type: none">✓ Website: British Council. Available at the URL: https://learnenglish.britishcouncil.org/listening <p style="text-align: center;"></p> <p style="text-align: center;"></p> <p style="text-align: center;">Figure 2: A student discussion audio</p> <p>Source: https://learnenglish.britishcouncil.org/b1-intermediate-listening/a-student-discussion</p> <p>Features:</p> <ul style="list-style-type: none">✓ This site offers listening and speaking practice to help students understand the main points of clear, standard speech about everyday topics.✓ Situations include phone calls, meetings and interviews.✓ Each lesson has a preparation task, an audio recording and

	<p>two tasks to check students' understanding and to practice speaking skills.</p> <p>Procedure:</p> <ul style="list-style-type: none"> ✓ Select the audio that fits the class needs. ✓ Give students clear instructions regarding the activity. ✓ Give students a question to answer, dividing them into teams. ✓ Begin playing the clip. To play, students must pay close attention and stand up when they hear the answer to the question. Pause the movie and see if the first person who stood up knows the correct answer. Students will give the answer orally. ✓ Give students a second question. Repeat the procedure and the movie clip. ✓ The teacher may give the students a list of questions, so they will have to answer them orally. In this case, the clip will be played through entirely. ✓ Check who has the most correct answers at the end.
Assessment	<p>Students' participation and production during the activity will be assessed. The correct answer to the questions given will provide students a final grade. The following evaluation criteria should be considered:</p> <ul style="list-style-type: none"> ✓ Students keep the correct attitude during the activity and differentiates among moments of active and inactive behavior. ✓ Students use a correct pronunciation during their English utterances. ✓ Students use complete and correct sentences in English. ✓ Students provide coherent answers in English.

ACTIVITY #3

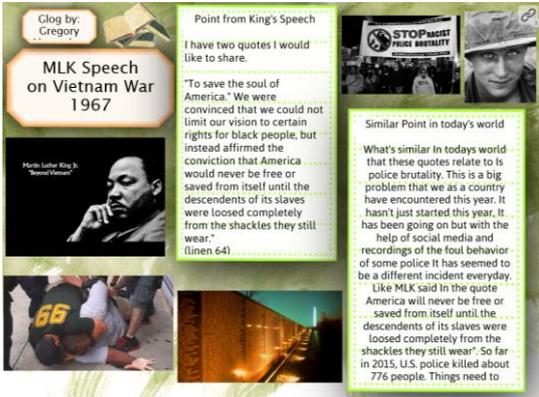
Visual Storyboard: The Black Cat (by Edgar Allan Poe)

Objective:	<ul style="list-style-type: none"> ✓ To encourage students explore the themes and depths in the human spirit by creating a storyboard to narrate the story.
Methodology:	<ul style="list-style-type: none"> ✓ An active and participative methodology will be carried out. ✓ Students will identify the main literary elements in a story. ✓ The activity is student-centered and the teacher will provide appropriate feedback. ✓ Students will use a technology base resource to present their job.
Activity	<p>Resource:</p> <ul style="list-style-type: none"> ✓ Internet Platform: StoryboardThat. Available at the URL: https://www.storyboardthat.com/blog/e/esl-vocabulary <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <p style="text-align: center;">Figure 3: The Black Cat presentation on Storyboard</p> <p>Source: https://www.storyboardthat.com/lesson-plans/the-black-cat-by-edgar-allan-poe</p> <p>Features:</p> <ul style="list-style-type: none"> ✓ This platform provides visuals to support the understanding of the context in a specific situation. ✓ Students and teachers can create their own visual definitions or scenes to demonstrate the meaning of the words, which will be later explained orally.

	<ul style="list-style-type: none"> ✓ It allows students create their own visual definitions, therefore, they are more likely to remember them. <p>Procedure:</p> <ul style="list-style-type: none"> ✓ It is assumed that students read the story in advance. ✓ Provide students basic instructions to work in the platform. ✓ Give students clear instructions regarding the activity. ✓ Students create a story board that will include the following elements of the story: <ul style="list-style-type: none"> ○ Plot diagram ○ Literary conflict ○ Theme and symbols ○ Elements of suspense ○ Visual vocabulary ✓ Students present the storyboard and narrate the story with an appropriate use of English language.
Assessment	<p>Students' comprehension of the story and correct use of language during their presentation will be assessed, in addition to the creation of an appropriate storyboard. The following evaluation criteria should be considered:</p> <ul style="list-style-type: none"> ✓ Students keep the correct attitude during the activity. ✓ Students identify correctly the main elements of a story. ✓ Students show knowledge of setting, characterization, theme and conflict. ✓ Students draw connections between elements. ✓ Students apply language conventions, which are used accurately to convey meaning. ✓ Students use a correct pronunciation during their English presentation. ✓ Students use complete and correct sentences in English.

ACTIVITY #4

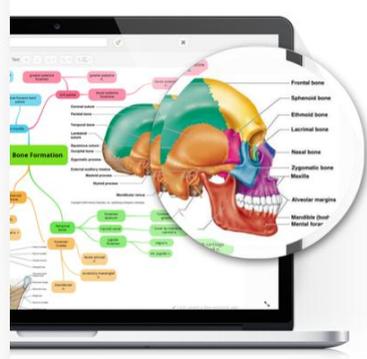
A digital poster: The Vietnam War

Objective:	<ul style="list-style-type: none"> ✓ To summarize the main events and ideologies that caused the Vietnam War by creating a digital poster at GlogsterEdu.
Methodology:	<ul style="list-style-type: none"> ✓ An active and participative methodology will be carried out. ✓ Students will need to provide relevant information regarding the topic. ✓ Student will have to explore and do research about the issue to include at least 3 sources about it. ✓ The activity is student-centered and the teacher will provide appropriate scaffolding. ✓ Students will use a technology base resource to present their job.
Activity	<p>Resource:</p> <ul style="list-style-type: none"> ✓ Cloud-Based platform: GlogsterEdu. Available at the URL: https://edu.glogster.com <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <p style="text-align: center;">Figure 4: A Glog on Vietnam War</p> <p style="text-align: center;">Source: https://edu.glogster.com/glog/mlk-speech-on-vietnam-war/20v32jieeejw?=&glogpedia-source</p> <p>Features:</p> <ul style="list-style-type: none"> ✓ This platform allows students to express ideas with ease, by

	<p>combining images, graphics, video, audio and text.</p> <ul style="list-style-type: none"> ✓ It allows students present a project, tell a story or share experiences to the classroom. ✓ It facilitates the transference of social information in many different fields such as art, music, photography. ✓ I offers access to a library of engaging educational content posters created by others. <p>Procedure:</p> <ul style="list-style-type: none"> ✓ Provide students basic instructions to work in the platform. ✓ Give students clear instructions regarding the activity. ✓ Students create a glog at GlogsterEdu that will include at least: <ul style="list-style-type: none"> ○ 1 video ○ 3 pictures ○ 3 links to relevant information regarding the issue. ○ A good appearance and organization. ✓ Students present the Glog orally and explains the events and ideologies that caused the Vietnam war by an appropriate use of English language.
Assessment	<p>Students will need to identify specific information related to the topic, and will need to use the target language correctly during their presentation with the help of a Glog. The following evaluation criteria should be considered:</p> <ul style="list-style-type: none"> ✓ Students keep the correct attitude during the activity. ✓ Students identify the causes and ideologies that motivated the beginning of Vietnam war. ✓ The poster is handed in time. ✓ The information provided about the topic is relevant, complete and clear with simple language. ✓ The poster includes the elements requested. ✓ Students use a correct pronunciation during their English presentation. ✓ Students use complete and correct sentences in English.

ACTIVITY #5

A Mind Map on a Digital Learning Environment: Bone Formation

Objective:	<ul style="list-style-type: none"> ✓ To simplify complex information about bone formation in order to report it orally, with the creation of a mind map at GoConqr
Methodology:	<ul style="list-style-type: none"> ✓ An active and participative methodology will be carried out. ✓ Students will understand the context of their learning material and visually represent the connections between concepts. ✓ Students will explore concepts in greater depth and develop better recall skills. ✓ The activity is student-centered and the teacher will provide appropriate feedback. ✓ Students will use a technology base resource to present their job.
Activity	<p>Resource:</p> <ul style="list-style-type: none"> ✓ Digital Learning Environment: GoConqr. Available at the URL: https://www.goconqr.com/en/ <div style="text-align: center;">   </div> <p style="text-align: center;">Figure 5: A mind map about bone formation Source: https://www.goconqr.com/en/mind-maps/</p>

	<p>Features:</p> <ul style="list-style-type: none"> ✓ It is a personal learning environment that allows students and teachers to create, discover and share learning resources. ✓ It offers students and teachers the ability to create mind maps online in a very intuitive way ✓ It includes study tools to create Mind Maps, Flashcards, Notes and Quizzes. ✓ Students will develop a clearer understanding of the material by developing their own mind maps. ✓ Students can plan their studies and monitor their progress in real time, as well as connecting with friends and sharing knowledge. <p>Procedure:</p> <ul style="list-style-type: none"> ✓ Provide students basic instructions to work in the platform. ✓ Give students clear instructions regarding the activity. ✓ Students do research about human brain process and bone formation considering at least 3 different sources. ✓ Students explore the concepts in order to plan the topic development. ✓ Students identify the connections between the concepts. ✓ Students create a mind map at GoConqr that will include visual connections between concepts about bone formation. ✓ Students present the mind map orally and explains the main features of bone formation the to show clearly understanding of the topic by an appropriate use of English language.
Assessment	Students will need to simplify complex information related to the topic, and will need to use the target language correctly during their explanation with the help of a mind map created on

	<p>GoConqr. The following evaluation criteria should be considered:</p> <ul style="list-style-type: none">✓ Students keep the correct attitude during the activity.✓ Labels in the mind map are located correctly.✓ The mind map shows attractiveness. Students made a good use of color, graphics, effects, and others to enhance their presentation.✓ The work shows a good amount of original thought, ideas and creativity.✓ Students use a correct pronunciation during their English presentation.✓ Students use complete and correct sentences in English.
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CONCLUSIONS

The use of multimedia resources in English language teaching is an important approach in education because of the opportunities to achieve class objectives. Nowadays, it is common to see that educators take hand of several technological devices in the procedure of language teaching and learning, because such resources make language learning more productive, effective, and communicative.

In language learning speaking is the most important skill to be developed. This skill is the one that makes possible communication, and also the most difficult to acquire. One essential goal for every language class is to help student develop the ability to speak at least comprehensively.

The following conclusions are drawn as a result of the development of the present research work:

- Educational technology is growing fast in modern times, because it has got acceptance in the educational community. The internet availability and the technology students can access make possible to believe it is a good resource to improve students' skills in a Language class.
- Despite the popularity of technology in Education, it cannot replace the cognitive learning theories. Under these circumstances, teachers cannot set aside such theories, especially at the moment of designing instructional materials. Multimedia learning theory, which affirms multimedia works better when it addresses both visual and verbal processing systems, is an important resource for educators at the moment of designing class material.
- The main problem found in students of 10th grade EGB at U.E. Maria Andrea was a poor development of the speaking skill, and the lack of use of technological resources. Traditional practices lead to a lack of motivation in students, so they do not participate actively in the classroom. The skill that is more affected is speaking, as students are usually shy when producing oral expressions in front of others.

- Speaking is considered the most important skill in language teaching and learning. However, the importance given in the classroom is not always coherent with this statement. The English curriculum of many institutions give more importance to the receptive skills, leaving aside or giving less time dedication to the development of the speaking skill. A common practice among teachers is to focus time and dedication to grammar points.
- Students usually consider technology part of their lives and are likely to explore any new resource it brings, as it motivates them, especially to learn a language. This behavior is getting more popular in young learners because of the free access they have to the Internet and other kind of technologies.
- Multimedia resources support language teaching and help to encourage individual motivation in teachers and students, as they provide opportunities to experience authentic use of the target language. Students' motivation is a primary issue in language learning, and it can be encouraged with resources that students accept and prefer, such as multimedia.
- Students have little contact with multimedia in the classroom due to lack of technological resources and teachers' time limitation to prepare appropriate material. Sometimes the access to multimedia is restricted to the use of audio files or slide projections, turning classes boring. Important resources such as online Subject Samplers, Hunts, or Web Quests, are not considered among the resources.

RECOMMENDATIONS

Based on the findings of the present research work, the following recommendations are given:

- Teachers and institutions should take into consideration that multimedia technology is an approach in teaching English language. For this reason, it is important to strengthen the opportunities that approach brings to help students achieve class objectives
- Teachers and students should be aware that they must know as much as they can about the importance of using technological devices in the activities of language teaching and learning. Also, they should also realize that these devices may turn language teaching more productive, effective, and communicative.
- Teachers should use active multimedia resources in the classroom to improve the English speaking learning process.
- Teachers should consider the power of applying appropriate multimedia resources to design useful activities, so they will also improve their instructional techniques by explore several sources and resources at the internet.
- Teachers should consider students' styles and individualities to learn in the selection of multimedia resources and in the elaboration of the technology-based activities.
- Every multimedia resource and activities designed should consider the improvement of the speaking components such as grammar and vocabulary in context, pronunciation and fluency.
- When planning their language classes, educations need to include technology in their performance, and more importantly, multimedia resources, and base practice and productive activities on such resources

- Even though multimedia technology is likely to be included in every language class, teachers need to take into account students' skill to work with them. A "techni" teacher may include platforms or online resources that are not appropriate for the level of knowledge or skills that students have.
- Multimedia resources may present some difficulties at the moment of applying them in the classroom. School speakers or the projector may not work fine, or maybe the internet service stops working. In those cases, teachers must be prepared and have in advanced a plan B, that is, to have an extra portable speaker in their lockers or to take all the material downloaded (off-line) in their pendrives or laptops. In this way, students and teachers will not feel the class was a failure.
- Technology develops every day. For this reason, educators need to be updated with the last multimedia resources that may increase the effectiveness of the teaching and learning process. If the institution cannot consider teachers' training in this area, it is responsibility of educators to try to stay up-to-date by taking hand of the Internet and looking for those free workshops or webinars that many sites or social networks offer.
- Teachers should consider the present proposal as a starting point to develop their own creative and useful speaking developing guide according to their students' need and class objectives.
- The institution should support teachers in the application of multimedia in language teaching, and it is strongly recommendable that every school foresees the need of such resources in the classroom.

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ANNEX 1

MULTIMEDIA RESOURCES AND THEIR INCIDENCE IN THE ENGLISH SPEAKING SKILL IN STUDENTS OF TENTH GRADE EGB AT U.E. MARIA ANDREA, SCHOOL YEAR 2019-2020

CLASS OBSERVATION SHEET

CLASS: 10th Grade EGB

NUMBER OF STUDENTS: 25

A. FLUENCY	Suitable speed at speaking, appropriate pauses and discourse strategy. How positively students contribute to the conversation	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table>	0	1	2	3
0	1	2	3			
B. COMMUNICATIVE ABILITY	Appropriate length of utterances, complexity of responses.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table>	0	1	2	3
0	1	2	3			
C. ACCURACY	How accurate are students' use of language.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table>	0	1	2	3
0	1	2	3			
D. VOCABULARY	Students use a variety of words related or not related to the class topic.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table>	0	1	2	3
0	1	2	3			
E. PRONUNCIATION	Students make effort to apply a correct stress and intonation to words and phrases.	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">0</td> <td style="width: 25%;">1</td> <td style="width: 25%;">2</td> <td style="width: 25%;">3</td> </tr> </table>	0	1	2	3
0	1	2	3			

ANNEX 2

MULTIMEDIA RESOURCES AND THEIR INCIDENCE IN THE ENGLISH SPEAKING SKILL IN STUDENTS OF TENTH GRADE EGB AT U.E. MARIA ANDREA, SCHOOL YEAR 2019-2020

STUDENT TECHNOLOGY SURVEY

INSTRUCTIONS

Please, answer all the questions with honesty. There is no right or wrong answers. The questionnaire is anonymous. Try not to leave any questions unanswered. Mark with a cross the box that corresponds to your answer.

A. GENERAL INFORMATION

Genre: () Male () Female Age: _____ Grade: _____

B. ATTITUDES TO TECHNOLOGY

1 = disagree totally 2 = disagree 3 = not strong opinion 4 = agree 5 = agree strongly

		1	2	3	4	5
1	I like and enjoy using technology.					
2	Technology helps me learn new things.					
3	I know how to use technology appropriately.					
4	Multimedia is one of my favorite technological resources.					
5	I have used a cellphone / computer to practice speaking.					
6	I have used multimedia at home or in the classroom for learning English.					
7	There are plenty of technological resources in my classroom.					
8	During English classes the teacher uses videos and sound					
9	Multimedia resources are used in the classroom to help me develop my speaking.					
10	In an English class, appropriate multimedia material to improve students' skills is needed.					

ANNEX 3

MULTIMEDIA RESOURCES AND THEIR INCIDENCE IN THE ENGLISH SPEAKING SKILL IN STUDENTS OF TENTH GRADE EGB AT U.E. MARIA ANDREA, SCHOOL YEAR 2019-2020

TEACHER INTERVIEW

INSTRUCTIONS

Please, answer all the questions with honesty. There are no right or wrong answers. The questionnaire is anonymous.

GENERAL INFORMATION

Genre: () Male () Female Age: _____

1. What skill in the English Language is, in your opinion, the most important? Explain briefly why.

2. Do you consider speaking a skill difficult to develop in students of English as a Foreign Language? Explain briefly why.

3. Do you dedicate enough time to teach speaking in the English class?

4. Are your students reluctant to speak English in class?

5. Do you consider that educational technology has a positive effect in students? Explain briefly why.

6. Mention 3 technological resources you have implemented in your English class.

7. What multimedia elements have you ever included in your English class?

8. What kind of support does your school provide you regarding technology?

9. What kind of multimedia material you know for improving speaking?

10. Do you think the selection of appropriate multimedia material would be useful to improve students' speaking skill?
Give reasons.

ANNEX 4

Validation of the Proposed Project Plan

Multimedia Resources and their Incidence in the English Speaking Skill in Students of
Tenth Grade EGB at U.E. Maria Andrea, School Year 2019-2020

OPTIONS	RATING SCALE				
	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect		✓			
Social impact	✓				
Feasibility	✓				
Relevance		✓			
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments: *Very good resources easy to apply and implement in an EFL classroom.*

NAME:	MTEFL.Janeth Leticia Mora Zapater	 Signature.
OCCUPATION:	English Director	
PHONE NUMBER:	0990536501	

Author: Jonathan Javier Cárdenas Gómez

Validation of the Proposed Project Plan

Multimedia Resources and their Incidence in the English Speaking Skill in Students of
Tenth Grade EGB at U.E. Maria Andrea, School Year 2019-2020

OPTIONS	RATING SCALE				
	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	✓				
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments: Multimedia resources are the best ways to make students speak because they feel more comfortable.

NAME:	MSc. Melida Rocio Campoverde Mendez	 Signature
OCCUPATION:	English Teacher	
PHONE NUMBER:	0986103613	

Author: Jonathan Javier Cárdenas Gómez

Validation of the Proposed Project Plan

Multimedia Resources and their Incidence in the English Speaking Skill in Students of
Tenth Grade EGB at U.E. Maria Andrea, School Year 2019-2020

OPTIONS	RATING SCALE				
	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	X				
Social impact	X				
Feasibility	X				
Relevance	X				
Originality	X				
Language	X				
Comprehension	X				
Creativity	X				

Comments: _____

NAME:	Lic. Wilmer Adolfo Chuya Chuya	 Signature
OCCUPATION:	English Teacher	
PHONE NUMBER:	0982781830	

Author: Jonathan Javier Cárdenas Gómez