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TITLE

TECHNOLOGY BASED LUDIC ACTIVITIES AND ITS INFLUENCE ON ORAL PRODUCTION IN 1ST YEAR STUDENTS B.G.U. AT CENTRO EDUCATIVO NACIONES UNIDAS, SCHOOL YEAR 2019-2020

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Technology Based Ludic Activities and Its Influence on Oral Production in 1st Year Students B.G.U. at Centro Educativo Naciones Unidas, School Year 2019-2020.	
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RESUMEN:

English has a big impact worldwide and is considered a world language for science, business, informational technology, or the education fields, thus people require a good level of oral communication. Currently, in the teaching and learning process there are some students that embrace the language with great interest; however, for some others it may not be so motivating. For this reason, it turns necessary to find resources, strategies or techniques to stimulate students in the classroom and help them succeed in the learning process. One way to achieve those aspects in oral communication is considering ludicity and technology in the classroom. Structure and communication, language acquisition and the development of language fluency are aspects the Ministry of Education highlighted in the curriculum. However, the level of English in our country is still low, according to Educational First, which offers an English Proficiency Index that examines the acquisition of English skills by secondary students (EF, 2018). Under this premise, it has been observed that students of the 1st year BGU at Centro Educativo Naciones Unidas, a private bilingual institution at Samborondon City, have some problems in their oral production in English. They cannot communicate appropriately, probably due to traditional methods, which do not motivate students to participate actively in the classroom. In addition, teachers may need more training on technological aspects. For those reasons, the present

research work proposes the elaboration of a guide with a set of technology-based ludic activities oriented to improve oral production in students.	

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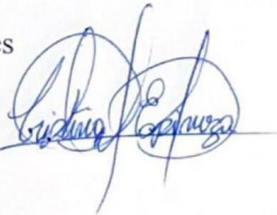
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Haber dirigido, revisado y aprobado en todas sus partes el Proyecto de Investigación titulado: TECHNOLOGY BASED LUDIC ACTIVITIES AND ITS INFLUENCE ON ORAL PRODUCTION IN 1ST YEAR STUDENTS B.G.U. AT CENTRO EDUCATIVO NACIONES UNIDAS, SCHOOL YEAR 2019-2020, presentado por los estudiantes CRISTINA BELÉN ESPINOZA VEGA Y MILEXI STEFANÍA NAZARENO SEGURA como requisito previo, para optar al Título de LICENCIADO EN CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS encontrándose apto para su sustentación.

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To my family, the essential structure in my life, for their help all through these four years of my studies. I shared considerable encounters both in the classroom and outside of it. Especially to my instructors, from them, I applied my acquired knowledge so all I have to work for was the challenging, yet honorable tasks that I have chosen as my devotion of a future educator.

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CRISTINA BELÉN ESPINOZA VEGA

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DEDICATION

I dedicate this project to my eminent Mother who with his interminable leniency conceded me with wellbeing, life, intelligence and quality through these long four years to finish effectively this task. What's more, particularly I devote these words to my family for helping me in this process of self-improvement.

<div align="right">

CRISTINA BELÉN ESPINOZA VEGA

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I share this special project with my family that has molded me in the professional roads that wait in my life, for the constant help throughout all these years of studying. The rewards of all this sacrifice will be some of my most respected and considered cornerstones to build my future and professional life.

<div align="right">

MILEXI STEFANÍA NAZARENO SEGURA

</div>

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I dedicate this project to my Father who was always there with his support and constant guidance until the last day of his life, leading me on the right path with enlightening trust, love and motivation. It is my honor to be part of this family and the rewarding lessons that have been part of my rearing and education to this very day.

<div align="right">

MILEXI STEFANÍA NAZARENO SEGURA

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INTRODUCTION

In this work paper, the technological based ludic activities include tasks that are done before, during and after the oral production process takes place. Through the proper application of these activities, students who love to speak, demonstrate their maximum capacity of communication, production, fluency and accuracy of the task.

One of the main reasons the topic of technological ludic activities has importance is because the teacher should make a preliminary analysis, approaching it in a psychological and didactic way. This prior knowledge, acquired before presenting it to the students, is assimilated through daily living. The ludic activities include games and materials that may be associated with the task. Therefore, personal experiences related with what are stated in the task, and the knowledge that it provides is easily and ludic adapted. This pre-knowledge makes students understand the topic, incorporates personal experiences, which will make the activities attractive, understandable and memorable.

This research is based on the lack of interest in speaking and low levels of communication in the English language classroom. The research work was conducted at "Centro Educativo Naciones Unidas," a private high school in Guayaquil, Ecuador. The authors worked primarily with students of First B.G.U. The interest of the authors was to determine the causes behind the lack of interest in communicating in English among Ecuadorian youth, which is rooted in the lack of speaking, lack of vocabulary and shyness in some cases. It highlighted the importance of respect and work in the stages of verbal understanding and interpretation.

Recognizing this problem among English language learners is important as it is linked to social indicators and educational standards that student must achieve to have success in further educational objectives, Council of Europe (2003). The goal of this research is to find technological ludic resources to develop the speaking habit and encourage students to adapt it as a life style to acquire more knowledge when it relates to communicating in English.

In the professional field, educators and researchers agree that speaking is the foundation for the new learning that enhance the educational process Student Success-Thinking Critically in Class and Online." *Critical Thinking Gateway*. St Petersburg College, Web. 16 Feb 2016. The development of technological ludic activities is a crucial activity that helps to select useful information.

Using methods from sociological theory research, the authors conducted interviews with principals and teachers of the Centro Educativo Naciones Unidas with the purpose of checking if the teachers encourage students to speak. Principals and teachers reported that students demonstrated lack of interest because they do not have good or interesting books nor materials for such tasks. The authors used a pre-test and a post-test with the sample of the student population to see if students could speak and comprehend English.

The following paragraphs will provide details about each chapter.

Chapter I includes the topic for the present research work, as well as the background of the problem, its formulation and systematization. The broad and specific objectives are also described and are intended to determine the importance of learning strategies in the speaking skills in 1st Year Students B.G.U. at Centro Educativo Naciones Unidas, School Year 2019-2020. For this purpose, the way technology-based ludic activities can help students in oral production is described, and students' difficulties in speaking performance are identified. The rationale incorporated in this section highlights the importance and social relevance that this study has. The beneficiaries and the impact of the proposal are also explained.

Chapter II describes the Research Theoretical Framework, which includes those important theories that support this work. Additionally, this section gives definitions for the main concepts discussed along the document and that are relevant and related to the topic. The Legal Framework, that is, those laws or official regulations regarding Education and related to the English language teaching are also explained.

Chapter III gives details regarding the Research Methodology, such as the research type and approach. The techniques and tools used to obtain the data that enables to reach the objectives are also described. This section also presents the research population and sample, and the results and findings resulted from data processing.

Chapter IV presents in detail a proposal to solve the problem of the study, which is based on technology-based ludic activities to improve oral production in 1st Year Students B.G.U. at Centro Educativo Naciones Unidas, School Year 2019-2020; after the description of the proposal, conclusions and recommendations are drawn.

CHAPTER I
THE RESEARCH PROBLEM

1.1. Title

Technology Based Ludic Activities and its Influence on Oral Production in 1st Year Students B.G.U. at Centro Educativo Naciones Unidas, School Year 2019-2020.

1.2.Background of the problem

In this globalized world, where communication is the key of success, English is the dominant language. Over time, the English language has had a big impact worldwide, and is recognized as the lingua franca of science, business, informational technology, or education, being also the most spoken language on Earth. That's why a good level of oral communication is crucial, and the speaking skill should not be considered less important than other aspects of language learning. Although English has been dynamic and has changed in many ways, it has stayed spread throughout the world, and its use and application has even gradually increased (Rundell, 2004).

Despite the importance of English for communication, in the teaching and learning process there are some students that embrace it with great interest; however, for some others it may not be so motivating. For this reason, it turns necessary to find resources, strategies or techniques to stimulate students in the classroom and help them succeed in the learning process. It could be achieved by taking hand of two elements: ludicity and technology.

Vera (2016), defines lucidity as a dimension of an individual development and part of the human being. The author explains that the concept of lucidity is as broad as complex, since it refers to the need of the human being to communicate, to feel, to express themselves and to cause in humans a variety of emotions oriented towards entertainment, fun, recreation, that lead to enjoy, laugh, shout and even cry in a true source of emotions. In addition, the author states that science is integrated with new technologies and a ludic use in English.

In addition, through technology, English language teaching and learning is motivational and encourage participation. Students can explore, create, and lose the fear of expressing themselves freely, so that they acquire knowledge with an integrative teaching. The virtual classrooms, for example, give flexibility to the teaching-learning process, so students deal with motivating and attractive activities, which lead them to reflection.

Ahmadi (2018), refers that the use of technology is currently an important aspect of the learning process, not only inside, but also outside the classroom. Every language class, comments the author, uses some kind of technology, for helping and improving different aspects of language learning. Almadi also explains that through technology, teachers can access a variety of resources that can be adapted to students' needs, and affirms that "technology continues to grow in importance as a tool to help teachers facilitate language learning for their learners" (p. 115).

In Ecuador, the English language is the one that educational authorities regulate to be officially taught in public and private institutions. This second language is included in the Ecuadorian educational curriculum, and the country has established teaching standards to give importance to language structure and communication, language acquisition and the development of language fluency (Ministerio de Educación, 2012). However, the level of English in our country still low, as confirmed by Educational First, an international organization that offers an English Proficiency Index that examines the acquisition of English skills by secondary students (EF, 2018).

Among Ecuadorian public and private schools, many have not achieved their goals in English language learning. In some cases, public and private teachers show difficulties in their practices. What is more, the speaking production and interaction in students are not at the level required by the conventional standards (Ministerio de Educación, 2012).

Centro Educativo Naciones Unidas is a private bilingual institution located in Samborondon City. The institution has gotten several certifications, among them the Primary Years Programme (PYP), EFQM and is currently in the procedures of becoming MYP (Middle Years Programme) as well. There are 598 students attending the school from kindergarten to 3rd Year B.G.U. Each grade has 2 official classrooms (A and B) with an approximate number of 25 students per each one. Constructivism is the most used methodology for "Educación General Básica" - EGB and "Bachillerato General Unificado" - BGU grades.

It has been observed that students of the 1st year BGU have some problems in their oral production and speaking skills in English, so they cannot communicate appropriately. They do not seem motivated to speak or participate actively in the activities that the teacher applies in the classroom. A possible reason for this problem could be the application of traditional methods to teach this foreign language. Teachers may need more training in methods,

techniques and resources to teach, especially, those oriented to the use of technology in the classroom. Another common reason may be that teachers tend to dedicate more time to other aspects of language, and do not focus on those deficiencies that students have in oral production. Teachers give more time dedication to grammar and vocabulary, so the activities are not based on oral production, and as a consequence, students produce poor communication with inadequate pronunciation or word stress.

For this reason, the present research work proposes the elaboration of a guide with a set of technology-based ludic activities oriented to improve oral production in students of 1st year BGU at Centro Educativo Naciones Unidas, during the school year 2019-2020.

1.3. Statement of the problem

How do technology-based ludic activities influence on oral production in 1st year students B.G.U. at Unidad Educativa Naciones Unidas, school year 2019-2020?

1.4. Systematization of the problem

- What are the theoretical foundations that support technology based ludic activities and oral production?
- What is the relevance of technology based ludic activities in language learning?
- What are the different problems that students face in oral production?
- What are the most important technology-based ludic activities that help students improve oral production?

1.5. Broad objective

- To analyze the influence of technology-based ludic activities on oral production in 1st year students B.G.U. at Centro Educativa Naciones Unidas, school year 2019-2020.

1.6. Specific objectives

- To discuss the theoretical foundations that support technology based ludic activities and oral production through a bibliographical review.
- To describe the relevance of technology-based ludic activities in language learning through a field research.
- To identify the different problems that students face in oral production through class observations, survey and pre/post tests.

- To design a guide with the most important technology-based ludic activities.

1.7.Justification

The present study is *important* because it analyzes the influence of technology-based ludic activities on oral production and gives teachers resources for improving their practices and for helping students to enhance their speaking. Teachers will have the chance of using extensive ludic activities that are based on technology support, such as links, websites and other type of programs that provide practice to improve the insufficient level in speaking skills that are present on the students of 1st year BGU at Centro Educativo Naciones Unidas.

This work has *social relevance* because it identifies the different problems that students face in oral production in order to suggest a possible solution. If students improve their speaking skills and their communication in this foreign language, they will be prepared to face the challenges that society puts forward. At the same time, well prepared students in English language will start a change in their families and the society.

The main *beneficiaries* of this research project are students of 1st year BGU at Centro Educativo Naciones Unidas School, as they will be able to expand their language learning and develop abilities to enhance their English language practice as well. English teachers will also benefit from the application of the proposal, because they will have the chance of improving their practices, and also because their class goals will be achieved. The institution will also benefit from this research work, as their students' output profile will be reached.

The *impact* of the proposal is that technology-based ludic activities will allow students to consolidate transcendental, lasting and meaningful learning and development of the most important skill in English, that is, speaking. The motivation enhancement will give learners the chance of getting engaged in speaking activities with the help of a guide with based on situations in which the students can relate to.

1.8. Delimitation of the study

Responsible Unit: Universidad Laica Vicente Rocafuerte de Guayaquil

Responsible Person: Milexi Nazareno and Cristina Espinoza

Field: Education

Area: English

Population: Students from 1st B.G.U. at Centro Educativo Naciones Unidas

PERIOD: School Year 2019-2020
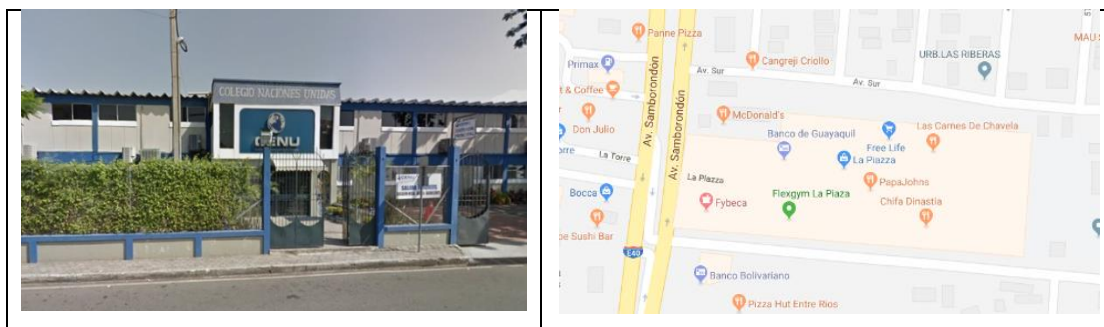
Figure 1. Institution Location.

Source: Google Maps (2019).

Elaborated by: Nazareno M. & Espinoza C. (2019).

1.9. Idea to defend

Technology based ludic activities influence oral production in 1st year students B.G.U. at Centro Educativo Naciones Unidas, School Year 2019-2020.

1.10. Research line

The present study is developed within the research line of the Education Faculty, which   is the "performance and professionalism of the teacher" and also the subline Communicative competencies in teachers and students.

CHAPTER 2
THEORETICAL FRAMEWORK

2.1.Theoretical background

Among the authors that have carried out studies regarding technology-based ludic activities and oral communication, there have been found some from the following universities: Universidad Laica Eloy Alfaro de Manabí, Universidad de Guayaquil, and Pontificia Universidad Católica del Ecuador. Follows the review and analysis those studies, which contribute to probe the validation of the present research work.

Proaño, Cristina Paola (2018), developed the research work titled "LUDIC GAMES AND THEIR INFLUENCE ON THE SKILL TO SPEAK ENGLISH IN THE 9TH GRADE STUDENTS AT "JUAN MONTALVO FIALLOS" EDUCATIONAL UNIT, THE COMMUNAL, EL CARMEN-MANABI 2017-2018 ACADEMIC PERIOD", from Universidad Laica Eloy Alfaro de Manabí, to obtain the Bachelor Degree in Languages – English major.

This research work was directed to analyze the incidence of ludic games in the development of the speaking skill in English. The author analized the importance of games in education, identified the causes of low motivation to speak in students and suggested the application of a didactic notebook to promote the application of ludic games in the classroom. The type of study is descriptive, with a qualitative and quantitative approach. The authors concluded that exposing students to ludic games increased their motivation to work actively and produce oral utterances, as the classroom atmosphere was gentle and pleasant.

Proaño's work is similar to the current study in several aspects. First, the author takes hand of ludic activities to motivate students, as it was probed that this kind of resources encourage learners to participate and work actively. Even though the activities proposed are not technology-based, the Proaño's research work covers the main aspects of Ludicity, that is, the benefits of applying this approach in an English class to enhance or improve one of the English skills, in this case, the speaking skill.

Castro, Verónica Mariana & González Inés Zoila (2017) carried out a research work titled "IMPORTANCE OF USING LUDIC ACTIVITIES TO IMPROVE THE WRITTEN

EXPRESSION", from Universidad de Guayaquil, to obtain the Bachelor's Degree in English Language and Linguistics.

Castro & González work is aimed to identify the influence of the use of ludic activities in the development of written expression in English language in eighth-grade students EGB. One of the problems found was the lack of didactic activities to encourage students improve their written production in this foreign language and proposed the elaboration of a booklet with activities and games to promote students' interaction and volunteer participation. The study applied the deductive, inductive and analytical methods with a qualitative and quantitative approach. The authors concluded that the application of ludic activities has a positive effect in students' motivation and enhances their written production.

The authors' study resembles the main objective of the present research work, that is, to analyze the influence of ludic activities to improve a productive skill in English. The main difference is that it is focused to improve a different productive skill, that is, writing instead of speaking. Additionally, the activities do not consider technology. However, the methodological aspects are similar, as both studies apply the qualitative and quantitative approach, with similar research techniques and tools.

Vera, Danny Janeth (2016) developed a research work titled "LUDIC ACTIVITIES THROUGH ICT's, IN THE DEVELOPMENT OF COMMUNICATION SKILLS IN THE ENGLISH, IN STUDENTS OF BASIC GENERAL EDUCATION", from Pontificia Universidad Católica del Ecuador-Esmeraldas, to obtain the Master Degree in Education.

Vera's work is directed to analyze the use of ludic activities, applying ICTs as technological tools, to describe the motivation and development of communication skills in the English language, in tenth year students of Basic General Education. The methodological framework considers a qualitative and quantitative approach and a descriptive type of study. The problems found were mainly concerned to the limited use of recreational activities, reducing their participation and production of English. As a consequence, students experienced lack of motivation. After the application of the research tools, it was concluded that the use of ludic activities strengthens knowledge and develops participatory learning and creativity in learners. The authors proposed the elaboration of a guide with ludic activities based on the ICT's, to motivate students and strength the knowledge in English language.

The main similarity between Vera's research work and the current study is that the ludic activities proposed were based on technology, which are proposed in an activity guide. The

methodological aspects are also similar, as both studies are classified as descriptives with a qualitative and quantitative approach. However, Vera's study covers a wide range of aspects in English language, as their proposal is directed to improve all English language skills, and not only speaking.

Alvarez, Gonzalo (2017) carried out a research work titled "INFLUENCE OF LUDIC MOTIVATIONAL ACTIVITIES IN THE DEVELOPMENT OF THE ORAL EXPRESSION", from Universidad de Guayaquil, to obtain the Bachelor Degree en English Language.

The main objective of Alvarez' research was to study the problem of oral expression in the eighth-grade students, as it was observed the deficiency in their oral expression. This project applied field study, a bibliographical research and a statistical analysis. The Statistical Analysis showed the relationship between students and the teacher in the English class for oral expression. The instruments applied were the observation guide to analyze the behavior of students in the class and their interest or disinterest in the oral expression of the English Language, the survey of students with a population of 35 and the interview to the teacher in order to collect enough data to find a solution to this research. The data obtained showed the deficiency of the students in the oral expression of the English language, and the lack of linguistic tools for the teacher to help students improve their speech in English Language. For this reason, a didactic tool was proposed to foster better communication

The main similarity of this work with the current study is centered on the objectives, as both research works focus on the influence of technology on oral production. The methodology has many similarities too, as both studies applies a field study and a mixed approach. The results obtained from the application of the research tools in both studies confirmed the influence of technology on oral production.

Cercado, Joyce (2019), developed the research work titled "LUDIC ACTIVITIES TO IMPROVE SPEAKING SKILLS IN 10TH BASIC YEAR STUDENTS AT JACINTO GONZALEZ HUACÓN HIGH SCHOOL DURING SCHOOL YEAR 2018-2019", from Universidad Laica Vicente Rocafuerte, previous to obtain the Bachelor degree in English Language, with a major in teaching and educational management system.

Cercado's work has as main objective to determine the influence of ludic activities on 10th grader´s speaking skills at Jacinto Gonzalez Huacón. In addition, this work aimed to resolve the different issues of pronunciation that students presented. These objectives were meant to

be achieved through the review of bibliography and the application of research tools. The study is described as a descriptive and field research, with a quali-quantitative approach. The application of the research tools allowed to confirm that ludic activities can be applied to improve speaking.

Both studies focuse on the solution of speaking difficulties in English language learning. The similarities are focused on their methodology as both studies are descriptive, with a mix approach, applying similar research tools such as the observation, interview, and survey. In the same way, both studies concluded that the application of the proposal influenced positively in the enhancement of oral communication.

2.2. Literature Review
2.2.1. Ludic activities: definition and importance

The word ludic is defined as something lively and full of fun, enabled by attitude of playfulness (Cambridge Dicctionary, 2019). Callahan (2019), defines ludic, or spontaneous, activities as tools that teachers can use as an effective strategy for teaching English. The author asserts that those activities are aimed to encourage students to practice and improve their language skills, and affirms that "these exercises can help a teacher assess a student's current speaking level, and can help students practice their skills in situations that closely resemble everyday life" (para. 1).

Díaz & Martínez (2014) describe ludic activities as "dynamic strategies that promote active learning involving students in doing things out of the routine and thinking about what they are doing" (p. 4). The authors explain that the application of games in class time builds a fun and relaxing atmosphere that influence the affective and cognitive aspects in students, turning the English classes dynamic and providing students the adaptability they need to produce the language.

Read (2015), asserts that the application of ludic activities in the classroom is seen "in terms of the whole learner and the more elusive social, psychological, cognitive, metacognitive, affective and emotional benefits that underpin children's motivation and learning success" (p. xii). Consequently, it must be considered that the use of ludic activities is not directed only to bring fun to students, but to help improve their social, emotional and cognitive development.

Nascimento (2017) discusses the benefits that ludic activities can bring to students in an English class, and says that ludic activities:

- Gives students opportunities to practise the language in a more relaxed and enjoyable way.
- Allows for children's creative use of limited language resources.
- Promotes indirect learning.
- Makes the most of the children's need to play and have fun.
- Is spontaneous.
- Is mentally and emotionally stimulating.
- Is associated with a feeling of joy.
- Is a more natural way to learn. (pp. 2-3)

2.2.2. Reasons to include ludic activities in the English classroom

Playing is one of the first activities that children do since an early age to communicate and make sense of the world around them. This means that they are born with a natural instinct to have fun and play. The use of ludic activities in an educational context is way of taking advantage of this natural condition that children have (Nascimento, 2017). Through ludic activities students can learn new concepts, bond with their colleagues, stimulate their reasoning and feel more at ease and motivated. As a result, students will improve their performance.

Bearing in mind that fun and play are natural instincts for children, Nascimento suggests that the teacher should set up real and interesting tasks which are not just language exercises. Additionally, Ellis & Ibrahim (2015) explain that children learn best when participating in interesting and enjoyable activities Therefore, it is the teacher's duty to use new and motivational activities that can engage students. If we choose to follow a formal way of teaching, based on simply repeating words and sentences, doing exercises, reading and writing in course books, we are wasting a range of opportunities to enhance students' accomplishments.

Nascimento (2017) considers that by providing stimulating tasks and activities teachers give students lots of exposure to English, so an appropriate choice is to select activities to engage learners. The author suggests then that ludic activities can be a powerful tool in this sense. When choosing to do ludic activities teachers should take into account the value of their

pedagogical purpose, for example, in providing stimulation, interest and motivation or in promoting the acquisition of communicative competences. The author sums up the issue of ludicity describing this resource as a pedagogical tool, and saying that it is "a vehicle for learning." We know that for some students, learning a foreign language can be stimulating and they embrace it with great interest, but for others it can be challenging. Teachers are responsible, not only for the adequacy of the teaching, but also for students' learning process. Not all ludic activities have a pedagogic value in the context of the classroom and therefore, it is necessary to develop activities which can enable students to succeed in this process. This can be done by preparing dynamic classes and meaningful activities that contribute to a lighter and effective learning environment and, at the same time, students will enjoy themselves as they learn English.

2.2.3. Characteristics of ludic activities in language learning

Vera (2016), reflects about the use of ludic activities in language learning, saying that teaching English should be done globally and through meaningful experiences for students, taking as reference the areas and areas of experience of each of the stages. The author explains that:

> The teaching practice is focused on students becoming familiar with English, with the sounds, rhythms and intonation characteristic of it, through games, stories, songs, rhymes, promoting the playful aspect of language learning and developing an open and receptive attitude towards this language. Teaching English should focus on the development of compression and oral expression skills, because student not only learn to develop communication skills and abilities, but also to enjoy and accept with responsibility the importance of this language. (p. 30)

2.2.4. Technology and its benefits for English language teaching

Regarding the use of technology in English language teaching, Vera (2016), affirms that science is integrated with the use of new technologies and playful use in English. The author describes the way that virtual classrooms work, saying that they give flexibility to the teaching-learning process, so that students find motivating and attractive activities, which lead them to encourage reflection from different areas: collaborative tasks, flexibility of the evaluation process, project development, debates, etc. In addition, through ICTs, it is proposed that English language teaching be motivational, participatory, where students can

manipulate, explore, create, and lose the fear of expressing themselves freely, so that they acquire knowledge with an integrative teaching.

Additionally, regarding the importance of technology-based ludic activities in the classroom, the author states that learning a foreign language favors the social, cultural and cognitive development of children because it fosters respect for differences, improves the ability to interrelate, allows them to become aware of their learning process, potentializes memory, logical-verbal thinking and conscience; among others. What Vera believes regarding ludicity and technology is that the management of ICTs allows students to expand their knowledge, communicate with other people who are far away, learn about cultures other than their own, conduct distance studies.

In addition, the teaching of English requires the realization of various recreational activities that motivate the interest of the students for their acquisition, for this reason it is given from games, rounds, songs, puppet presentations, pictures of the themes, simple stories, videos, puzzles, among others. When students discover that learning languages is helpful and fun at the same time; interest in the development of activities increases (Vera, 2016).

Consequently, recreational activities through technological tools, encourage imagination, creativity, and authenticity, which leads them to achieve fruitful and meaningful learning. In the same way we have the conception of Armijos, citing the following:

> The English language is of great importance worldwide, which is why its study is essential in our days. For this reason, the study of this research is of great benefit for the community and especially for teachers in the area of English because throughout the research work the importance of speaking English through recreational activities is observed. In addition, we can see the effect on students of using these activities during English classes. We also note that recreational activities help improve students' oral skills, helping them express their ideas easily, and using correct pronunciation. (Armijos, 2014)

Therefore, analyzing this conception, it is necessary and essential the application of teaching in English, through recreational activities through technological resources, which will allow them to surface their skills and knowledge in a favorable way, because they can interact with friends, family, people from different countries, and thus be able to strengthen their speaking and listening skills.

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2.2.5. Types of technology-based ludic activities

Among the elements that could be included in an English class, applying technology-based ludic activities there can be found the following:

- **Songs:** the use of songs is highly encouraged in English teaching. Music is a very useful, motivating tool to remind a person of any material more easily. Using songs can have many advantages due to the fact that the song is the majority of the time a tune that students have enjoyed since the premier of the song that may be part of an album and by their favorite artist. It is also related to the time when the song came out if the song is somewhat old or classic.

  It can bring memories of such time to that or those set of students. The song can also be related to some type of significant learning or experience the student have had like the time the student met that someone special in their lives or simply the time the student experienced such song in another country. There can be many types of situations the student can relate to the song that is as a task at the present moment or the song can also be a new experience once it is done as a ludic activity in the classroom. The activity can be broken down into many other types of tasks to be done. Part A of the song can be about just vocabulary with matching exercises or multiple choice as answers. The part B of the activity can be about fill in the blanks in order to activate the listening skills from the students. The activity can also be as writing down the missing sentences or phrases from the song. Part C of the activity can be about unscrambling or putting the words in order according to the lyrics of the song by listening to it.

  There can be plenty of ways such song activities can be done in a ludic manner. Another way is by having students participate in contest about finding the right definition for a word, or finding the history of the song and the reasons such song came to existence, the purpose, reason and opinions about the author of the song and the expectations of the audience and the students as well. The song activities are unlimited when the task is about vocabulary, inference, listening, speaking, diction, pronunciation, word stress, sentence stress and oral production (Johnson, 2017).

- **Projects:** Students are motivated by a project since they work on things that capture their attention. This develops students' communicative abilities through group work and it requires exchange of information. Two important features of projects are the

establishment of learner's autonomy and the rise of self-confidence and independence in the learners.

- **Role–Playing:** is playing the role of another person or character. Students are free to invent and create within an inhibitions-free environment. Role-play involves communicative advantages. It can enable the student to construct social skills and brings joy from imaginative play (Spalding, 2018).

  Role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation.

- **Imaginary people**: The joy of role-play is that students can 'become' anyone they like for a short **time**! The President, the Queen, a millionaire, a pop star, the choice is endless! Students can also take on the opinions of someone else. 'For and Against' debates can be used and the class can be split into those who are expressing views in favour and those who are against the theme (Spalding, 2018).

- **Imaginary situations**: Functional language for a multitude of scenarios can be activated and practised through role-play. 'At the restaurant', 'Checking in at the airport', 'Looking for lost property' are all possible role-plays (Spalding, 2018).

In addition to the previous activities, there others described as more technies. Some of them can be described as games that will engage students and encourage them to interact with course content:

- **Kahoot**! This is seriously an amazing tool that allows teachers to formatively assess students in a fun and engaging manner.

- **Flippity.** It allows users to create flash cards, quizzes, and "game show" style review activities by simply modifying a Google Sheet. As is the case with Google Drive, your modified template is automatically saved (remember to rename it!) and can be recalled anytime.

- **Heads Up!** This app offers in-app purchases that allow teachers (or creators) to build their own deck with vocabulary terms.

- **QR Code Scavenger Hunt.** If students have access to electronic devices, personal or school-furnished, then they should try this game. Simply type questions and answers into the simple QR Code scavenger hunt tool, save, print, and you're done! Place QR Codes from this game around your room or throughout the school to get your students moving around and learning in different locations.

- **Dustbin.** This app is based on games. Creating a Dustbin game is extremely easy as well, simply title each bin and include terms or phrases that correspond to the bin in the space below it. You can create a password to access and edit the game later, choose to embed the game into a blog or website, share by email, and more.

- **Jeopardy Labs Online**. Sometimes, old favorites work well. Instead of using the Power Point template, teachers can use Jeopardy Labs Online. This allows them to create and share the game created via the web, being much easier than locating, saving, editing, and resaving a Power Point template.

2.2.6. Oral Production: importance

The speaking skill is described as the ability to communicate effectively. These skills allow the speaker to convey his message in a passionate, thoughtful and convincing manner. It helps to assure that one won't be misunderstood by those who are listening. Some skills to follow in order to be effective in speaking are caring about the topic and the passion that goes a long way when it comes to speaking; remembering your purpose and goal for speaking, supporting the main points, telling a story, using presentation tools wisely, using a professional template, practicing speech, working with a coach if time allows it (North, 2018).

The importance of the speaking skill is to form connections, influence decisions, and motivate change. Without communication skills, the ability to progress in the working world and in life, itself, would be nearly impossible. There are different types of speaking skills. It could be ceremonial, demonstrative, informative and persuasive. These components are also orchestrated with the ability to infer grammar in correct sentences in a conversation, vocabulary with the appropriate diction which is used in communication, pronunciation for students to know how to produce clearer language when they speak and have fluency and accuracy when speaking (North, 2018).

The nature of the contribution to language development of both form-focused and meaning-focused classroom activity remains a question in ongoing research. The optimum combination of these activities in any given instructional setting depends no doubt on learner age, the nature and length of instructional sequence, the opportunities for language contact outside the classroom, teacher preparation, and other factors. However, for the development of communicative competence, findings overwhelmingly support the integration of form-focused exercises with meaning-focused experience. Grammar is important; and learners seem to focus best on grammar when it relates to their communicative needs and experiences. Nor should explicit attention to form be perceived as limited to sentence-level morphosyntactic features. Broader features of discourse, sociolinguistic rules of appropriacy, and communication strategies themselves should be included (Bygate, 2017).

Berns, a sociolinguist, who has focused on norms in the teaching of English as an international language, stresses that the definition of a communicative competence appropriate for learners requires an understanding of the sociocultural contexts of language use. In addition, the selection of a methodology appropriate to the attainment of communicative competence requires an understanding of sociocultural differences in styles of learning. Curricular innovation is best advanced by the development of local materials which, in turn, rests on the involvement of classroom teachers.

Rao (2019), covers the main feature of oral production, and explains that among the four basic skills of the English language, speaking seems to be difficult because the speakers have to produce sentences on the spur of the moment. The author analyses the fact that it is difficult, especially for foreign or second language learners, to produce sentences without a good learning the grammatical structures and having the vocabulary needed, so learners of EFL/ESL face difficulties in English. Since speaking has a crucial role in communication, people try to learn this skill first.

An effective speaker can inspire the audience a lot and gain the complete attention of the audience and maintain the same tempo until the end of his/her speech. Thus, the audience involves completely in the speaker's speech and they sometimes forget the real world and put their complete concentration on the speech. So, speaking skills play a vital role as everything depends on the way how people communicate their messages with others (Rao, 2019).
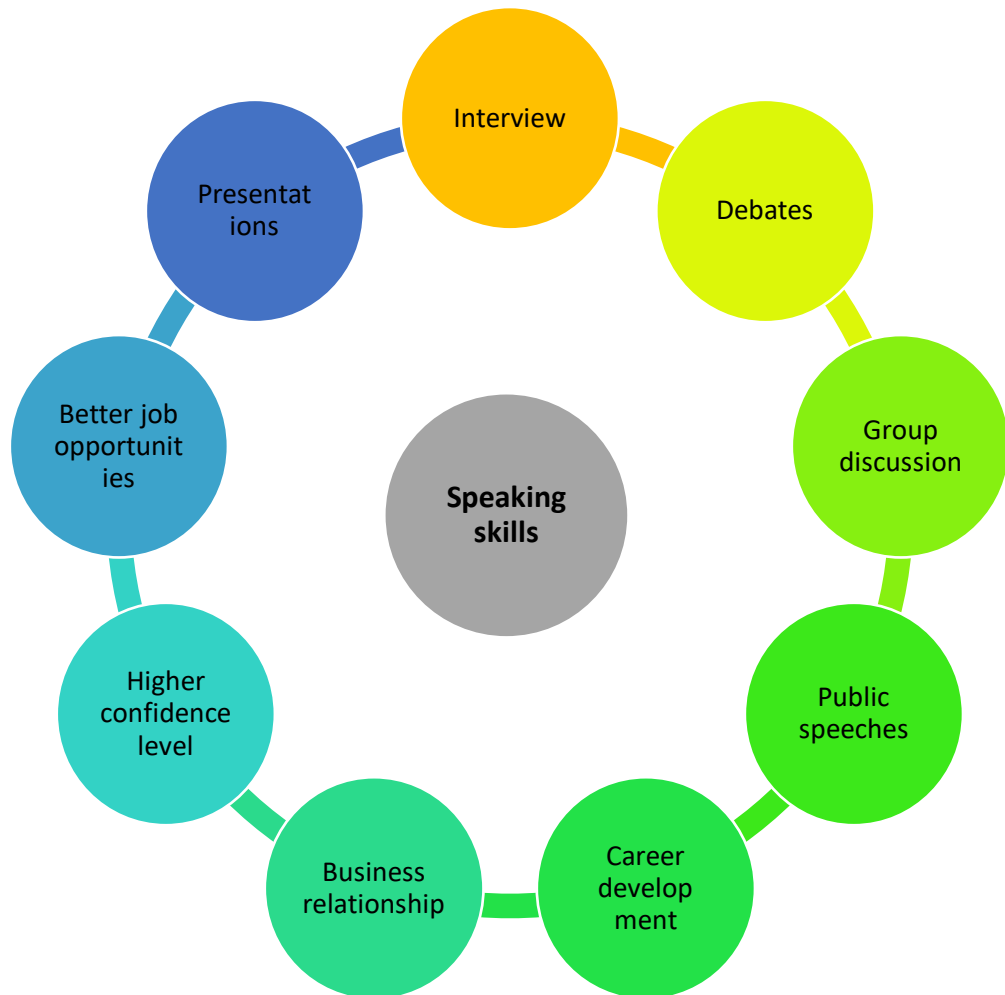
Figure 2. The Importance of Speaking Skills
Source: Rao (2019).

2.2.7. Oral production: areas of activity

When developing activities, lessons or tasks around speaking, teachers should also be aware of the 3 areas of knowledge that speaking encompasses. Each area should receive attention, though not necessarily all at once. It is advisable to inform the students of these areas, so they are aware of the purpose of the activities.

- **Mechanics**: This area involves the different pieces that make up speaking including pronunciation, vocab, grammar and word order.
- **Functions**: This area describes the uses of speaking whether for transaction or interaction, and when precise understanding is or is not required.

- **Social/Cultural rules and norms**: This area involves the more subtle cultural value inherent in the language's culture, such as turn taking, social norms, roles of participants, etiquette and social register etc.

When creating activities that focus on student speaking, teachers can create activities relative to different types output and their purposes:

- Structured output focuses on using a correct form, usually something specific that has been worked on in class. The purpose it to develop comfort with certain forms/structures.

- Communicative output focuses less on form and more on the completion of a task that includes using specific language. The purpose is for the students to get their meaning across; accuracy not as big of a consideration.

When assisting students in the development of their oral skills, there are some tips and techniques that teachers can use to minimize students' anxiety and to make the development as efficient and practical as possible. This way, students will learn more and have increased motivation to continue this skill development (Krashen, 2017).

- Create authentic practice activities that are as similar to real-life as possible.

- Create different contexts in which students can practice in order to broaden their vocabulary and experiential horizons.

- Provide scaffolding and support for each context; this means making sure students are aware of the appropriate vocabulary and what social or cultural norms are appropriate.

- Don't focus solely on errors; correct as much as each student can handle, more advanced students can often handle more correction, but avoid excessive correction if it will promote anxiety.

- Be aware of Higgs, what students at different levels can focus on.

- Give students options to use when responding to questions and teach them those options; allow them to use minimal responses if it reduces anxiety but make sure all students are aware of the possibilities. This allows for differentiation, as students can use the level of response that they feel comfortable with.

- Develop routines involving certain scripts (i.e. greetings, compliments, asking certain questions) so students become comfortable and familiar with those scripts

- Use gestures to help get meaning across and encourage students to do the same; emphasize that what is important is the meaning (Krashen, 2017).

2.2.8. Elements of Oral Production

Harmer (2015) explains the importance of convey a message effectively, and affirms that an essential condition for learners to speak fluently in English is to pronounce phonemes in a correct way, with the appropriate stress and good intonation patterns. The author affirms that students will need to produce orally in a range of different genres and situations.

The author also said that students need to be able to speak in a range of different situations, and they will have use conversational strategies. In that sense, the following elements that the author refers should be considered in speaking:

a. Speaking events. Harmer suggests that speaking implies the distinction between transactional and interpersonal functions, having transactional the purpose of conveying information, and interpersonal keeping a good relation between people.

b. Conversational strategies. The author details the following elements to be considered in conversational strategies:
   - Conversational rules and structure. Categories of discourse, such as conversational openings, shifts, or closings.
   - Survival and repair strategies. Those expressions students use to ask for repetition in a face to face conversation.
   - Real talk. It helps students to improve their speaking with spontaneous face to face conversations.

c. Functional language. Harmer describes functional language as speaking made of fix phrases that work well because they follow a set pattern. (Harmer, 2015)

2.2.9. The Process of Oral Communication

According to Mahmoud (2014), in order to express their ideas freely and with confidence, children need to be secure, and those who do not have the competence to use language, unfortunately will show hesitation. The author explains that one way to help learners to avoid this is by offering a dynamic interactive learning environment. The author affirms that there are three aspects every teacher should include in order to give students confidence:

1. Classrooms should be equipped with all facilities for learners of a second language while students collaborate and communicate ideas and information. Students should work in pairs, small groups, or large groups to enhance the purposes of speaking tasks (pág. 40, para. 6)

   The author explains the importance of the physical environment to encourage students produce oral utterances. This aspect is not always the entire responsibility of the teacher. The institution should also be aware of students' needs and equipped classrooms and labs with the resources needed. Another aspect the author emphasize is that in language classes collaborative learning is essential. Group or pair work activities should always be included in every session.

2. Timing is crucial for practicing speaking activities, thinking of the situations, and the uses of the language functions in the real wide world. (pág. 40, para. 7)

   The author stresses on the necessity of organizing the speaking activities on account of time, but also it can be interpreted as the suggestion of including speaking practice in every class session. When the author refers to language function, it should be interpreted as an appropriate use of language, not necessarily taking grammar as the core element to grade. All these aspect into a frame of real language based on real situations.

3. Teacher's roles are important as he is the one who is responsible for:

   - Giving students the opportunities to collect information and interpret the information they collect.

- Building the new knowledge upon students' prior knowledge by reconstructing and reshaping prior understanding.

- Finding different styles of questions to elicit answers and read pictures and enhance students' responses.

- Encouraging purposeful talk and tentative "thinking aloud".

- Focusing his reaction on the intention of students' responses rather than grammar and dialect.

- Constructing and developing a variety of assessment types to guarantee involvement of students in different speaking activities.

- Encouraging peer assessment that focuses on strengths and areas for improvement.

- Valuing questions as much as answers.

- Sharing enthusiasm for telling stories to students and by providing opportunities for students to tell stories.

- Making informal talks and sharing facts and opinions as a regular part of the program.

- Encouraging students to challenge their own and others' assumptions, prejudices, and information presented as facts.

- Promoting students' abilities to develop and participate during discussions and debates.

- Developing students' respect to others' feelings, opinions, ethics, cultural diversity.

- Setting personal goals for communicating appropriately and effectively, and for understanding the needs of listeners and participants.

- Respect cultural traditions.

- Encouraging and appreciating efforts and improvement as well as competence.

- Assessing both processes and products. (pág. 40, para. 8-25)

The author explanation of the teachers' roles can be understood as one: to establish conditions and apply activities to make students able to speak in a meaningful context. Under these circumstances, the teacher should be the person that contributes to create a positive and supportive learning environment within the classroom.

Pre-speaking: planning and organizing

This stage starts before the student speaks. Mahmoud (2014) explains in his work that what the students will produce orally are influenced by their experiences, observations and interactions inside and outside the classroom. For this reason, teachers should organize the speaking activities carefully. The author suggests the following:

1. To choose an appropriate speaking topic, so students will explore ideas around it. For this purpose, student may experience the following activities:
   - Create webs and graphic organizers
   - Read and research
   - Listen to music
   - Watch a video
   - Listen to a speaker
   - Jot down ideas
   - Reflect upon personal experiences

2. To determine the purpose of speaking. Every student should ask themselves "what is my purpose for speaking?", so they will have a reason to express ideas, emotions and share information.
3. To determine audience. Some of the possible audience a speaker will have are:
   - Familiar, known audiences (friends, peers, etc.)
   - Extended, known audiences (community, student body)
   - Extended, unknown audiences (local media).
4. To determine format. Speakers should consider that their ideas and information can be presented more effectively. The format their speaking can be presented are:
   - Conversation
   - Discussion
   - Formal speech
   - Dramatic presentation

- Monologue
- Reading Theatre

Speaking: going public

Mahmoud (2014), affirms that in order to speak, students need to be engaged in any kind of formal or informal conversation, with a specific purpose. Some purposes may be:

1. To express personal feelings
2. To tell a story
3. To entertain
4. To describe
5. To inform or explain
6. To request
7. To inquire or question
8. To clarify thinking
9. To explore and experiment ideas
10. To converse and discuss

Post-speaking: a time for reflections and setting goals

Mahmoud (2014) explains that after speaking experiences, students need to reflect upon their performance, so they can put into practice their critical thinking. The author lists some post-speaking activities that can be applied:

1. To reflect upon performance: Students who have opportunities to reflect upon their speaking experiences, in light of pre-determined criteria, grow in their abilities to speak effectively.

2. To set goals for improvement: When students reflect upon their performance, they begin to recognize what they have done well and where they require improvement.

2.2.10. Aspects of an Effective Oral Communication

Effective oral communication is the goal of every second language learner. It means being able to say anything whenever it is wanted, in an appropriate way. Some aspects of effective speaking are (Skills you need, 2019):

- Choosing your words. If in doubt about your meaning, your audience will come back to the words that you used and double-check what you might have meant. It is therefore important to choose carefully, especially when you are saying something important. Things to consider include:
  - *Your audience*. The words you choose will be different if you are talking to 200 people at a conference, a trusted colleague, your boss, or your children. You need to think about your audience's overall level of understanding of the subject, and also the type of language that you use.
  - *Shorter sentences* are easier to process and understand. Using shorter sentences also creates urgency.
- *Simpler words* are also easier to understand. If you cannot explain something in simple terms, you have probably not understood it yourself. This is particularly important if your audience is not all native speakers of the language.
- *Your Voice.* Your voice can reveal as much about your personal history as your appearance. The sound of a voice and the content of speech can provide clues to an individual's emotional state. (Skills you need, 2019)

2.2.11. CEFR Indicators

According to the Common European Framework of Reference, the studying of foreign languages must depend on the following skills for oral production. The CEFR stresses all four basic language skills in the same matter and style. The speaking skill is managed and evaluated by answering a set of interrogative statements that are related with pictures, personal opinion and integrated skills as fast as listening to a dialogue or a lecture and then to the interrogative statements the exam may be programmed to display. Students are trained for this exam. They usually relate to testing centers that include such training for an additional cost and these classes do not worry most of the time explaining the indicators about the testing in each of the 4 categories (Piccardo, 2018).

The Basic User A1 indicator bases its rating on the ability of the candidate as follow: the candidate can understand and use familiar everyday expressions and very basic phrases, introduce him/herself and others, ask and answer about personal details such as where he/she lives, people he/she knows and things he/she has.

The Basic User A2 indicator rates the candidate with understanding of sentences and frequently used expressions related to areas of most immediate relevance. For example, very basic personal and family information, shopping work, etc.

The Intermediate User B1 can understand the main points of clear standard input on familiar matters like school, work, etc., has the ability to deal with most situations likely to arise while traveling, produce simple connected text on topics that are familiar or of personal interest, can also describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

The intermediate User B2 can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc., can deal with most situations likely to arise while traveling in an area where the language is spoken, produce simple connected text on topics which are familiar, or of personal interest, can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

The Proficient User C1 can understand a wide range of demanding, longer texts, and recognize implicit meaning, express him/herself fluently and spontaneously without much obvious searching for expressions, can use language flexibly and effectively for social, academic and professional purposes. Produces clear, well-structure detailed text on complex subjects, showing controlled use of organizational patterns connections and cohesive devices.

The Proficient User C2 has the capacity to understand with ease virtually everything heard or read, can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation, can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

These are the parameters that the exams that are under the CEFR use to evaluate and measure the language proficiency of candidates that take such exams for their personal or professional purposes. The scores from A1 to C2 measure all the skills of the candidate, including vocabulary and grammar because such concepts are embedded in all the activities used as rubrics of examination for language proficiency. The listening, speaking and writing skills are divided in two categories, independent and integrated, meaning that the oral exam in the independent category asks the candidate personal opinions about certain topics.

The same happens in the writing section and listening section of the exam. The integrated part of the exam focuses in evaluating the ability the candidate has to coherce a listening part of the activity with the writing part that the exam pleads, or the Reading part of the exam that is also done with the writing part. These are the integrated section of the exams (Piccardo, 2018).

2.3. Conceptual Framework

Ludic. What enables this is an attitude of playfulness: more precisely, of playing at, of posturing: a ludic stance that creates ironic distance from the real (Cambridge Dicctionary, 2019).

Oral communication. Oral communication is the process of verbally transmitting information and ideas from one individual or group to another. Oral communication can be either formal or informal. Examples of informal oral communication include: Face-to-face conversations, telephone conversations (Bygate, 2017).

Development is a specified state of growth or advancement. The project will bring out the development of the theories applied to the investigation and to the sources that will be involved (Association, A. P., 2018).

Games. An activity or sport usually involving skill, knowledge, or chance, in which you follow fixed rules and try to win against an opponent or to solve a puzzle. It is a part of a match, for example in tennis or bridge, consisting of a fixed number of points (Association, A. P., 2018).

Body language. The process of communicating nonverbally through conscious or unconscious gestures and movements (Association, A. P., 2018).

Engagement. An arrangement to meet or be present at a specified time and place an event is set for. It is a job or period of employment especially as a performer, something that engages, a pledge, the act of engaging, the state of being engaged.

Acquisition. The learning or developing of a skill, habit, or quality. Language acquisition evolves on the way students learn the language, the natural way and not studying the language. When students are exposed to such language functions without the involvement of grammar, learning is a lot more effective in the communication realm (Association, A. P., 2018).

Analysis. A detailed examination of the elements or structure of something, typically as a basis for discussion or interpretation. Such analysis was part of the instruments of investigation in this project. The students' survey, the investigation and the observations were analyzed so the outcome could be considered as concrete as possible (Association, A. P., 2018).

Communication. The imparting or exchanging of information or news. The main objective of the investigation is to display the facility and the engagement the proposal will bring as a result in order for the students to communicate easily and effectively (Association, A. P., 2018).

Emphasis. To make something or a concept important or to expand. Most of the concepts will emphasize their development as the project enhances the methods, approach and techniques involved (Association, A. P., 2018).

Exposure. To place in front of, to show, demonstrate. The exposure of the abilities learned will suffice the results of the project and the overall outcome of the students' performance (Association, A. P., 2018).

2.4. Legal Framework

CONSTITUCIÓN DE LA REPÚBLICA DEL ECUADOR
TÍTULO I: ELEMENTOS CONSTITUTIVOS DEL ESTADO
Capítulo primero: Principios fundamentales

Art. 3.- Son deberes primordiales del Estado:

1. Garantizar sin discriminación alguna el efectivo goce de los derechos establecidos en la Constitución y en los instrumentos internacionales, en particular la educación, la salud, la alimentación, la seguridad social y el agua para sus habitantes…

TÍTULO II

DERECHOS

Capítulo segundo: Derechos del buen vivir

Sección quinta: Educación

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.

Capítulo tercero:

Derechos de las personas y grupos de atención prioritaria

Sección Quinta: Niños y Adolescentes

Art. 44.- El Estado, la sociedad y la familia promoverán de forma prioritaria el desarrollo integral de las niñas, niños y adolescentes, y asegurarán el ejercicio pleno de sus derechos; se atenderá al principio de su interés superior y sus derechos prevalecerán sobre los de las demás personas. Las niñas, niños y adolescentes tendrán derecho a su desarrollo integral, entendido como proceso de crecimiento, maduración y despliegue de su intelecto y de sus capacidades, potencialidades y aspiraciones, en un entorno familiar, escolar, social y comunitario de afectividad y seguridad. Este entorno permitirá la satisfacción de sus necesidades sociales, afectivo-emocionales y culturales, con el apoyo de políticas intersectoriales nacionales y locales.

Art. 45.- Las niñas, niños y adolescentes gozarán de los derechos comunes del ser humano, además de los específicos de su edad. El Estado reconocerá y garantizará la vida, incluido el cuidado y protección desde la concepción. Las niñas, niños y adolescentes tienen derecho a la integridad física y psíquica; a su identidad, nombre y ciudadanía; a la salud integral y nutrición; a la educación y cultura, al deporte y recreación; a la seguridad social; a tener una familia y disfrutar de la convivencia familiar y comunitaria; a la participación social; al respeto de su libertad y dignidad; a ser consultados en los asuntos que les afecten; a educarse de manera prioritaria en su idioma y en los contextos culturales propios de sus pueblos y nacionalidades; y a recibir información acerca de sus progenitores o familiares ausentes, salvo que fuera perjudicial para su bienestar. El Estado garantizará su libertad de expresión y asociación, el funcionamiento libre de los consejos estudiantiles y demás formas asociativas.

LEY ORGÁNICA DE EDUCACIÓN INTERCULTURAL
(II Suplemento al RO 417 de marzo 31 de 2011)
TÍTULO I
DE LOS PRINCIPIOS GENERALES
CAPÍTULO ÚNICO
DEL ÁMBITO, PRINCIPIOS Y FINES

Art. 2.- Principios.- La actividad educativa se desarrolla atendiendo a los siguientes principios generales, que son los fundamentos filosóficos, conceptuales y constitucionales que sustentan, definen y rigen las decisiones y actividades en el ámbito educativo:

f. Desarrollo de procesos. - Los niveles educativos deben adecuarse a ciclos de vida de las personas, a su desarrollo cognitivo, afectivo y psicomotriz, capacidades, ámbito cultural y lingüístico, sus necesidades y las del país, atendiendo de manera particular la igualdad real de grupos poblacionales históricamente excluidos o cuyas desventajas se mantienen vigentes, como son las personas y grupos de atención prioritaria previstos en la Constitución de la República;

g. Aprendizaje permanente. - La concepción de la educación como un aprendizaje permanente, que se desarrolla a lo largo de toda la vida;

h. Interaprendizaje y multiaprendizaje.- Se considera al interaprendizaje y multiaprendizaje como instrumentos para potenciar las capacidades humanas por medio de la cultura, el deporte, el acceso a la información y sus tecnologías, la comunicación y el conocimiento, para alcanzar niveles de desarrollo personal y colectivo…

x. Integralidad.- La integralidad reconoce y promueve la relación entre cognición, reflexión, emoción, valoración, actuación y el lugar fundamental del diálogo, el trabajo con los otros, la disensión y el acuerdo como espacios para el sano crecimiento, en interacción de estas dimensiones…

ll. Pertinencia.- Se garantiza a las y los estudiantes una formación que responda a las necesidades de su entorno social, natural y cultural en los ámbitos local, nacional y mundial.

Art. 3.- Fines de la educación.- Son fines de la educación:

a. El desarrollo pleno de la personalidad de las y los estudiantes, que contribuya a lograr el conocimiento y ejercicio de sus derechos, el cumplimiento de sus obligaciones, el desarrollo de una cultura de paz entre los pueblos y de no violencia entre las personas, y una convivencia social intercultural, plurinacional, democrática y solidaria…

d. El desarrollo de capacidades de análisis y conciencia crítica para que las personas se inserten en el mundo como sujetos activos con vocación transformadora y de construcción de una sociedad justa, equitativa y libre…

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CAPÍTULO TERCERO

DE LOS DERECHOS Y OBLIGACIONES

DE LOS ESTUDIANTES

</div>

Art. 7.- Derechos.- Las y los estudiantes tienen los siguientes derechos:

a. Ser actores fundamentales en el proceso educativo;

b. Recibir una formación integral y científica, que contribuya al pleno desarrollo de su personalidad, capacidades y potencialidades, respetando sus derechos, libertades

fundamentales y promoviendo la igualdad de género, la no discriminación, la valoración de las diversidades, la participación, autonomía y cooperación.

CHAPTER 3
METHODOLOGICAL FRAMEWORK

3.1. Research Method

The method used in this investigation will consist of the natural approach combined with the use of technological gadgets and sources to better imply the skill among students of the 1st Year B.G.U. at Centro Educativo Naciones Unidas.

3.2. Research Type
3.2.1. Descriptive research

Martínez (2019) explains that a descriptive research is the procedure that the science uses to describe the characteristics of a phenomenon, subject or population to study, and is limited to observing what happens, without seeking explanation.

The research type of the current study is descriptive, first, because it aims to describe the relationship between the variables under study and characterize the problematic situation through the research instruments. Second, it is descriptive because it does its best to elaborate the reasons, causes and objectives why students of the 1st B.G.U grade have problems with speaking and oral proficiency while such task is performed in the classroom. The research also gives detailed information about the way comprehension, reference, pronunciation, and other characteristics about the speaking skills are needed while communicating in order to improve through the use of ludic activities that are used with technological gadgets and other instruments such as cell phones, tablets, and overhead projectors in this research.

3.2.2. Applied research

The Applied research is designed in such a way that solves practical problems of the modern world, rather than just acquiring knowledge for knowledge's sake. One might say that the goal of the applied scientist is to improve the human condition. Martínez (2019) affirms that this type of research emphasizes on practical problem solving, focusing on how general theories can be put into practice. Based on this, the present research work is considered to have a practical nature, since a solution to a practical problem is proposed, in this case, the development of a guide with the most important technology-based ludic activities to improve the oral production in 1st year students B.G.U. at Centro Educativo Naciones Unidas.

3.2.3. Field research

A field research is the collection of information in external environments, that is, it favors the collection of data in uncontrolled environments (Martínez C., 2019). For this reason, the present study is considered a field study because the information gathered in the research process comes from a real-world institution, and involves students to be in practice not just at the assigned subject, but also in social and academic fields that involved the development of the language at a given or specific site or place. This kind of study will collect such data about students, their needs, and the proposal requirements that involve the observation and interviewing.

3.3. Research Approach
3.3.1. Qualitative Approach

The Qualitative Research seeks to tell the story of a particular group's experiences in their own words and is therefore focused on narrative. The logic of qualitative research can be challenging for researchers more accustomed (as most of us are) to the traditional deductive approach. As such, qualitative research tends to be more exploratory in nature, seeking to provide insight into how individuals (or organizations, groups, etc.) understand aspects of their worlds (McLeod, 2019).

The qualitative side of this investigation also falls under the scientific method of observation because it gathers non-numerical data and it justifies the numerical data for further research could be backed up, giving results that can compare and sustain the other qualities of the investigation like students' performance, proficiency level, initiative and other qualities as well that are mentioned in the investigation.

3.3.2. Quantitative Approach

McLeod (2019), explains that quantitative researchers aim to establish general laws of behavior and phenomenon across different settings/contexts. The author says that research is used to test a theory and ultimately support or reject it.

The current study has a quantitative approach because it emphasizes the objectives and measurements of the statistical, mathematical or numerical data that will be analyzed, in order to collect such information through surveys, tests and pre-existing data by using computing techniques. The withdrawn data will give a better perceptive about the

investigation and supply the outcome with the appropriate percentages that measure the correlational methods numerically.

3.4. Techniques and Tools

3.4.1. The Survey

The **survey** is a technique that addresses students with the most adequate and sincere questions about the independent, the dependent variables and the proposal. The current study included the survey's technique and consisted of 5 questions addressing each variable and 5 questions addressing the proposal, making it a total of 15 questions for the survey.

3.4.2. The interview

The **interview** addresses to the teacher and included a variety of 10 questions about the type of tasks students do in class, the type of book or manual that is used with the students and how well they can relate to the content of such didactic material, the amount of hours that students are given per day or per week and how many times are student evaluated and in which skills. The results of how the teacher will use all the data needed in order to reach concrete conclusions for the preliminary stage.

3.4.3. The Observation

The **observation** of the investigation is a technique that will give the results of how the class is conducted, the parameters that students are giving as objectives and the way and reasons why such problem with oral production is present with the students of the 1st year of B.G.U. The tool for the class observation will consist of the content of the observation guide which addressed the manner the class is managed by the teacher, the sitting arrangements of the students, the condition of the classroom, how much of the students' first language is used in class, how students address each other when doing tasks in English, the rapport between students and teacher.

3.4.4. Pre and Post Test

The **pre-test** has a similar quality than a diagnostic exam, because the objective is to classify and project the performance that English language students have at the beginning of the research and their deficiencies and strengths as well. The pre-test will give an outcome of how much improvement is needed for students to improve adequately their performance and their quality of the language. The pre-test will also aid teachers to find out on which subjects to concentrate on in order to reach students' overall improvement in the language when

speaking is involved. The technique involved with the pre-test consist in a variety of exercises which include structure, reading comprehension, speaking activities and listening as well.

The **post-test** is going to be the standard of the students' proof of improvement with the assistance of the proposal and the methodologies applied in order to be effective and meaningful. The post-test will also evaluate the students in the proper and adequate process of learning the language and their proficiency. The technique used in the post-test consists of the amount of distractors that will be given as answers for each question on each skill.

3.5.Research Population and Sample

Table 1.

Population and sample

STAFF MEMBER INCLUDED IN THE STUDY	POPULA-TION	SAMPLE	PERCENT-AGE	TOOLS
Students	50	24	48%	Observation / Survey / pre test / post test
Teachers	17	4	24%	Interview

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

3.6 Results / Findings and Analysis
3.6.1. Students' Observation

An observation sheet was applied to 1st year students B.G.U. at Centro Educativo Naciones Unidas in order to identify the different problems that they face in oral production. The criteria to interpret and analyse the results of such observation are the following:

Table 2. *Observation sheet scale.*

CODE	SCALE
1	YES
2	NO

Source: Likertscale (2019).
Elaborated by: Espinoza, C. & Nazareno, M. (2019).

The observation sheet included 10 items to be observed in students during their English class sessions. The observation has carried out in three different sessions. The results were compared, unified and summarized as follows:

Table 3.

Students' observation sheet.

ITEMS	YES	NO	OBSERVATIONS
1. Talking is based on concrete learning experiences with appropriate material	X		
2. Pupils are clear about their talking roles within the lesson		X	Instructions were given more than twice for students to understand.
3. Material used by the teacher encourages talking to be a positive experience	X		
4. Speaking activities based on games are used to motivate speaking.	X		
5. Speaking activities based on songs are used to encourage speaking.		X	Few traditional songs were used in the class, and did not seem to encourage students' speaking performance
6. Any kind of technology-based ludic activity is used to promote speaking.		X	Though technology-based activities were used, ludicity was not considered to promote speaking.
7. Students seem motivated by the strategies and material used by the teacher		X	Repetitive strategies and material barely motivated students.
8. The teacher uses collaborative tasks: paired activities, group presentations, discussions, debates, brainstorming	X		
9. Pupils are given opportunities to evaluate each other's work /performance		X	The teacher evaluates students' work all the time.
10. Collaborative work is modelled, and scaffolding is given to pupils	X		

Source: Observation sheet applied to 1st year students B.G.U. at Centro Educativo Naciones Unidas.
Elaborated by: Espinoza, C. & Nazareno, M. (2019).

The following perceptions were obtained as a result of the application of students' observation:

- Students speaking performance was based on real experiences and the material used by the teacher seemed to be appropriate and useful. However, students were concerned about their role at the moment of speaking during the class. They looked confused more than twice in the same session, what caused hesitation and misused of words during their performance.

- Despite the material used by the teacher attempted to encourage a positive experience during students' talking with the use of songs and games, it worked in the first session observed and part of the second. As such material were more traditional than innovative, students lower their interest and level of motivation to speak.

- Some technology-based activities were used by the teacher; however, there were not enough technology-based ludic activities considered to promote students' speaking. Instead, there were repetitive strategies and material that barely motivated students.

- Students did not have opportunities to evaluate each other's performance, as the teacher decided to evaluate them directly all the time. As a result, some of them looked overwhelmed, and at the end, students' collaborative work turned into teacher-students interaction.

3.6.2. Students' Survey

A survey questionnaire was applied to 1st year students B.G.U. at Centro Educativo Naciones Unidas in order to describe teachers' procedures and the relevance of technology-based ludic activities in language learning. In the application of this tool, the following rating scale was used:

Table 4.
Students' Survey Rating Scale

CODE	SCALE
1	Disagree totally
2	Disagree
3	Not strong opinion
4	Agree
5	Agree strongly

Source: Likert Scale (2019).
Elaborated by: Espinoza, C. & Nazareno, M. (2019).

The survey's questionnaire included ten questions and was applied to 24 students. The results obtained are the followed:

Table 5.

Do you think the activities applied by the teacher are directed to enhance the speaking skills?

Question	1	2	3	4	5	Total
1. Do you think the activities applied by the teacher are directed to enhance the speaking skills?	4%	0%	21%	29%	46%	100%

Source: Survey to 1st year students B.G.U. at Centro Educativo Naciones Unidas.
Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Do you think the activities applied by the teacher are directed to enhance the speaking skills?
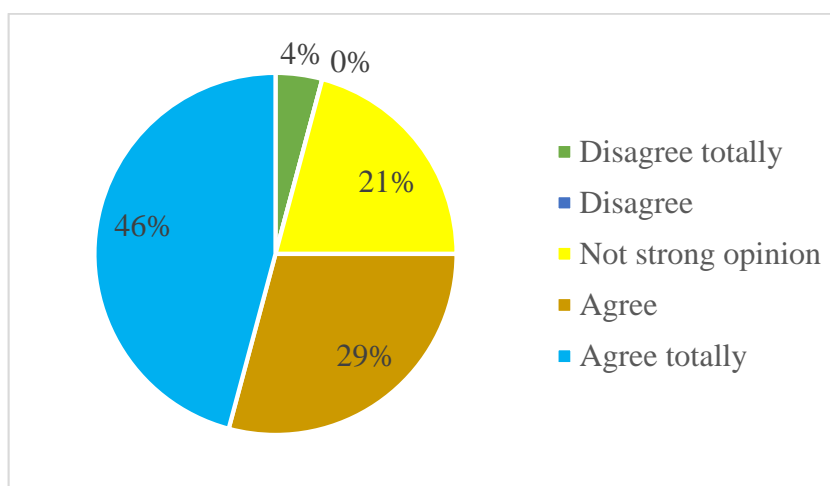
Graph 1. Activities applied by the teacher to enhance the speaking skills.
Source: Survey to 1st year students B.G.U. at Centro Educativo Naciones Unidas.
Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Analysis:

As the first question of the survey, students were asked about the activities applied by the teacher in the classroom. An important 46% of them agreed totally that such activities are directed to enhance the speaking skills, added to a 29% of them that agreed. However, there were a 21% of students that did not have a strong opinion about it, and a clear 4% that disagreed totally.

Table 6.

Does the teacher use interesting interactive resources to encourage the use of English?

Question	1	2	3	4	5	Total
2. Does the teacher use interesting interactive resources to encourage the use of English?	4%	8%	8%	29%	50%	100%

Source: Survey to 1st year students B.G.U. at Centro Educativo Naciones Unidas.
Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Does the teacher use interesting interactive resources to encourage the use of English?
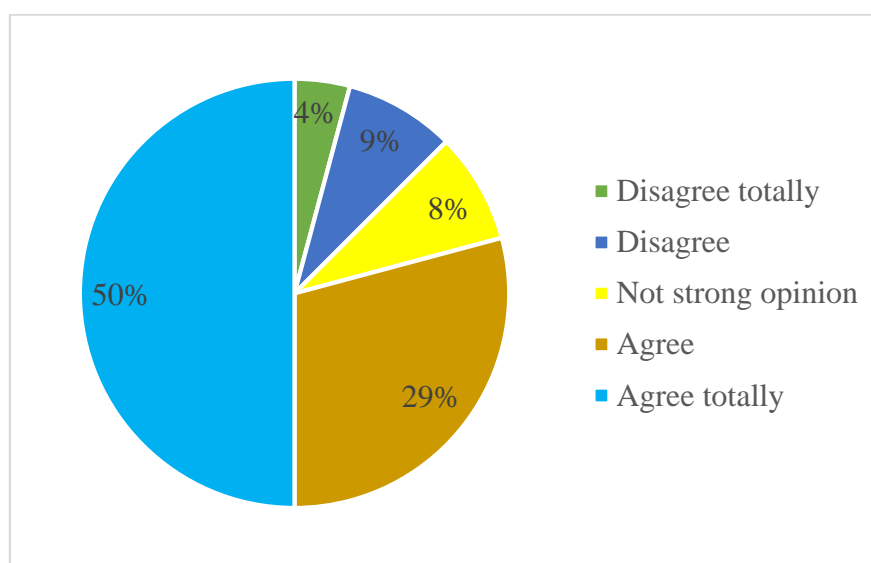
Graph 2. Resources used to encourage the use of English.
Source: Survey to 1st year students B.G.U. at Centro Educativo Naciones Unidas.
Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Analysis:

Students were consulted about the resources used in the classroom to encourage the use of spoken English. Half of them agreed totally and 29% agreed that the resources used are interesting and interactive. Nevertheless, there were 21% of students that had a different opinion: 9% of students disagree, 8% did not have a strong opinion, and 4% disagreed totally.

Table 7.

Do the tasks applied in the classroom consider your needs in speaking?

Question	1	2	3	4	5	Total
3. Do the tasks applied in the classroom consider your needs in speaking?	0%	4%	13%	21%	63%	100%

Source: Survey to 1st year students B.G.U. at Centro Educativo Naciones Unidas.
Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Do the tasks applied in the classroom consider your needs in speaking?
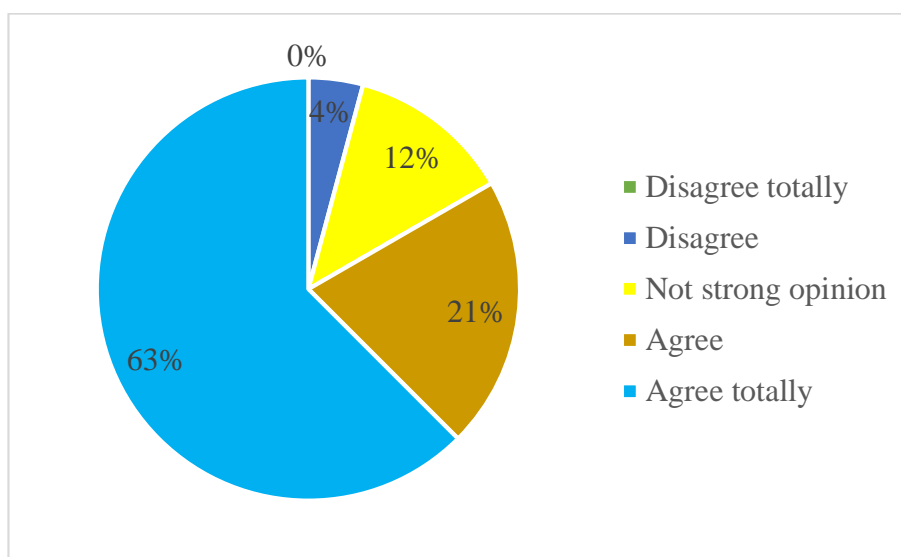
Graph 3. Tasks applied in the classroom consider needs in speaking.

Source: Survey to 1st year students B.G.U. at Centro Educativo Naciones Unidas.
Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Analysis:

Another question included in students' survey was related to the tasks applied in the classroom and students' needs in speaking. Most of students, that is 84% of them, believed that the tasks consider their needs in this skill: 63% agreed totally and 21% just agreed. However, there was a 12% of students without a strong opinion about this and a clear 4% that disagreed.

Table 8.

Do you think games, songs, or technology are important elements that should be included in the classroom?

Question	1	2	3	4	5	Total
4. Do you think games, songs, or technology are important elements that should be included in the classroom?	4%	0%	0%	21%	75%	100%

Source: Survey to 1st year students B.G.U. at Centro Educativo Naciones Unidas.

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Do you think games, songs, or technology are important elements that should be included in the classroom?
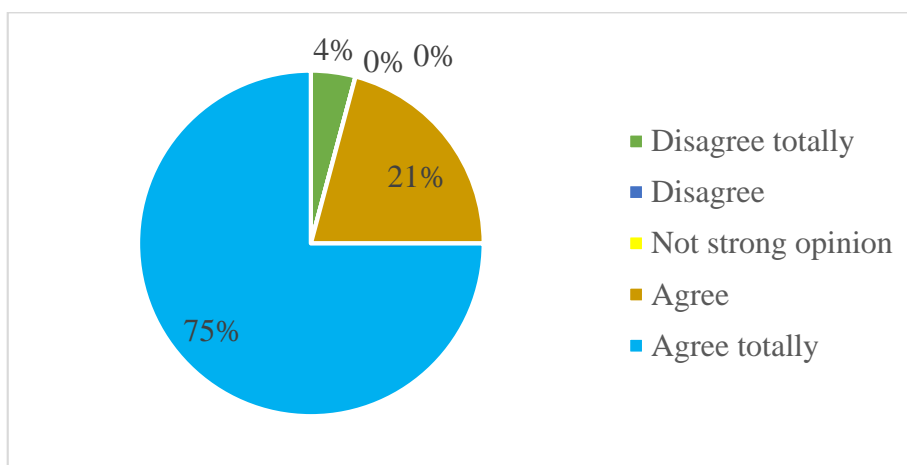
Graph 4. Games, songs, or technology are important elements in the classroom.
Source: Survey to 1st year students B.G.U. at Centro Educativo Naciones Unidas.
Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Analysis:

The importance of games, songs, or technology as elements in the classroom was also questioned to students. A 75% of them agreed totally that those are important elements that should be included in the classroom, added to a 21% that agreed. Only a 4% of students disagreed totally.

Table 9.

Does your teacher apply technology-based activities in English language class?

Question	1	2	3	4	5	Total
5. Does your teacher apply technology-based activities in English language class?	4%	4%	8%	25%	58%	100%

Source: Survey to 1st year students B.G.U. at Centro Educativo Naciones Unidas.

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Does your teacher apply technology-based activities in English language class?
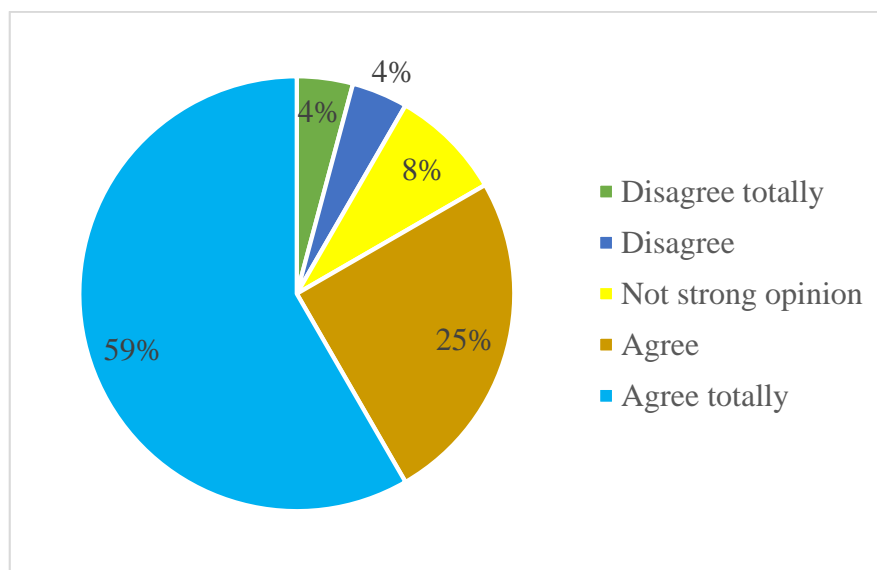
Graph 5. Technology-based activities in English language class.

Source: Survey to 1st year students B.G.U. at Centro Educativo Naciones Unidas.

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Analysis:

When students were asked about technology-based activities in English language classroom, 59% of them affirmed that the teacher applies them in the English language class. A 25% also agreed, while an 8% did not have a strong opinion, a 4% disagreed, and an additional 4% disagreed totally.

Table 10.

Are you motivated to speak in the English class?

Question	1	2	3	4	5	Total
6. Are you motivated to speak in the English class?	13%	0%	4%	29%	54%	100%

Source: Survey to 1st year students B.G.U. at Centro Educativo Naciones Unidas.

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Are you motivated to speak in the English class?
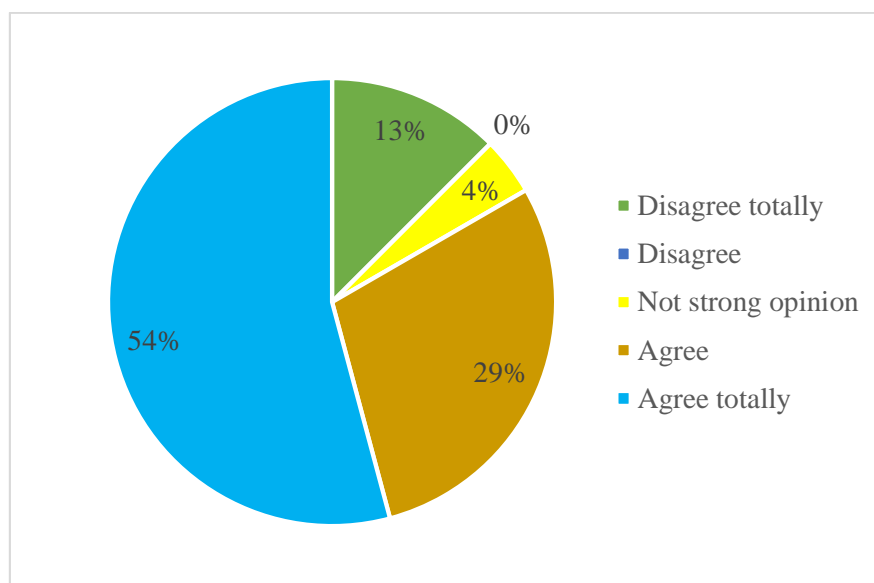
Graph 6. Motivation to speak in the English class.

Source: Survey to 1st year students B.G.U. at Centro Educativo Naciones Unidas.

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Analysis:

Students were consulted regarding their motivation to speak English in the classroom. A 54% of them considered they are enough motivated to speak, plus a 29% that agreed. Only a 4% did not have a strong opinion, but a 13% of students considered they are not motivated at all.

Table 11.

Do you think technology-based activities can help you improve your oral communication?

Question	1	2	3	4	5	Total
7. Do you think technology-based activities can help you improve your oral communication?	0%	0%	8%	29%	63%	100%

Source: Survey to 1st year students B.G.U. at Centro Educativo Naciones Unidas.
Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Do you think technology-based activities can help you improve your oral communication?
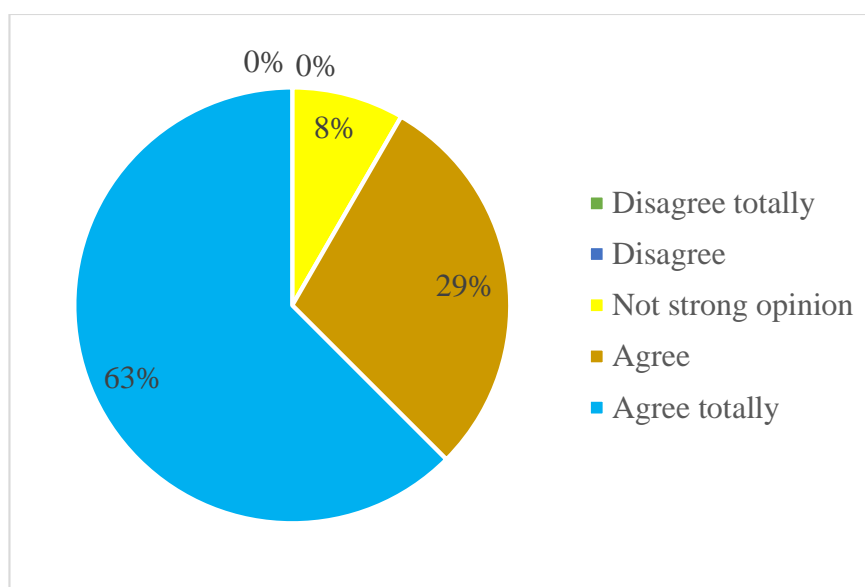
Graph 7. Technology-based activities to improve oral communication.
Source: Survey to 1st year students B.G.U. at Centro Educativo Naciones Unidas.
Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Analysis:

The survey's questionnaire included a question regarding technology-based activities as an element to improve oral communication. The 63% of students agreed totally that such activities help them considerably to improve their speaking, plus a 29% that agreed. There were an 8% of students that did not have a strong opinion about the topic.

Table 12.

Do you feel your speaking has improved with the activities applied in the classroom?

Question	1	2	3	4	5	Total
8. Do you feel your speaking has improved with the activities applied in the classroom?	4%	13%	13%	33%	38%	100%

Source: Survey to 1st year students B.G.U. at Centro Educativo Naciones Unidas.

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Do you feel your speaking has improved with the activities applied in the classroom?
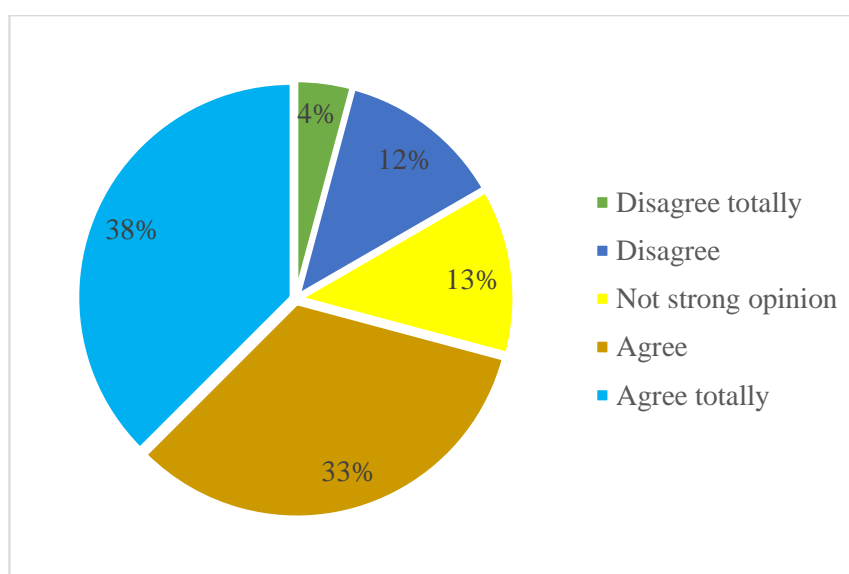
Graph 8. Speaking has improved with the activities applied in the classroom.

Source: Survey to 1st year students B.G.U. at Centro Educativo Naciones Unidas.

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Analysis:

Students were asked about their speaking improvement due to the use of the activities applied by the teacher. A 38% of them agreed totally that those activities have helped them to improve their speaking, and a 33% only agreed. However, there were a 13% that did not have a strong opinion about this topic, a 12% that disagreed, and a 4% that disagreed totally.

Table 13.

How often does the teacher use technology-based ludic activities?

Question	1	2	3	4	5	Total
9. How often does the teacher use technology-based ludic activities?	0%	4%	8%	33%	54%	100%

Source: Survey to 1st year students B.G.U. at Centro Educativo Naciones Unidas.

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Does the teacher use technology-based ludic activities frequently?
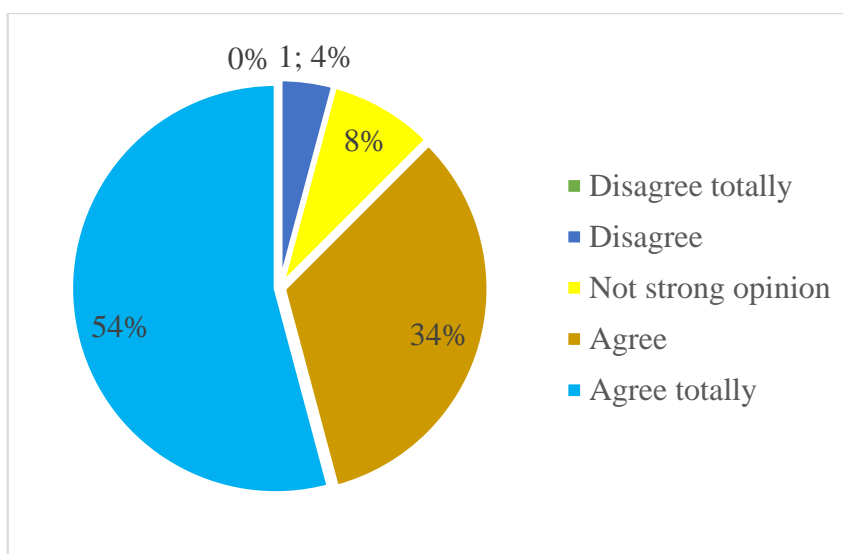
Graph 9. Frequent use of technology-based ludic activities.
Source: Survey to 1st year students B.G.U. at Centro Educativo Naciones Unidas.
Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Analysis:

Regarding the use of technology-based ludic activities in the classroom, the 54% of students agreed totally that those activities are frequently used in the classroom, plus a 34% that only agreed. There were an 8% of students that did not have a strong opinion about this, and a small 1,4% that disagreed.

Table 14.

Are your weaknesses in speaking considered in the activities the teacher applies to practice speaking?

Question	1	2	3	4	5	Total
10. Are your weaknesses in speaking considered in the activities the teacher applies to practice speaking?	0%	4%	8%	33%	54%	100%

Source: Survey to 1st year students B.G.U. at Centro Educativo Naciones Unidas.

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Are your weaknesses in speaking considered in the activities applied?
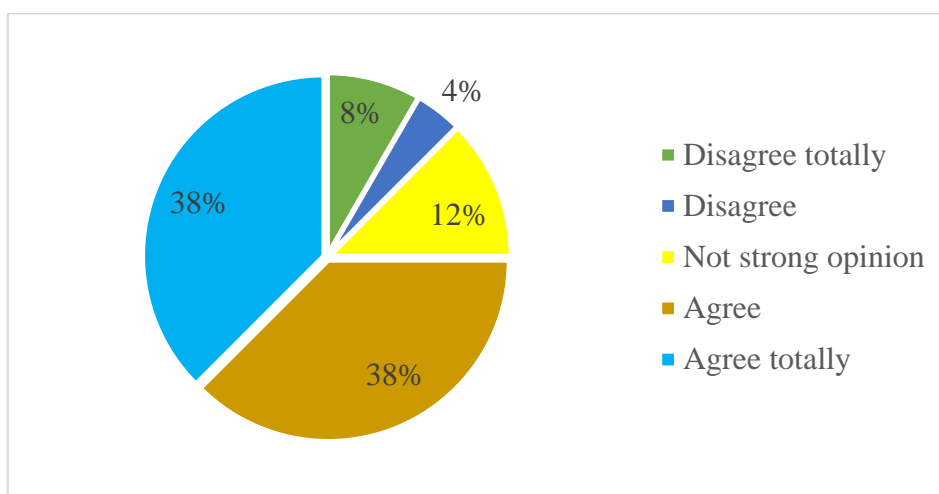
Graph 10. Weaknesses in speaking and the activities applied to practice speaking.
Source: Survey to 1st year students B.G.U. at Centro Educativo Naciones Unidas.
Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Analysis:

Students were consulted about their weaknesses in speaking and the activities applied by the teacher. The 38% of them agreed totally that those weaknesses are considered in the activities applied by the teacher, and another 38% just agreed. There were a 12% of students that did not have a strong opinion about this topic, while an 8% disagreed totally and a 4% only disagreed.

Qualitative analysis:

The application of the students' survey allowed to build the following conclusions:

- Even though more than half students affirmed that the activities applied by the teacher are technology-based, enhance their speaking skill, encourage them to speak, consider their needs and weaknesses, and motivate them to communicate orally, there is a minor but considerable percentage of students that do not have a strong opinion about this topic, probably, because they are not engaged enough in the classroom, or have uncommon needs that are not satisfied.

- Despite there is a small percentage of students that disagreed or disagreed totally about the application, benefits, or the way they are motivated with the activities included by the teacher, such portion of students cannot be ignored, and turns into an important segment in a bilingual institution as Centro Educativo Naciones Unidas, that offers higher teaching and learning standards to the educational community.

- The results obtained in the students' survey show that regardless teachers have considered technology-based activities to enhance speaking, it is still necessary to improve them to satisfy and cover the total students' population, and more important, to include more activities based on ludicity.

3.6.3. Students' Speaking Pre-Test

In addition to the observation and survey techniques, a speaking pre-test was administered to identify in detail the possible problems that students of 1st year B.G.U. at Centro Educativo Naciones Unidas face in oral production. The test selected is part of the English Cambridge Qualifications, level A2, updated to 2018. A rubric was applied to mark students' speaking performance. The performing criteria, rating scale and indicators included in the rubric are:

The results of the application of the speaking pre-test are the following:

Table 15.

Candidate answered name, family name and age.

Question	Very poor 0-4	Poor 5-6	Good 7-8	Very Good 9-10	Total Students
Candidate asked name, family name and age.	1	10	9	4	24

Source: Speaking Pre-Test for 1st. year students B.G.U. at CENU.

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Candidate answered name, family name and age
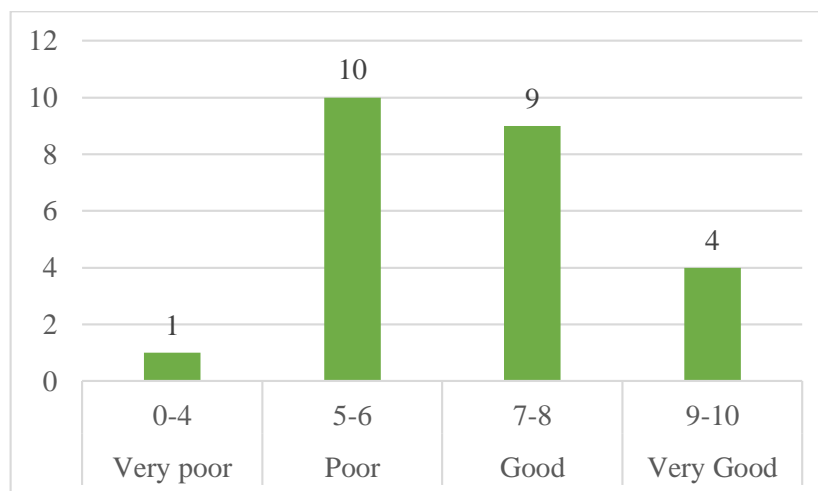
Graph 11. Candidate answered name, family name and age.

Source: Speaking Pre-Test for 1st. year students B.G.U. at CENU.

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Analysis

The first performing criteria included in the pre-test refers to the introduction of a conversation between the examiner and the student, in which the examiner asks the student what his/her name and surname is and how old he/she is. Only the 17% of students (4 students of 24) answered correctly and were graded with 9 to 10 marks (very good); the 38% of them (9 of 24) was graded with 7 to 8 marks (good); the 42% of them (10 of 24) was marked with 5 to 6 marks (poor), and only 4% of them (1 of 24) was graded with 0 to 4 marks (very poor).

Table 16.

Understand statements and respond with differences.

Question	Very poor	Poor	Good	Very Good	Total Students
	0-4	5-6	7-8	9-10	
Understand statements and respond with differences.	2	11	5	6	24

Source: Speaking Pre-Test for 1st. year students B.G.U. at CENU.

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Understand statements and respond with differences.
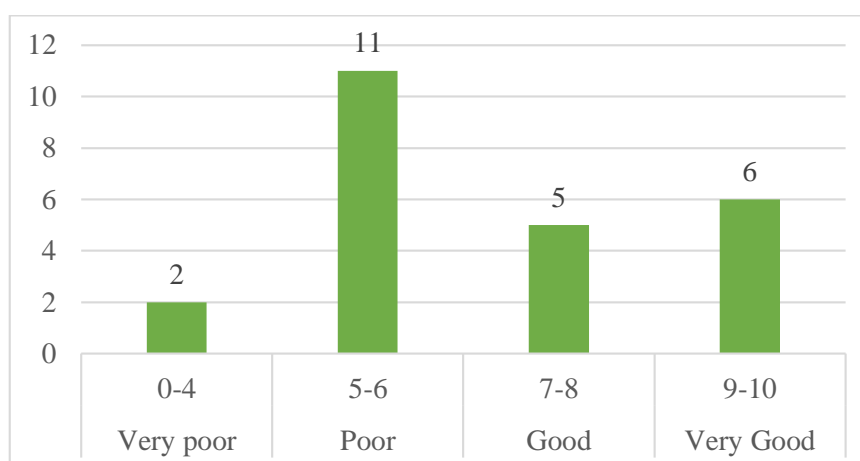
Graph 12. Understand statements and respond with differences.

Source: Speaking Pre-Test for 1st. year students B.G.U. at CENU.

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Analysis

In the second performing criteria, the student needed to understand statements and respond with differences. The 25% of students (6 of 24) got 9 to 10 marks (very good), while 21% of them (5 of 24) obtained 7 to 8 marks, 11% (11 of 24) got 5 to 6 points (poor) and 8% (2 of 24) obtained 0 to 4 marks (very poor).

Table 17.

Identify six differences in candidate's picture from statements about examiner's picture.

Question	Very poor	Poor	Good	Very Good	Total Students
	0-4	5-6	7-8	9-10	
Identify six differences in candidate's picture from statements about examiner's picture.	1	8	6	9	24

Source: Speaking Pre-Test for 1st. year students B.G.U. at CENU.

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Identify six differences in candidate's picture from statements about examiner's picture
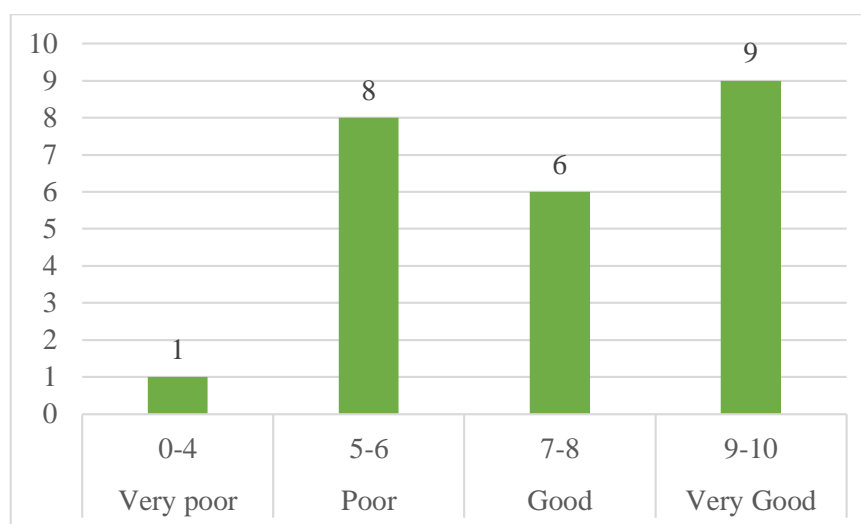
Graph 13. Identify six differences in candidate's picture from statements about examiner's picture.
Source: Speaking Pre-Test for 1st. year students B.G.U. at CENU.
Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Analysis

During the third performing criteria the examiner asked the student to identify six differences in student's picture from statements about examiner's picture. The student also had to say how the picture was different. Only 38% of students (9 of 24) was graded from 9 to 10 marks (very good), the 25% of them (6 of 24) was graded from 7 to 8 (good), 33% of them (8 of 24) was graded from 5 to 6 (poor) and 4% (1 of 24) was graded 0 to 4 (very poor).

Table 18.

Suggest a picture which is different and explain information about it.

Question	Very poor	Poor	Good	Very Good	Total Students
	0-4	5-6	7-8	9-10	
Suggest a picture which is different and explain why.	3	9	6	6	24

Source: Speaking Pre-Test for 1ˢᵗ. year students B.G.U. at CENU.

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Suggest a picture which is different and explain information about it
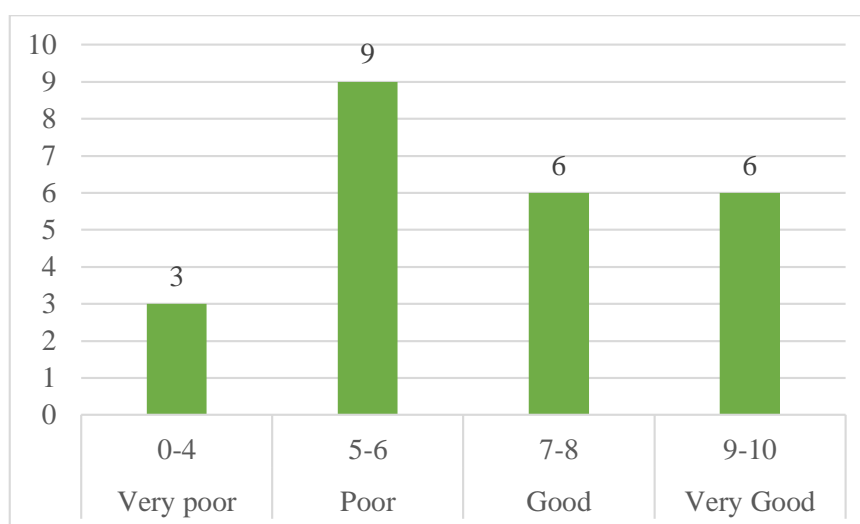
Graph 14. Suggest a picture which is different and explain information about it.

Source: Speaking Pre-Test for 1st. year students B.G.U. at CENU.

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Analysis

In the fourth performing criteria, the student had to suggest a picture which is different and explain why. The 25% of students (6 of 24) was graded from 9 to 10 marks (very good), an additional 25% of them (6 of 24) was graded from 7 to 8 (good), 38% of them (9 of 24) was graded from 5 to 6 (poor) and 13% (3 of 24) was graded 0 to 4 (very poor)

Table 19.

Identify odd one out and give reason.

Question	Very poor	Poor	Good	Very Good	Total Students
	0-4	5-6	7-8	9-10	
Identify odd one out and give reason.	1	14	3	6	24

Source: Speaking Pre-Test for 1st. year students B.G.U. at CENU.

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Identify odd one out and give reason
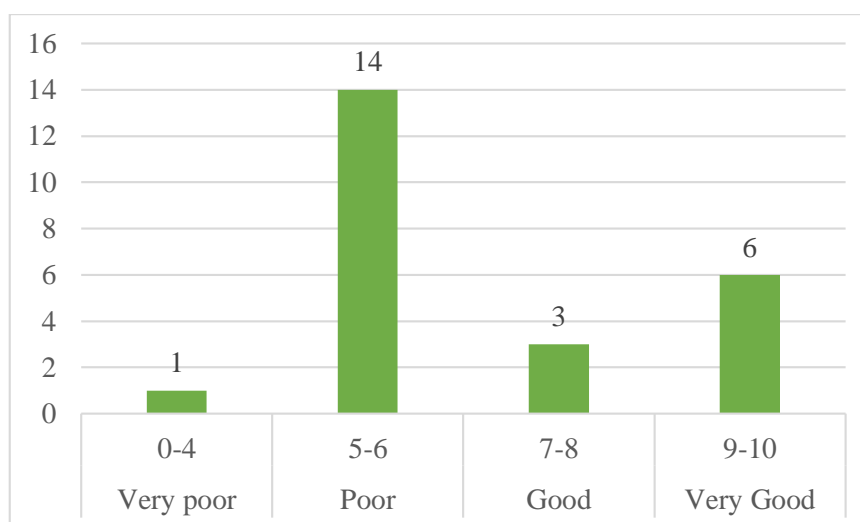
Graph 15. Identify odd one out and give reason.

Source: Speaking Pre-Test for 1st. year students B.G.U. at CENU.

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Analysis

In the fifth performing criteria, the student had to identify the odd out and give reasons. The 25% of students (6 of 24) was graded from 9 to 10 marks (very good), the 13% of them (3 of 24) was graded from 7 to 8 (good), 58% of them (14 of 24) was graded from 5 to 6 (poor) and 4% (1 of 24) was graded 0 to 4 (very poor)

Table 20.

Develop accurate and well-structured sentences based on pictures to create a story.

Question	Very poor 0-4	Poor 5-6	Good 7-8	Very Good 9-10	Total Students
Develop accurate and well-structured sentences based on pictures to create a story.	4	6	9	5	24

Source: Speaking Pre-Test for 1st. year students B.G.U. at CENU.

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Develop accurate and well-structured sentences based on pictures to create a story
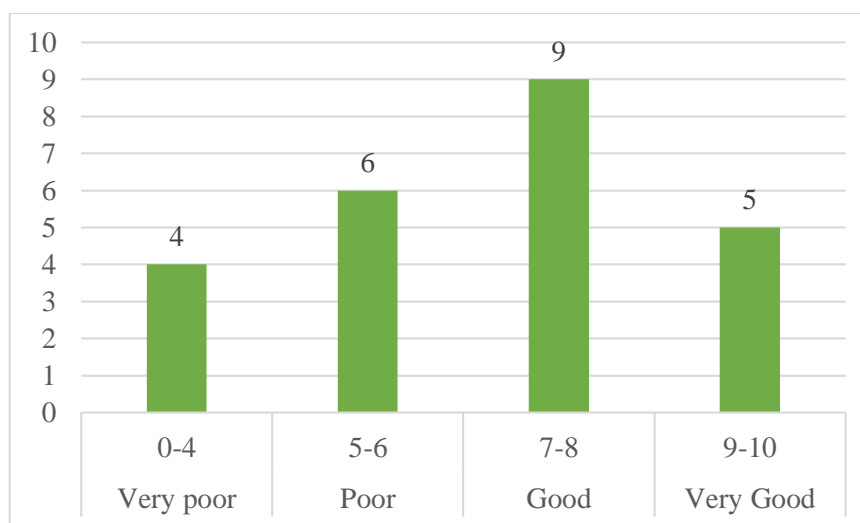
Graph 16. Develop accurate and well-structured sentences based on pictures to create a story.

Source: Speaking Pre-Test for 1st. year students B.G.U. at CENU.

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Analysis

In the sixth performing criteria, the student had to develop accurate and well-structured sentences based on pictures to create a story. The 21% of students (5 of 24) was graded from 9 to 10 marks (very good), the 38% of them (9 of 24) was graded from 7 to 8 (good), 25% of them (6 of 24) was graded from 5 to 6 (poor) and 17% (4 of 24) was graded 0 to 4 (very poor)

Table 21.

Use a variety of vocabulary and expressions.

Question	Very poor	Poor	Good	Very Good	Total Students
	0-4	5-6	7-8	9-10	
Use a variety of vocabulary and expressions.	8	10	5	1	24

Source: Speaking Pre-Test for 1st. year students B.G.U. at CENU.

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Use a variety of vocabulary and expressions
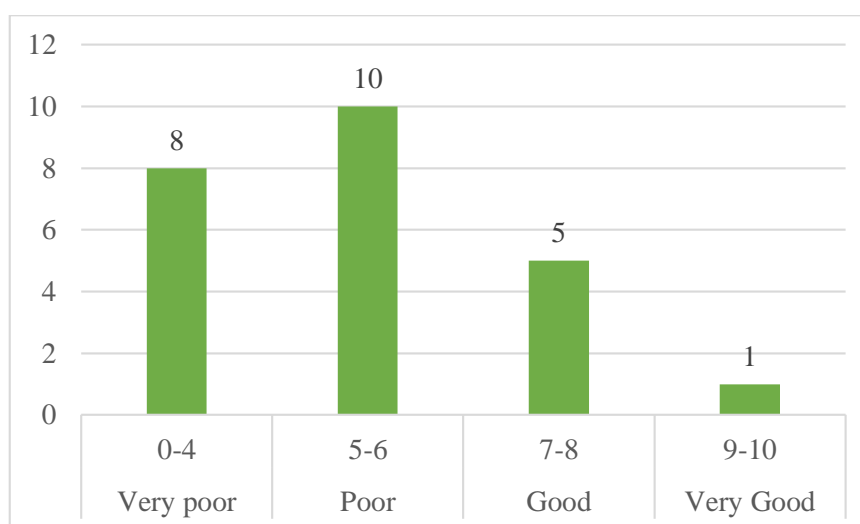
Graph 17. Use a variety of vocabulary and expressions.

Source: Speaking Pre-Test for 1st. year students B.G.U. at CENU.

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Analysis

In the seventh performing criteria, the student had to use a variety of vocabulary and expressions. The 4% of students (1 of 24) was graded from 9 to 10 marks (very good), the 21% of them (5 of 24) was graded from 7 to 8 (good), 42% of them (10 of 24) was graded from 5 to 6 (poor) and 33% (8 of 24) was graded 0 to 4 (very poor).

Table 22.

Stay on task and communicate effectively

Question	Very poor	Poor	Good	Very Good	Total Students
	0-4	5-6	7-8	9-10	
Stay on task and communicate effectively.	3	8	6	7	24

Source: Speaking Pre-Test for 1st. year students B.G.U. at CENU.

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Stay on task and communicate effectively
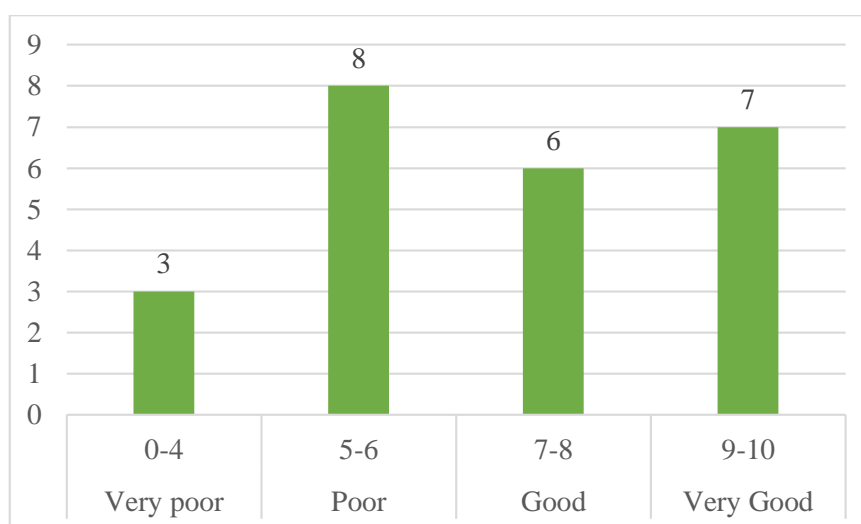
Graph 18. Stay on task and communicate effectively.

Source: Speaking Pre-Test for 1st. year students B.G.U. at CENU.

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Analysis

In the eighth performing criteria, the student had to stay on task and communicate effectively. The 29% of students (7 of 24) was graded from 9 to 10 marks (very good), the 25% of them (6 of 24) was graded from 7 to 8 (good), 33% of them (8 of 24) was graded from 5 to 6 (poor) and the 13% (3 of 24) was graded 0 to 4 (very poor).

3.6.4. Students' Post-Test

As a last phase of the research tools application, speaking post-test was administered to measure students' improvement in oral production in students of 1st year B.G.U. at Centro Educativo Naciones Unidas. The test selected is also part of the English Cambridge Qualifications, level A2, updated to 2018. The same rubric than the one applied to the pre test is applied to this post test to mark students' speaking performance. The performing criteria, rating scale and indicators included in the rubric are:

The results of the application of the speaking post-test are the following:

Table 23.

Candidate answered name, family name and age.

Question	Very poor 0-4	Poor 5-6	Good 7-8	Very Good 9-10	Total Students
Candidate asked name, family name and age.	0	0	7	17	24

Source: Speaking Post-Test for 1st. year students B.G.U. at CENU.
Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Candidate answered name, family name and age
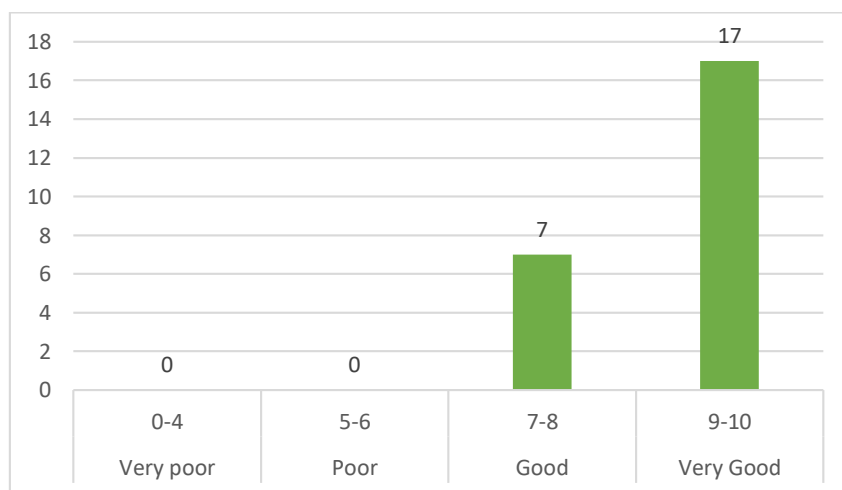
Graph 19. Candidate answered name, family name and age.
Source: Speaking Post-Test for 1st. year students B.G.U. at CENU.
Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Analysis

The first performing criteria included in the Post-test replicates the pre-test, and refers to the introduction of a conversation between the examiner and the student, in which the examiner asks the student what his/her name and surname is and how old he/she is. Contrary to the previous results, this time most students were located in the "very good" scale. The rest of students belonged to the "good".

Table 24.

Understand statements and respond with differences.

Question	Very poor	Poor	Good	Very Good	Total Students
	0-4	5-6	7-8	9-10	
Understand statements and respond with differences.	0	1	8	15	24

Source: Speaking Post-Test for 1st. year students B.G.U. at CENU.

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Understand statements and respond with differences.
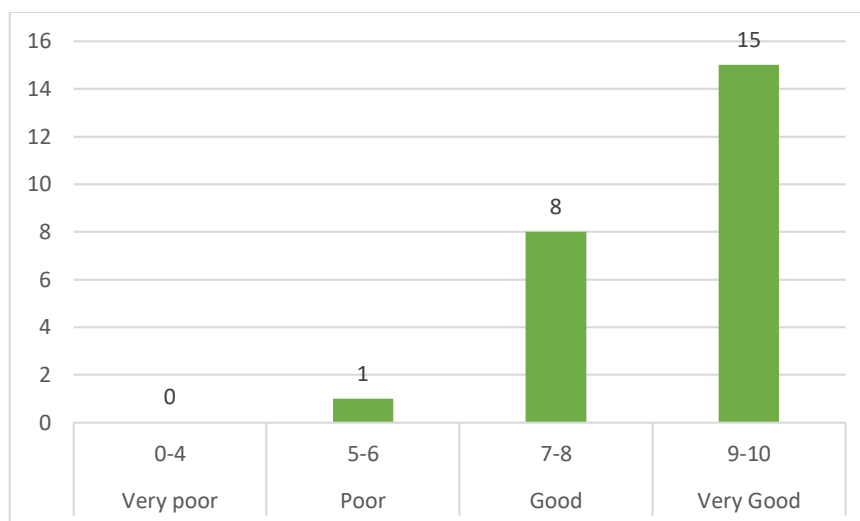
Graph 20. Understand statements and respond with differences.

Source: Speaking Post-Test for 1st. year students B.G.U. at CENU.

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Analysis

In the second performing criteria, the student needed to understand statements and respond with differences. The "very good" scale is better in number of students than in the pre test. Other students got grades to belong to the "good" and "poor" scale.

Table 25.

Identify six differences in candidate's picture from statements about examiner's picture.

Question	Very poor	Poor	Good	Very Good	Total Students
	0-4	5-6	7-8	9-10	
Identify six differences in candidate's picture from statements about examiner's picture.	0	2	3	19	24

Source: Speaking Post-Test for 1ˢᵗ. year students B.G.U. at CENU.

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Identify six differences in candidate's picture from statements about examiner's picture
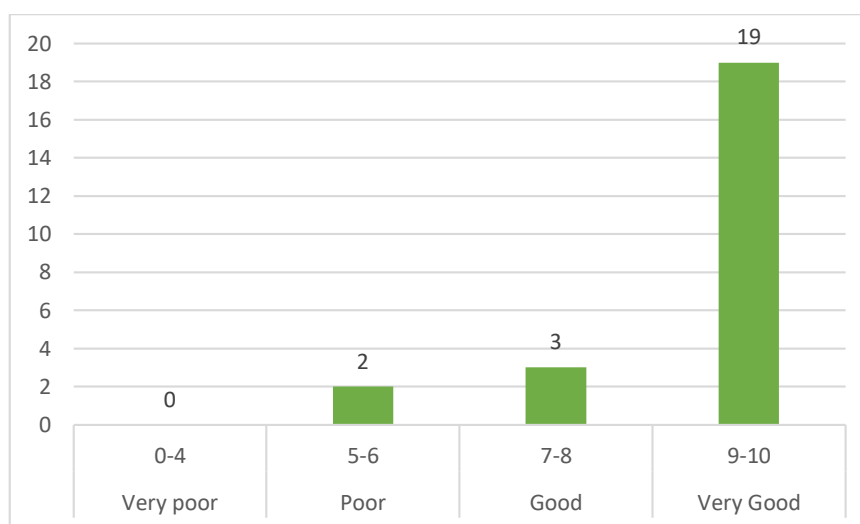
Graph 21. Identify six differences in candidate's picture from statements about examiner's picture.

Source: Speaking Post-Test for 1st. year students B.G.U. at CENU.

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Analysis

During the third performing criteria the examiner asked the student to identify six differences in student's picture from statements about examiner's picture. The student also had to say how the picture was different. Contrary to the pre test, a larger number of students obtained the highest marks and belonged to the "very good" scale. This time there are no students in the "very poor" scale, and those in the "poor" category is less than in the pre test.

Table 26.

Suggest a picture which is different and explain information about it.

Question	Very poor 0-4	Poor 5-6	Good 7-8	Very Good 9-10	Total Students
Suggest a picture which is different and explain why.	0	0	13	11	24

Source: Speaking Post-Test for 1st. year students B.G.U. at CENU.

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Suggest a picture which is different and explain information about it
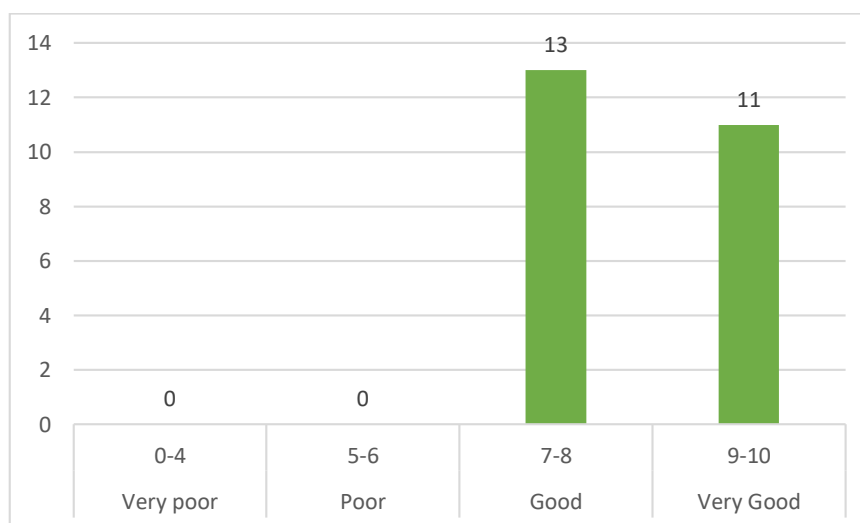
Graph 22. Suggest a picture which is different and explain information about it.

Source: Speaking Post-Test for 1st. year students B.G.U. at CENU.

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Analysis

In the fourth performing criteria, the student had to suggest a picture which is different and explain why. The results are also better than in the pre test, as students belonged only to two grading scales: "good" and "very good", being the "good" scale better than the "very good".

Table 27.

Identify odd one out and give reason.

Question	Very poor 0-4	Poor 5-6	Good 7-8	Very Good 9-10	Total Students
Identify odd one out and give reason.	0	1	11	12	24

Source: Speaking Post-Test for 1st. year students B.G.U. at CENU.

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Identify odd one out and give reason
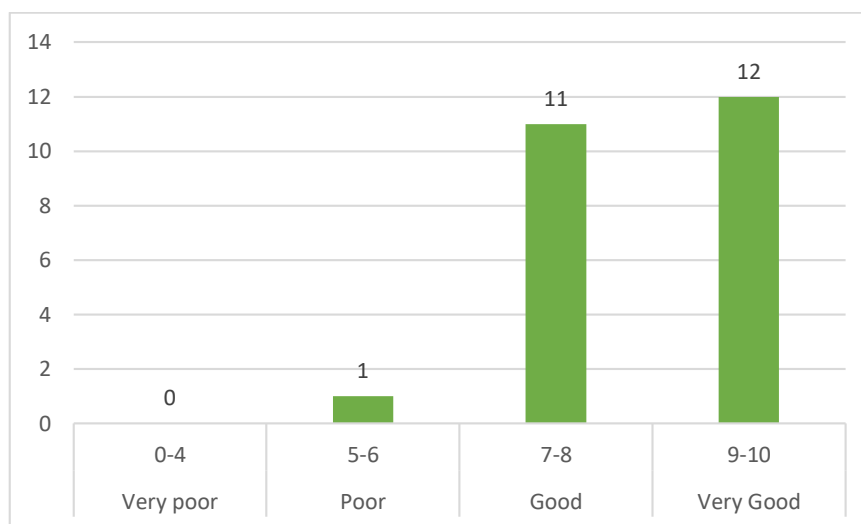
Graph 23. Identify odd one out and give reason.

Source: Speaking Post-Test for 1st. year students B.G.U. at CENU.

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Analysis

In the fifth performing criteria, the student had to identify the odd out and give reasons. In the same pattern than the previous items, students were located mainly in two scale categories, "very good" and "good". No students were located into the very poor scale.

Table 28.

Develop accurate and well-structured sentences based on pictures to create a story.

Question	Very poor 0-4	Poor 5-6	Good 7-8	Very Good 9-10	Total Students
Develop accurate and well-structured sentences based on pictures to create a story.	0	1	8	15	24

Source: Speaking Post-Test for 1st. year students B.G.U. at CENU.

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Develop accurate and well-structured sentences based on pictures to create a story
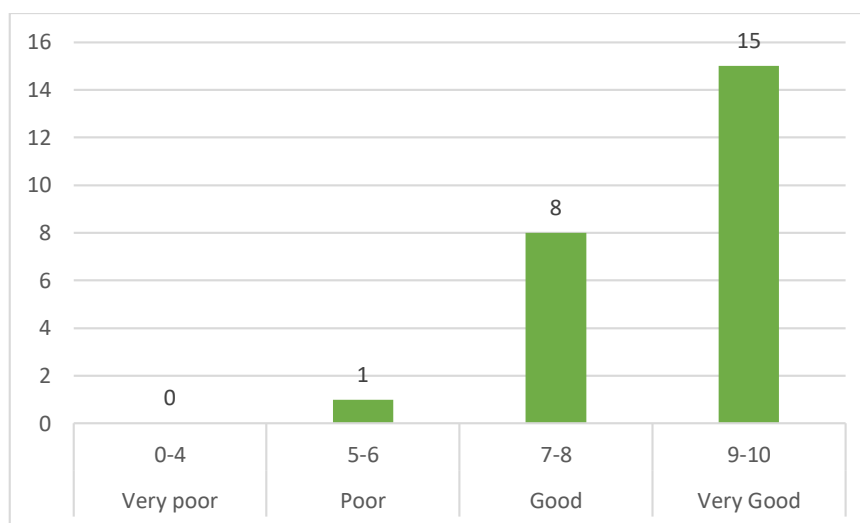
Graph 24. Develop accurate and well-structured sentences based on pictures to create a story.

Source: Speaking post-Test for 1st. year students B.G.U. at CENU.

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Analysis

In the sixth performing criteria, the student had to develop accurate and well-structured sentences based on pictures to create a story. It was detected a different distribution of student that got "good" and "very good". However, still a small number of students belong to the "poor" scale.

Table 29.

Use a variety of vocabulary and expressions.

Question	Very poor	Poor	Good	Very Good	Total Students
	0-4	5-6	7-8	9-10	
Use a variety of vocabulary and expressions.	0	0	7	17	24

Source: Speaking Post-Test for 1st. year students B.G.U. at CENU.

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Use a variety of vocabulary and expressions
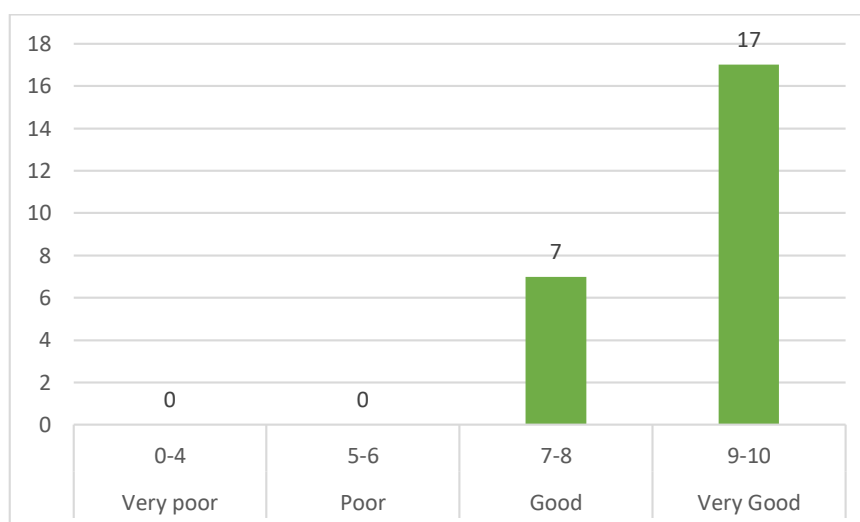
Graph 25. Use a variety of vocabulary and expressions.

Source: Speaking Post-Test for 1st. year students B.G.U. at CENU.

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Analysis

In the seventh performing criteria, the student had to use a variety of vocabulary and expressions. Opposite to the pre test results in this items, in which few students belong to the "very good" scale, in the post test most students got the highest grades. The students that did not belong to the highest scales belong to the "good" one.

Table 30.

Stay on task and communicate effectively

Question	Very poor	Poor	Good	Very Good	Total Students
	0-4	5-6	7-8	9-10	
Stay on task and communicatre effectively.	0	0	8	16	24

Source: Speaking Post-Test for 1st. year students B.G.U. at CENU.

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Stay on task and communicate effectively
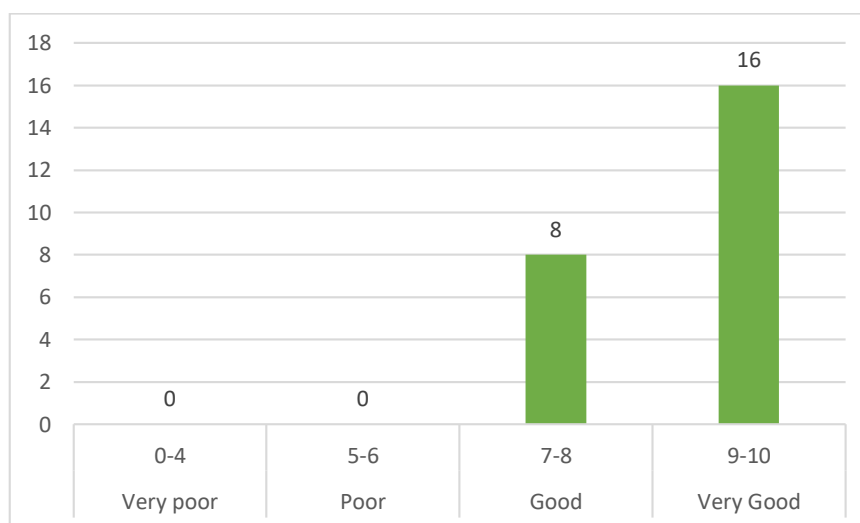
Graph 26. Stay on task and communicate effectively.

Source: Speaking Post-Test for 1st. year students B.G.U. at CENU.

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Analysis

In the eighth performing criteria, the student had to stay on task and communicate effectively. In the same way than the previous items, there are only two scales in which students' results were distributed. The "very good" scale was the one with the highest number of students, followed by the "good" scale.

Post Test Qualitative Analysis

The post test results showed a clear improvement of students' speaking performance in all the items measured. In most cases the "poor" and "very poor" scales had no students in them, which means their skills were good enough to avoid those categories. What is more, the "very good" scales are larger in the post test than in the pre test, which means that even those students with good grades in the pre-test improved their speaking performance and stayed in the same high scale.

3.6.5. Teachers' Interview

An interview, and its instrument, the open-ended questionnaire, was applied to four teachers of 1st year B.G.U. at Centro Educativo Naciones Unidas. The purpose was to describe the relevance given to technology-based ludic activities in the classroom. The interview questionnaire included 10 open-ended questions:

Table 31.

Teacher's Interview

	QUESTIONS	TEACHER 1 (LG)	TEACHER 2 (DA)	TEACHER 3 (IC)	TEACHER 4 (GL)
1.	What kind of activities do you apply in the classroom to enhance speaking?	In order to improve students' speaking skills I do activities like debates, activities in pairs or in groups, describing things, etc.	It is important to reduce the TTT and improve the STT, we can use maybe a random activity or to find some interesting topics for them.	Debates, open questions and group work.	I love applying questions and answers, and let them interact with each other.
2.	What aspects do you consider for selecting the speaking activities that you will apply in the classroom?	The level of English in the students.	The level of the students is the most important aspect. We have to find an activity according to students' knowledge.	The level of difficulty. I try to get students to the next level of speaking proficiency.	I considered the level of my students and the vocabulary involved.
3.	Do you consider that ludic activities bring benefits to students in the learning process? Explain.	Yes, I think so because these activities help develop a good relationship with the learners, make the classes interesting, and increase students' attention and learning.	Yes, because it is going to wake their interest up.	Why not. Ludic activities of any type will stimulate the learning process.	Totally. They are a very interesting way of getting the students' attention.

4. Do you think technology should be part of any language class? Explain.	Yes. Technology has become an important part of the class. Students get involved with technology and we can use it to catch their attention and make things easier.	Of course I do. We can use videos, songs or online games to make the class interesting for them.	Yes. Teaching methods should be up to date with latest information available.	I'm in favor of that. You can explore any topic in a much deeper way.
5. Do you believe games and songs should be part of any language class to motivate students? Explain.	Yes. The best way to start learning a new language is singing and playing. Students love to sing and play more and more and we can use songs to teach.	Yes, it helps sometimes. We can choose more than that.	Yes. Any material should be used; in addition to the 2 mentioned, add movies.	I think they are a great way to learn. So, yes, I do believe it.
6. Do you think teachers should take hand of any available resources on the Internet to promote speaking in the classroom?	Yes, of course.	We can choose an interesting video or nowadays topic to make them speak.	Yes. The students will receive the latest information that is up to date.	Yes. We should use as much material as we can. It benefits the students.
7. Are technology-based activities among the type of resources you use to enhance the speaking skill?	Yes, nowadays technology is the biggest tool that we can use for almost everything.	Yes, it serves; their attention is called by technology every single time.	In class unfortunately, no. maybe an assignment to listen an online movie and answer questions at home.	Not always, but they are part of my classes sometimes.

8. Are your students usually motivated to speak when they work in the activities you apply?	Yes, they like to participate in any activities that involve technology or games.	Yes, they always comment or speak about the topic that I am presenting.	Not at first. Sometimes I find myself having to push some of my students to participate.	Most of the times they feel engaged naturally produce.
9. Do you consider students' speaking weaknesses in the selection of the didactic activities?	Yes, but sometimes is necessary to apply some complex activities in order to push students to make an effort.	Well, I have to consider their English level if I want to create or make an activity.	Yes. But, one must make an occasional effort to go a step beyond their capabilities.	Sure. It is something we must always work on.
10. Do you think technology-based ludic activities can help students improve their oral communication? Explain.	Yes. Students feel more motivated when using games and technology at the same time.	If you use these activities in a real context, it would help them to learn how to communicate.	Why not. Any ludic activity being spontaneous or planned using whatever is available, will be a plus for the students eventual understanding and learning.	Yes, because they exchange ideas based on the information they are provided with.

Source: Centro Educativo Naciones Unidas (2019).

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Qualitative Analysis

- Teachers mentioned debates, pairs or group work, open questions, and descriptions as common activities applied in the classroom to enhance speaking, which means they have a clear view of traditional resources to enhance speaking. Technology was not mentioned. In addition, some teachers believe that improving STT (students' talking time) is a key factor that will allow students to maximize the benefits of such activities. Among the aspects that teachers consider important when selecting the activities to be used in the classroom, were mentioned the students' level of English, the vocabulary involved, and the level of difficulty the activities may have. Those aspects are crucial at the moment of selecting resources of any kind.

- Most teachers showed a positive attitude towards the application of ludic activities to enhance speaking, though many of them have not consider their application yet, and only have a theoretical opinion of their result. What is more, teachers seem to be in favor of using of technology to help students develop their speaking. They mentioned common resources that technology brings, such as videos, songs, and online games. However, none of them mentioned a specific or preferred source of technological resources, which means that technology is not part of their daily planning.

- Teachers strongly believe that games, songs and movies are ludic elements that have a positive influence in students speaking and agreed that the Internet gives access to lots of useful sources from where teachers can get a great variety of material.

- Not all the teachers take hand of technology-based ludic activities, and recognized that unfortunately, they cannot use them in the classroom. Instead, they believe such activities could be used by the student at home, as an assignment. However, they recognized that technology-based ludic activities are preferred by students.

- Teachers consider students' weaknesses and English level when selecting speaking activities, but they also recognize that sometimes they prepare more complex tasks to push students make an extra effort. On the other hand, teachers feel that technology-based ludic activities motivate students if applied in real context, and all of them considered they are a plus in students' learning.

3.6.6. Preliminary conclusions

- The observation tools allowed to perceive that the use of traditional material, which lowered students' interest, caused them hesitation and misuse of words. There were not enough technology-based ludic activities to promote students' speaking. Instead, repetitive strategies and material were used, which barely motivated students. Little chances of peer evaluation were observed. As a result, students looked overwhelmed, and at the end, their collaborative work turned into teacher-students interaction.

- The students' survey allowed to conclude that there is a considerable amount of students that need to be more engaged in the classroom, or have uncommon needs that are not satisfied. Some students feel that he activities applied do not motivated them and that the few technology-based activities used by the teacher do not enhance their speaking, it is still necessary to improve them to satisfy and cover the total students' population, so it is needed to include more activities based on ludicity.

- The teachers' interview showed that debates, pairs or group work, open questions, and descriptions as common activities applied in the classroom to enhance speaking, which means they have a clear view of traditional resources to enhance speaking. However, technology was not mentioned. In addition, teachers showed a positive attitude towards the ludicity and speaking enhancement. Teachers seemed to be in favor of the resources technology brings, but none of them mentioned a specific resource, which means that technology is not part of their daily planning. It was clear that not all the teachers use technology-based ludic activities. Instead, they believe such activities could be used by the student at home, as an assignment. However, they recognized that technology-based ludic activities are preferred by students.

- The pre-test applied to students showed that some students still have difficulties to express orally in basic sentences, such as family name and age, or in understanding statements. Even though most of them got a good grade in the test, those who failed and got a poor grade are an important portion of the sample.

CHAPTER 4
THE PROPOSAL

4.1.Title

Technology-Based Ludic Activity Guide

4.2.General objective

- To design a guide with a set of useful technology-based ludic activities to enhance oral production in 1st year students B.G.U. at Unidad Educativa Naciones Unidas.

4.3.Specific objectives

- To promote students' motivation to communicate orally by using technology-based ludic activities in the classroom.
- To improve students' performance in speaking skill with a variety of technology-based ludic activities.

4.4.The proposal framework

The current proposal includes the selection of xx technology-based ludic activities directed to motivate and enhance students' speaking skill, and at the same time, engage them to make them part of their own learning in an active way. One way of succeeding in keeping students connected to a topic, is to consider that students' previous experiences define their motivational levels. These experiences may include class participation, completing a task, or receiving appropriate feedback from the teacher.

Additionally, those experiences could even be positive or negative, or a combination of both, that will make students assimilate knowledge and define their level or motivation. In other words, the L2 Learning Experience. In this sense, this proposal attempts to provide students, not only a set of activities, but a bunch of hard-to-forget learning experiences, that will allow them to keep engage in the class, and build a background of knowledge that will make them work actively in future class sessions.

Technology makes possible to incorporate a variety of ludic activities to contribute in the development of students' skills by learning in an active way, and at the same time, supporting teachers in their practices.

4.5. The proposed plan
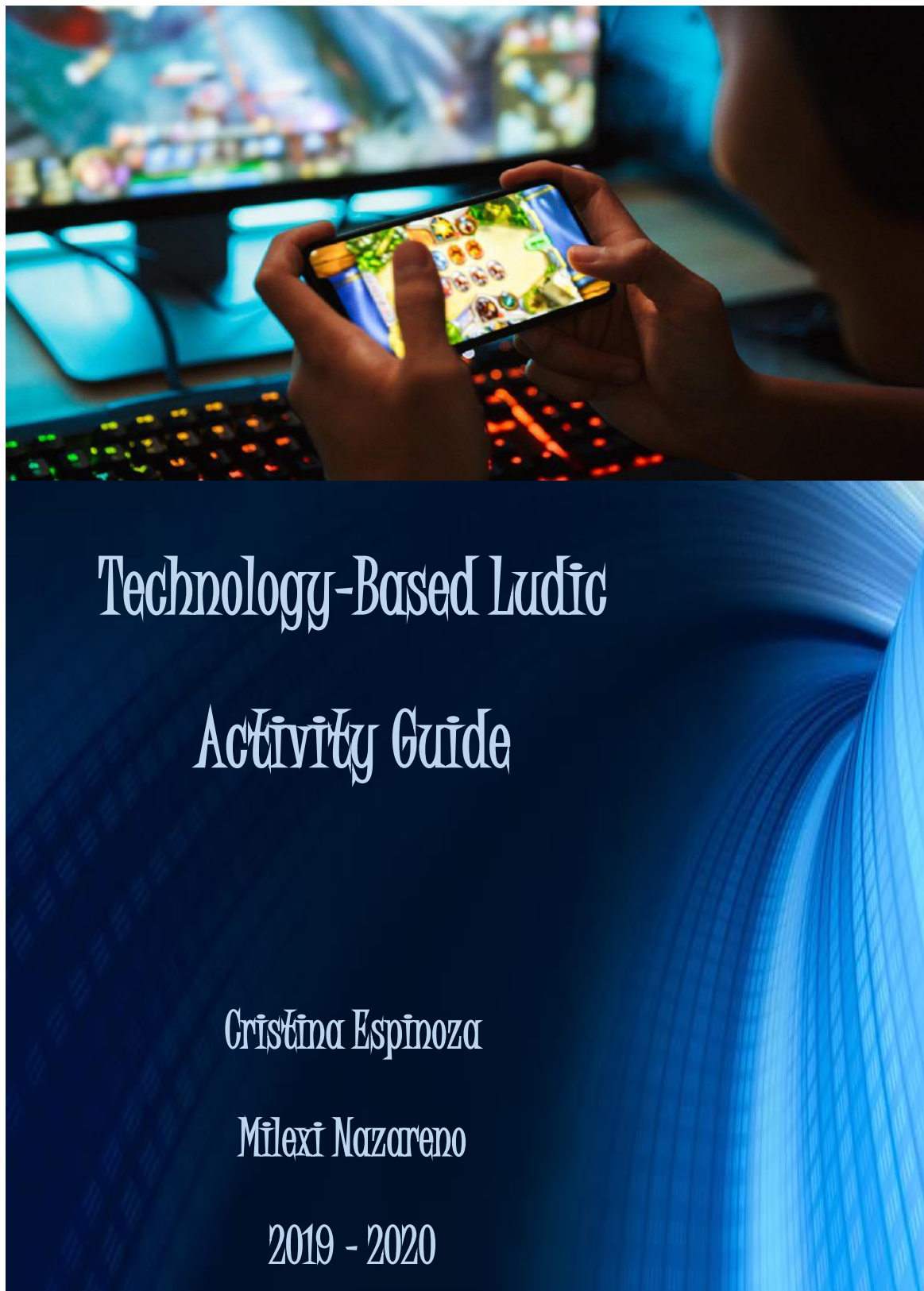
Figure 3. Portada.
Source: Google Images (2019).
Elaborated by: Espinoza C. & Nazaerno M. (2019).

Content

Proposal Scheme

Activity #1	Activity #2	Activity #3	Activity #4	Activity #5
MinecraftT **Objective**: •To enhance oral production through discussions and decision-making.	**Factile - Jeopardy Style Quiz Game** **Objective**: • To encourage students participate in discussions and share information orally in the classroom.	**Flippity** **Objective:** To clarify concepts with the use of an online resource. To engage students in a topic, while reviewing subject area content.	**A Kahoot! Quiz** **Objectives** To provide a variety of topics to discuss and comment. To assess previous knowledge. To. introduce previous concepts.	**Heads Up!** **Objective** To enhance vocabulary, pronunciation and sentence construction in English. To improve social interaction and encourage group work

Figure 4. The proposal scheme 1.

Elaborated by: Nazareno, M., Espinoza, C. (2010).

Activity #6

QR Treasure Hunt Objective:

To describe orally specific information provided by the application.

To engage your students and incorporate technology into your classroom.

To promote creativity, collaboration, and problem-solving in an immersive environment.

Activity #7

PowToon

Objective:

To create engaging presentations related to a specific topic with correct pronunciation and fluency.

Activity #8

Mindmeister

Objective:

To visualize, share and present orally thoughts and ideas via the cloud.

Activity #9

Multimedia Posters - Glogster EDU

Objective:

To express ideas about a specific topic by combining images, graphics, audio and video.

Activity #10

Digital Storytelling

Objective

To create and share visual representations of content to practice a language.

Figure 5. The proposal scheme 2.

Elaborated by: Nazareno, M., Espinoza, C. (2010).

Activity 1
Minecraft EDU

Figure 6. Minecraft EDU 1.
Source: Minecraft Education Edition (2019).
Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Objectives:

- To enhance oral production through discussions and decision-making.
- To promote creativity, collaboration, and problem-solving in an immersive environment.

Time: 40 minutes.

Description

Link: http://education.minecraft.net.
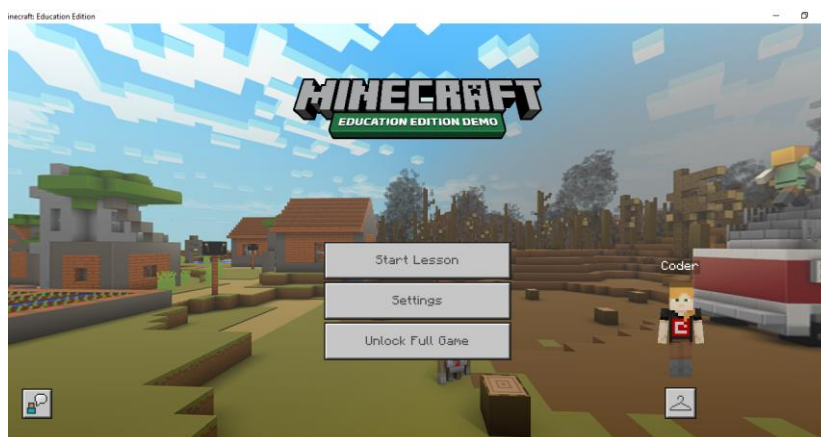
Figure 7. Minecraft screen 2.
Source: Minecraft Education Edition (2019).
Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Minecraft Education Edition is a collaborative platform that educators can use across subjects to encourage 21st-century skills. It includes a game platform about placing blocks to build anything. This learning game may include, for example, monsters coming out at night, so it will be needed to build a shelter before that happens. Minecraft: Education Edition is available for any educational user to try, but there is a limit to the number of logins allowed before purchasing a subscription is required.

Account type: A free hour of code lesson is available. Minecraft: Education Edition is licensed via yearly subscriptions purchased.

How to use it

Signing up

It is possible to sign up at Minecraft for a free hour of Code lesson. The platform is licensed via yearly subscriptions that are purchased through the Microsoft Store for Education.

Figure 8. Minecraft screen 3.
Source: Minecraft Education Edition (2019).
Elaborated by: Espinoza, C. & Nazareno, M. (2019).

It is possible to change the accessibility settings to adjust the game to the user's needs.
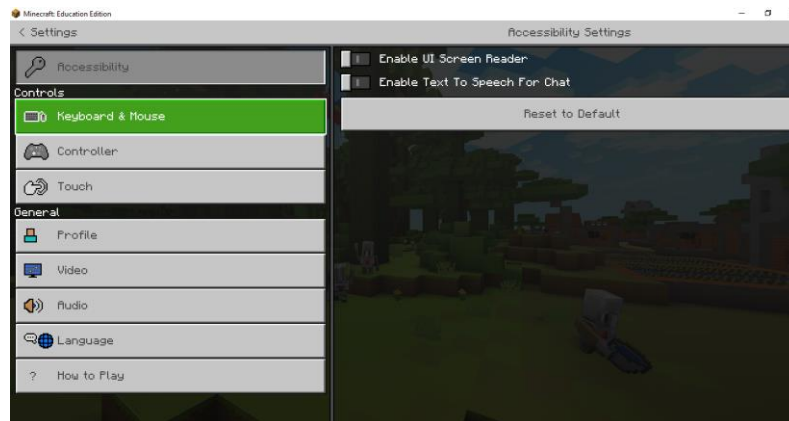
Figure 9. Minecraft screen 4.
Source: Minecraft Education Edition (2019).
Elaborated by Espinoza, C. & Nazareno, M. (2019).

Activity: Shipwreck Narrative

Imagine a world where pirates roamed the seven seas! Where will your imagination take you as you write a narrative about a mysterious shipwreck? Will you be able to tell your stories to the class in detail?

Student Activities

- Load the supplied Minecraft world, which features a shipwreck, or find your own in the game by using the slash command /located in the chat window. Students should observe the details of the shipwreck and take notes on what they see.

- Outside of the game, have each student write a narrative about how the ship ended up in this condition. Consider offering prompts, such as: Who might have been on the ship? What cargo was it carrying? Where might the ship have been going?

- Have students return to the game and build onto the shipwreck within Minecraft to add details and evidence to support their narrative. Once complete, take a screenshot, or use the in-game camera and portfolio to create digital illustrations for the student's stories that will be presented orally in class.

Performance Expectations

- Students completed an informative/explanatory piece of writing that describes the shipwreck and what took place to make it sink.

- Students use facts and details to support their narrative.

- Students created digital illustrations within Minecraft that demonstrate important details from their narrative.
- Students explain the class their stories orally with acceptable accuracy.

Educational benefits

- This game gives participants freedom with creativity and self-expression and enables them to believe that they can accomplish what they think of about.
- It enhances collaborative and social skills. Whether participants are building structures, sharing resources, trading advice, or defeating enemies, they do it by communicating with each other. The results are that children have been learning how to communicate, share and work well together.
- Strategic problem solving is a big component of Minecraft. Players have to be able to build shelter, get resources, and problem solve quickly.
- When the players are communicating to each other, they need to write clearly so they can read what each other is trying to do. This improves both writing and reading skills.
- It creates meaningful and engaging educational experiences in the classroom.
- It provides students the opportunity to tell a story orally with acceptable accuracy.

Table 32.
Speaking Rubric

CRITERIA	Very poor (0-4.99)	Poor (5-6.99)	Good (7-8.99)	Very Good (9)	Excellent (10)
Accuracy (grammar, syntax and general structures)					
Content (precision and length in describing the subject matter and picture and text elements)					
Fluency (speed, naturalness, lack of hesitation)					
Pronunciation					
Vocabulary					

Source: Ministerio de Educación (2019).
Elaborated by Espinoza, C. & Nazareno, M. (2019).

Activity 2
Factile – Jeopardy Style Quiz Game

Figure 10. Factile - Online Jeopardy 1.
Source: Play Factile (2019).
Elaborated by Espinoza, C. & Nazareno, M. (2019).

Objective:

- To encourage students participate in discuss and share information orally in the classroom.
- To reinforce topics during a lesson and get the students engaged in a new topic.

Time: 40 minutes.

Description

Jeopardy is a quiz competition in which participants are presented with general knowledge clues in the form of answers and must phrase their responses. This kind of learning game is offered by Factile, a site that allows to create an online Jeopardy-style quiz game board in minutes. This learning game can be used to cover a wide variety of courses and topics, such as world geography, history, capitals, languages, books, math and much more.

Account Types:

This learning game board is free, but also offers paid options with advanced features. The account levels are: (1) Free, (2) Home/School Pro and (3) Business Pro.

How to use Factile

Signing up:

1. Sign up for a free account at https://www.playfactile.com/signup An email address and password will be requested.

2. Choose to create a new Jeopardy quiz game or select one from those available.

3. When creating a new Jeopardy, it will be required to enter a descriptive URL link and a game name.

4. The game will save automatically as being built. The URL link can be shared with others.

Creating a new Jeopardy game:

5. It is possible to have up to 25 teams.
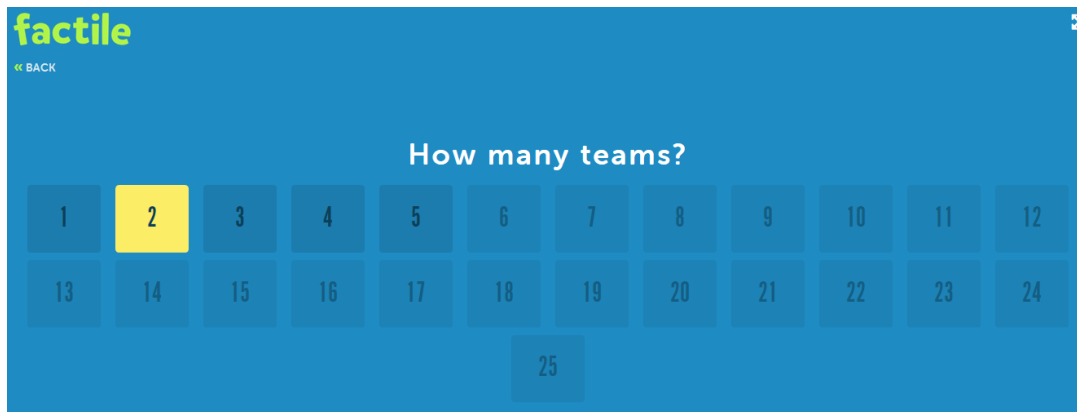
F Figure 11. Factile - Online Jeopardy 2.
Source: Play Factile (2019).
Elaborated by Espinoza, C. & Nazareno, M. (2019).

6. It is possible to change the game settings to the classroom needs.

Figure 12. Factile - Online Jeopardy 3.
Source: Play Factile (2019).
Elaborated by Espinoza, C. & Nazareno, M. (2019).
.

7. Team captains can be chosen.
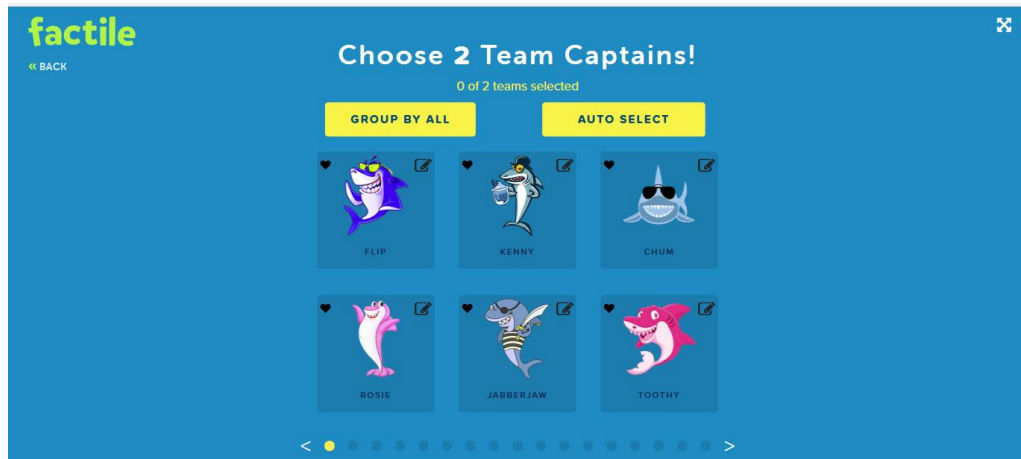
Figure 13. Factile - Online Jeopardy 4.
Source: Play Factile (2019).
Elaborated by Espinoza, C. & Nazareno, M. (2019).

Start playing:

8. The teams choose one specific category by levels. The higher the amount to be won, the more difficult the question.

Figure 14. Factile - Online Jeopardy 5.
Source: Play Factile (2019).
Elaborated by Espinoza, C. & Nazareno, M. (2019).

9. Each team participates in turns, and have 10 seconds to give an answer.
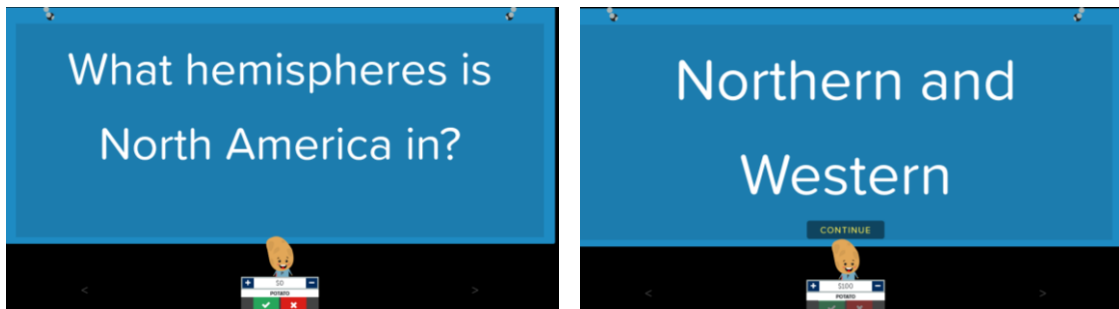
Figure 15. Factile - Online Jeopardy 6.
Source: Play Factile (2019).
Elaborated by Espinoza, C. & Nazareno, M. (2019).

Educational Benefits

- Jeopardy provides a significant level of engagement and satisfaction for students, which is of great importance to educators.

- It provides the opportunity to produce orally in a foreign language.

- It motivates self-learning and problem-solving skills to a great extent.

- It plays an important role in teaching by making students to collaborate, communicate, interact and work in teams.

- As a strategic game that improves the functioning of brain.

Table 33.
Speaking Rubric

CRITERIA	Very poor (0-4.99)	Poor (5-6.99)	Good (7-8.99)	Very Good (9)	Excellent (10)
Accuracy (grammar, syntax and general structures)					
Content (precision and length in describing the subject matter and picture and text elements)					
Fluency (speed, naturalness, lack of hesitation)					
Pronunciation					
Vocabulary					

Source: Ministerio de Educación (2019).
Elaborated by Espinoza, C. & Nazareno, M. (2019).

Activity 3
Flippity

Figure 16. Flippity 1.
Source: Flippity (2019).
Elaborated by Espinoza, C. & Nazareno, M. (2019).

Objective:

- To explain concepts clearly with the use of an online resource.

- To engage students in a topic, while reviewing subject area content.

Time: 40 minutes.

Description

Link: https://flippity.net/

This site includes a wide range of activities and games to improve oral production and the other skills. It works with Excel spreadsheet transforming the file content into any of the games or activities included.

Spinner wheel code copyright© 2017 Douglas McKechie

Figure 17. Flippity 2.
Source: Flippity (2019).
Elaborated by Espinoza, C. & Nazareno, M. (2019).

Among the activities Flippity.net includes the following templates:

- Flashcards - Add text, images, and videos to create a flashcard set
- Quiz Show - The Flippity version of a Jeopardy game
- Random Name Picker - Great for selecting a random student or creating random groups and teams
- Scavenger Hunt - Create your own "Breakout" style game
- Fun With Words - Make artistic versions of words
- Timeline - Create an interactive timeline
- Badge Tracker - Display digital badges earned by students
- Typing Test - Practice typing speed and accuracy with custom texts
- Spelling Words - Create spelling lists for students to practice with a variety of games
- Word Search - Make an interactive word search
- Crossword Puzzle - Generate a crossword puzzle from words and clues
- Word Scramble - Make word scramble puzzles from a list of words, including a final phrase to solve
- Bingo - Play online or print
- Hangman - Play five styles of hangman from a custom word list
- Progress Indicator - Track and display student progress, such as pages read
- Matching Game - Create a memory game with words and / or pictures
- MadLibs - Make a story for users to fill in with different parts of speech
- Mix and Match - Randomly combine words or phrases to make writing prompts and such
- Tournament Bracket - Generate a bracket from a list of 4 to 64 competitors
- Certificate Quiz - Make a self-grading quiz that generates a certificate when completed
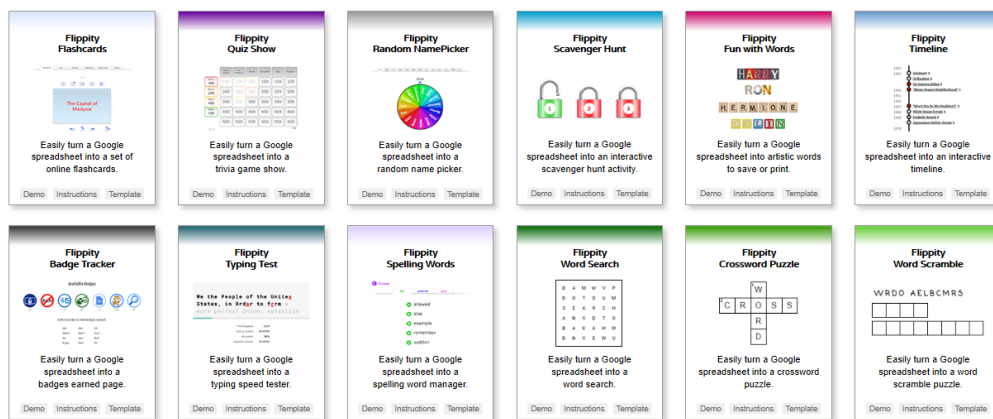
Figure 18. Flippity 3.
Source: Flippity (2019).
Elaborated by Espinoza, C. & Nazareno, M. (2019).

Account type:

This site is totally free.

How to use it

Step 1: Modify the Google Spreadsheet Template.

Step 2: Select one of the activities to apply.

Step 3: Publish the Spreadsheet

Once you have your content entered into the template, there is still another step needed before you can play the game or run the activity. At the moment, your Sheet is private just to you, so Flippity is not able to access your content. Publish the Sheet for Flippity to be able to use it.

Step 4: Get the Flippity.net Link

Step 5: Bookmark the link address to find it again quickly.

Activity: Timeline

Step 1:

- Make a copy of the template. (You'll need to sign-in with your Google account.)
- Edit the information in the appropriate columns. Enter as many events you wish.
- Month and Day are optional, but each event requires at least a Year and a Headline.
- Months must be entered as numbers, not month names.
- Events will automatically be placed in chronological order.

- Events with identical dates will appear in the same order as they are in the spreadsheet.
- Name your timeline by changing the name of the worksheet (at the bottom).
- Do not edit any cell with a blue background.

Step 2:
- Publish Your Spreadsheet
- Go to File, Publish to the Web…, then click Publish.

Step 3:

Get Your Flippity.net Link

Click on the Get the Link Here tab of the template (at the bottom).

Click on the Flippity.net link to view your timeline.

Describe orally the events the timeline shows.

Step 4:

Bookmark and Share

Bookmark the page to find it again quickly.

Share the Flippity.net link with anyone you want to view your timeline.

Educational Benefits

- When teachers use game-based learning (GBL) they can enhance the students learning experience.
- GBL can be used as an effective way for students to learn and educators to access their.
- It is simple and easy to learn.
- It can be a tool to study in creating quizzes for recalling and quick assessments.
- It can clarify language to explain sophisticated concepts orally.
- It can help students with a visual learning style to support oral production.

Table 34.
Speaking Rubric

CRITERIA	Very poor (0-4.99)	Poor (5-6.99)	Good (7-8.99)	Very Good (9)	Excellent (10)
Accuracy (grammar, syntax and general structures)					
Content (precision and length in describing the subject matter & picture & elements)					
Fluency (speed, naturalness, lack of hesitation)					
Pronunciation					
Vocabulary					

Source: Ministerio de Educación (2019).
Elaborated by Espinoza, C. & Nazareno, M. (2019).

Activity 4
A Kahoot! Quiz

Figure 19. Kahoot 1.
Source: Kahoot (2019).
Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Objectives.

- To provide a variety of topics to discuss and comment.

- To assess previous knowledge.

- To. introduce previous concepts.

Time: 40 minutes.

Description

Link: https://kahoot.com

This app is easy to use. Creating a game takes few minutes. It is possible to create one from scratch, use our question bank to mix and match questions, edit a template, or reuse existing games.

Account type:

Kahoot! accounts are free for students and teachers.

How to use it

It is a free web-based program that allows teachers to pose questions to students, who then respond from a selection of answers electronically on their own devices.

Signing up

Step 1: Role

Student: For creating kahoots and presenting what you're learning to teachers and peers.

Teacher: For lesson-building and engaging students in new materials.

Step 2: Login Method

Kahoot! offers three ways to sign in. Currently, the method chosen during sign up can't be changed later on.
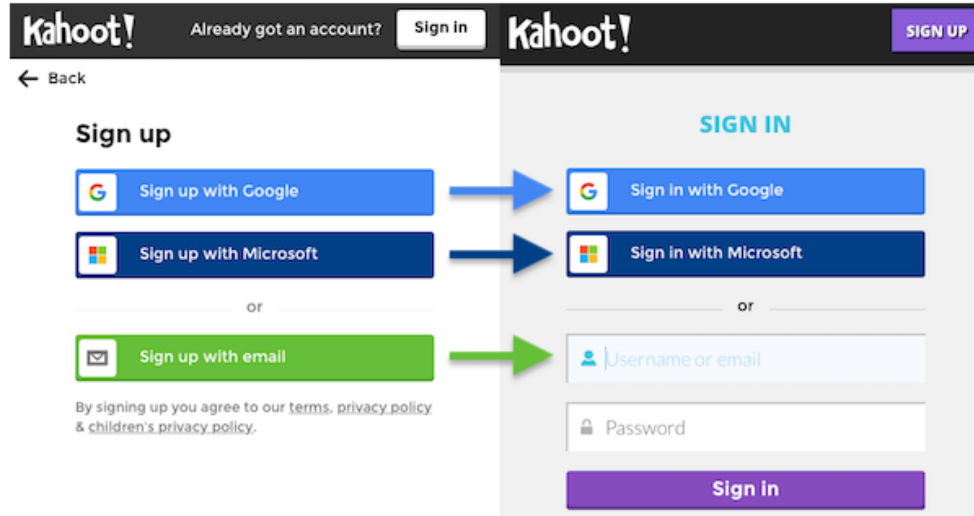
Figure 20. Kahoot 2.
Source: Kahoot (2019).
Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Step 3: Account Details

Based on the role and login method, the user will need to provide some information.

Activity: Designing our Future

Welcome! This activity will measure how much you know about World History and will give you the chance to express yourself fluently in short explanations. Once the answer per each question is shown, a student will be selected to give in 30 seconds, more information about the question. This time, fluency counts more than accuracy.

Questions (10)

Show answers

1 - Quiz

The world is expected to reach a global population of over 9 billion by the year:

60 sec

2 - Quiz

Global extreme poverty rates are currently in decline.

60 sec

3 - Quiz

Since 2000, ___ have prevented more than 20 million deaths worldwide.

20 sec

4 - Quiz

Indigenous people created and speak an overwhelming majority of the world's 7,000 languages.

60 sec

5 - Quiz

Access to education...

60 sec

6 - Quiz

Sustainable development means meeting the needs of the present without compromising _____.

60 sec

7 - Quiz

The UN Sustainable Development Goals are a plan to achieve a better and more sustainable future

60 sec

8 - Quiz

What can we do to support progress towards sustainable development?

60 sec

9 - Quiz

What percent of world's population is under the age of 25?

60 sec

10 - Quiz

Which of these challenges are you (yourself) most interested to support?

Educational Benefits

- Teachers can ask thought provoking questions.
- Students take control of their own learning.
- Easy-to-use, inclusive & highly engaging.
- Students can be engaged in a variety of topic that can comment orally.

- It gives teachers the opportunity to have more options to make students participate with fluency.

Table 35.
Speaking Rubric

CRITERIA	Very poor (0-4.99)	Poor (5-6.99)	Good (7-8.99)	Very Good (9)	Excellent (10)
Content (precision and length in describing the subject matter and picture and text elements)					
Fluency (speed, naturalness, lack of hesitation)					
Pronunciation					
Vocabulary					

Source: Ministerio de Educación (2019).
Elaborated by Espinoza, C. & Nazareno, M. (2019).

Figure 21. Heads Up! 1.
Source: Heads Up (2019).
Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Objective:

- To enhance vocabulary, pronunciation and sentence construction in English.

- To improve social interaction and encourage group work.

Time: 40 minutes.

Description

Link: https://play.google.com/store/apps/details?id=com.wb.headsup&hl=en

Heads up! is a very useful platform for oral communication in social situations. The game is very similar to word charades, where participants must guess which word the other player(s) are describing. The words pop up on the phone and each player gets 60 seconds to guess as many.

How to use it

Getting and installing the App.

1. Determine which version via needs. The game requires figuring out whether it is being used an Android phone or iPhone or iPad. There is also another version of Heads Up! for the iPod and iPad called Heads Up! Kids. Decide on whether you'll be

playing the game with children or with adults. Heads Up! Kids replaces text with pictures so that kids who can't read can also play along.

2. Go to the app's download page and choose the one that is playing the game with.

3. Download and install the game. Click the download button to start the download and installation process. Once the download is done, an icon for the game should show up on your home screen.

Playing the game

4. Tap on the icon to open the game. After the app has been downloaded and installed, it should create an icon on the home screen. Tap on the icon to open up the program.

5. Organize into teams of two. If more than two people are playing, have everyone split up into teams of two.

6. One player will guess the word on the screen while their teammate will provide clues to them. The goal is to guess the word that appears on the tablet without looking at it. Each time that a person guesses the word on the screen correctly, they will receive a point.
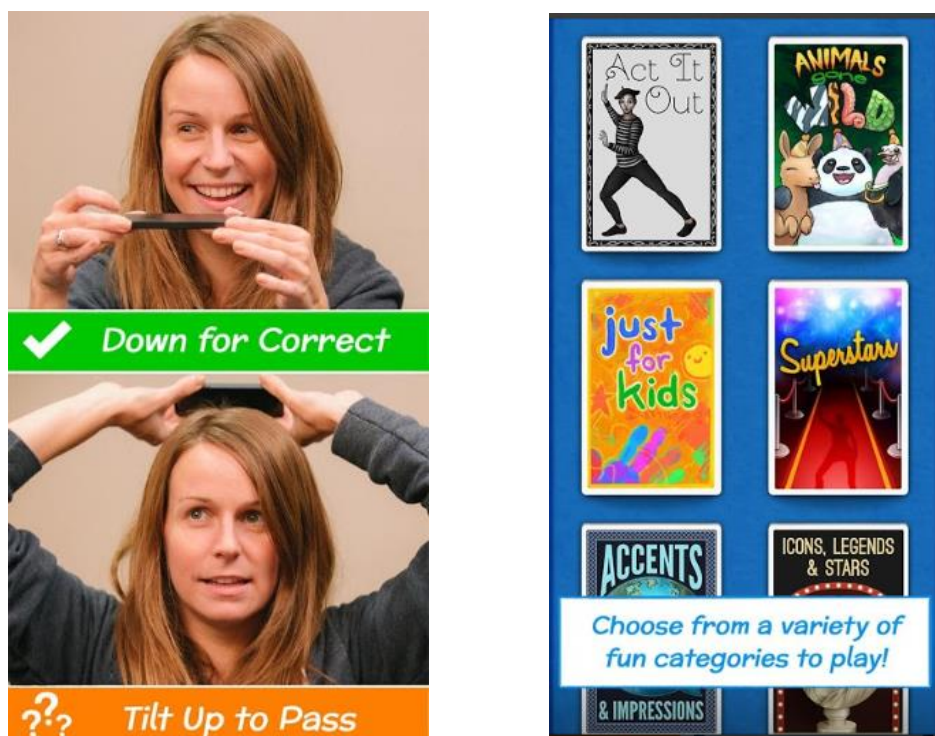
Figure 22. Heads Up! 2.
Source: Heads Up (2019).
Elaborated by: Espinoza, C. & Nazareno, M. (2019).

It is possible to choose a deck. In Heads Up! The app offers a variety of subjects users can choose from. The teacher determines which subject everyone likes the best. Decks include celebrities, movies, animals, accents, and characters.

Figure 23. Heads Up! 3.
Source: Heads Up (2019).
Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Account type:

Heads Up! on the Google Play store is free. Heads Up! on iTunes costs $.99.

Activity

1. Organize the class in teams of 5 students.
2. Invite the first group of student to the front of the class
3. A member of the group will stand in front of the class and puts the back of the phone against the forehead.
4. The other members of the group start describing the meaning of the word until the student with the phone guess the word.
5. The team with the highest score is the winner.

Educational benefits

- One main benefit students have with this application, is to develop Social Skills, as teamwork.

- Students have the chance to practice oral production when they describe the meaning of each word. Though fluency counts, this time, convey a message with appropriate content is more important.

Table 36.
Speaking Rubric

CRITERIA	Very poor (0-4.99)	Poor (5-6.99)	Good (7-8.99)	Very Good (9)	Excellent (10)
Content (precision and length in describing the subject matter and picture and text elements)					
Fluency (speed, naturalness, lack of hesitation)					
Pronunciation					
Vocabulary					

Source: Ministerio de Educación (2019).
Elaborated by Espinoza, C. & Nazareno, M. (2019).

Activity 6
QR Treasure Hunt

Figure 24. QR Code Scavenger Hunt 1.
Source: QR Code Generator (2019).
Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Objective

- To describe orally specific information provided by the application.

- To engage your students and incorporate technology into your classroom.

Time: 40 minutes.

Description

Link: http://goqr.me/

The QR Code Scavenger Hunt is a type of game that can be built into your Full Service Premium guide.

In this game, participants search for QR codes that have been placed around the venue, building, or campus. When a participant finds a code, they'll scan it and reveal part of a phrase that you specify. A participant will complete the game by finding and scanning all of the codes, and in doing so will reveal the entire phrase.

The QR game works best if the players receive a small reward or entry into a larger contest for completing the game. The competitive aspect works to make the game fun, and the potential reward provides motivation to complete the game.

How to use it

For each activity it will be necessary to do the following:

- Google "free QR code generator" to find a website to create your codes. We used http://goqr.me/

- Install a free QR Code reader app onto the set of tablets. We use the "Quick Scan" app. It is available for free through the App Store for iPads, and is also free to download for Android.

- After students receive the required information, QR codes in PNG format will be received, plus a special "reset" code that will clear out any game progress when scanned. This is useful for testing out the game.

- Print out the codes and place them around the area you'd like participants to explore.

- Once the game starts, a participant scan a QR code using the QR Scanner module in the game folder. Scanning the code will take them to the "Game Progress" page and fill in part of the phrase.

- After the participant scans all codes and completes the game they'll see the entire phrase. Optionally, the game can display a link below the completed phrase that when tapped, takes participants to a Guidebook survey or external website.

Activity: Trip Around the World

- Divide the class in 3 groups. Each group will represent a different country: Ecuador, USA, and Mexico.

- The teacher will generate QR codes per each country that when scanned, provide clues about culture and traditions per each country.

- Place these codes and the name of each country around the classroom.

- Each student will use the cell phone to scan the codes in order.

- Once the codes are scanned and the clues are completed, each group will have to make a report describing the culture and traditions of the country.

- Once the groups finish the reports, 2 students per group will present the information per country orally.

- Finally, students will participate in a debate comparing and contrasting the main features of the 3 countries.

Educational benefits

- It can be used as a way to get students engage and interact with each other.

- It brings opportunities to describe orally the information found.

Table 37.
Speaking Rubric

Speaking rubric

CRITERIA	Very poor (0-4.99)	Poor (5-6.99)	Good (7-8.99)	Very Good (9)	Excellent (10)
Content (precision and length in describing the subject matter and picture and text elements)					
Fluency (speed, naturalness, lack of hesitation)					
Pronunciation					
Vocabulary					

Source: Ministerio de Educación (2019).
Elaborated by Espinoza, C. & Nazareno, M. (2019).

Activity 7
PowToon

Figure 25. PowToon 1.
Source: Pow Toon (2019).
Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Objective

- To create engaging presentations related to a specific topic with correct pronunciation and fluency.

Time: 40 minutes.

Description

Link: www.powtoon.com

PowToon is a video editing tool designed to help teachers and others to create animated videos and presentations It has a large variety of pre-built templates and a drag and drop editor. PowToon allows people to create fully customized presentations. It is a video-making platform for creating engaging, animated videos and presentations with zero design skills or technical background. Users can choose from a range of over 100 presentation templates for different purposed and customize the templates with company branding, content, and visuals. With PowToon users also have access to a library of royalty-free music, objects, and videos, to enhance their creations.

The enterprise edition of PowToon can be used across HR, IT, customer support, or other teams for internal communications, training and development, and marketing and sales. Team members can create engaging videos and presentation to facilitate communications, training, social media posts, online campaigns, and more. Teams can also collaborate on presentation creation with shared media libraries and asynchronous editing.

Account type:

It has a free option with basic features, plus a business and pro option which are paid.

Pros

Easy to Start: It only takes me ~20 min to gain basic proficiency and ~60 min to gain advanced proficiency. Time-Saving Templates: It has several templates ready to be used, which saves time. Beautiful built-in assets: Animated avatars, objects, short videos, graphics, audios, etc. Basically anything you could possibly want in a multimedia product--PowToon has it already built-in. Ease of Future Maintenance/Update: The way PowToon's interface is designed allows for ease of future edits. You can easily swap in/out vectors/audio/texts if your video ever needs an update in the future.

Cons

Minor Glitch: Sometimes, objects (vectors, geometric shapes) would move to the wrong place by mouse drags. This is more of a minor nuisance than a real problem. Lack of Audio Editing Feature: It has very little audio-editing capability. Because it has a built-in voice-over recording feature, this feature would be more useful if audio editing ability can be available.

How to use it

1. Create an account at www.powtoon.com
2. Use your email address to register
3. Choose a unique password
4. It is possible to sign up with a google, Facebook, office 365 or LinkedIn account.
5. After email verification, the platform is ready to use.

Activity

- Ask students to create an account at Pow Toon.
- Tell students to use a music template and create a PowToon video about different music genres.
- Students should use their voice to explain the main features of music genre and each genre icon.
- The video should not be longer than 3 minutes.
- Students will present the video to the class.

Educational benefits

- It enhances students' creativity

- It increases motivation to work actively

- It improves the use of the English language.

- It enhances students' oral production, especially pronunciation and fluency.

Table 38.
Speaking Rubric

CRITERIA	Very poor (0-4.99)	Poor (5-6.99)	Good (7-8.99)	Very Good (9)	Excellent (10)
Content (precision and length in describing the subject matter and picture and text elements)					
Fluency (speed, naturalness, lack of hesitation)					
Pronunciation					
Vocabulary					

Source: Ministerio de Educación (2019).
Elaborated by Espinoza, C. & Nazareno, M. (2019).

Activity 8
Mindmeister

Figure 26. Mind Mapping 1.
Source: Online Mind Mapping (2019).
Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Objective:

To visualize, share and present orally thoughts and ideas via the cloud.

Time: 40 minutes.

Description

Link: https://www.mindmeister.com/

MindMeister is an online mind mapping tool that lets you capture, develop and share ideas visually. More than 10 million people already use our award-winning mind map editor for brainstorming, note taking, project planning and tons of other creative tasks. MindMeister is completely web-based, which means there's no download and no updating.

As a visual project planning tool, MindMeister comes equipped with a powerful collaboration engine that brings all project stakeholders onto the same page, no matter where they are or which device they're using.

Among the features the platform offers are

- Real time collaboration
- Engaging presentations
- Export & Embed
- Media attachments
- Project Management

Account type

The basic account can be accessed from Google account or Facebook. It includes a Personal, Pro and Business account with payment.

Activity

The Theory of Evolution Mind Map – pair work

- Create an account at www.mindmeister.com

- Assign the role your partner and you will have in this task.

- Design a mind map providing a quick overview of the Theory of Evolution.

- Organize de information according to a coherent time line.

- Summarize the most important aspects to be included.

- Include multimedia elements to make the map more interesting and interactive.

- Share the mind map.

- Present the map to the class and explain the main features of it, orally.

Educational benefit

- Students brainstorm collaboratively in real time.

- Students develop their creativity by designing engaging slideshow in seconds.

- Students enhance their oral production by summarizing orally the mind map content.

- Teachers can turn their planning into action

- Attached documents, visuals and URLs can be included to facilitate learning.

Table 39.
Speaking Rubric

CRITERIA	Very poor (0-4.99)	Poor (5-6.99)	Good (7-8.99)	Very Good (9)	Excellent (10)
Content (precision and length in describing the subject matter and picture and text elements)					
Fluency (speed, naturalness, lack of hesitation)					
Pronunciation					
Vocabulary					

Source: Ministerio de Educación (2019).
Elaborated by Espinoza, C. & Nazareno, M. (2019).

Activity 9
Multimedia Posters - Glogster EDU

Figure 27. Multimedia Poster – GlogsterEdu 1.
Source: GlogsterEdu (2019).
Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Objective:

To express ideas about a specific topic by combining images, graphics, audio and video

Time: 40 minutes.

Description

Link: https://edu.glogster.com

Account type:

There is a free version available. Month, elementary and secondary editions that include

advance features require payment.

How to use it

- Go to GlogsterEdu site and select GET STARTED

- Choose the account type that best fits for you

Figure 28. Multimedia Poster – GlogsterEdu 2.
Source: GlogsterEdu (2019).
Elaborated by: Espinoza, C. & Nazareno, M. (2019).

- Teachers should select the type of account. Students should enter the educator code, choose a username and password and click Create my Account.

Figure 29. Multimedia Poster – GlogsterEdu 3.
Source: GlogsterEdu (2019).
Elaborated by: Espinoza, C. & Nazareno, M. (2019).

- Fill the information required and agree the Terms of Use.

Activity

Social Studies: Charles IV

- Students design a digital poster to provide the most important features about Charles IV.

- They can combine multimedia elements to make an appropriate interactive poster with reliable information.

- Students should select of the material from valid sources.

- A variety of elements should be included, such as videos, pictures, gif files, sound files, among others.

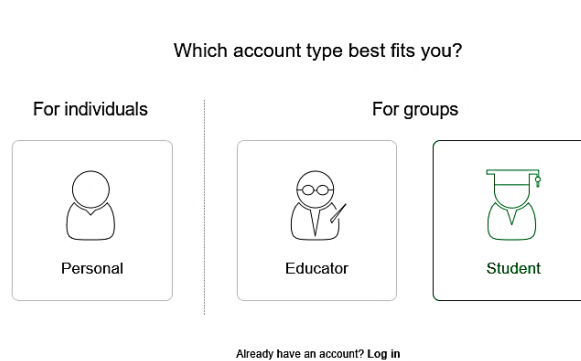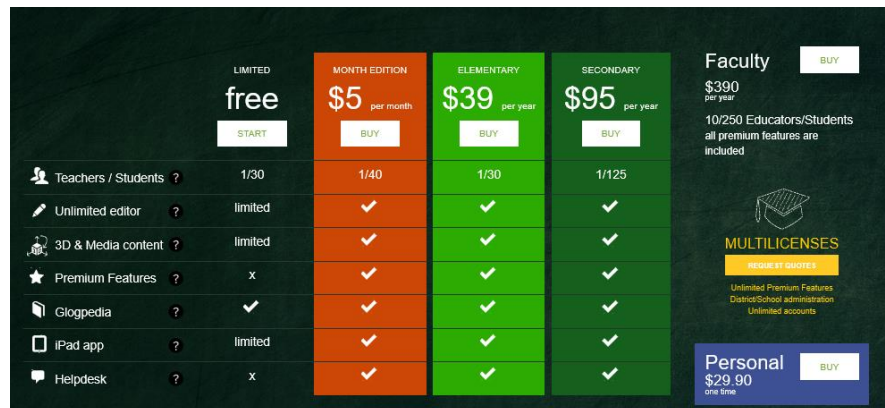

Figure 30. Multimedia Poster – GlogsterEdu 4.
Source: GlogsterEdu (2019).
Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Educational benefits

- It enhances students' motivation and interest in project presentations as well as increasing their oral proficiency

- Glogster allows students to develop their reading and writing skills as if they were part of a cycle and allowed them to become writers who had the readers in mind

- Glogster could be used as a learning and teaching tool to foster higher order thinking skills.

- Working in Glogster sustained students' motivation and willingness to go back into their writing to revise more than if they had been writing in a traditional way.

Table 40.
Speaking Rubric

CRITERIA	Very poor (0-4.99)	Poor (5-6.99)	Good (7-8.99)	Very Good (9)	Excellent (10)
Content (precision and length in describing the subject matter and picture and text elements)					
Fluency (speed, naturalness, lack of hesitation)					
Pronunciation					
Vocabulary					

Source: Ministerio de Educación (2019).
Elaborated by Espinoza, C. & Nazareno, M. (2019).

Activity 10
Digital StoryTelling

Figure 31. Bouncee Storytelling 1.
Source: Bouncee (2019).
Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Objective:

- To create and share visual representations of content to practice a language.

Time: 40 minutes.

Description

Link: https://app.edu.buncee.com/home

Bouncee is an award-winning creation and communication tool for students, teachers and administrators. Our all-in-one technology empowers all users to easily create, and share visual representations of content, across grade, age and learning levels. Buncee is a one-stop-shop to build media-rich lessons, reports, newsletters, presentations and so much more.

With over a thousand templates to choose from, you can unleash your creativity in no time. Ranging from education to business to personal use, Buncee Templates gives you a jump start on any creation, but with the freedom to add your personal touch. Choose from our in-house templates.

We all learn in a different way and at a different pace. Buncee offers multiple ways to help students visualize, voice, and communicate their learning - helping build their confidence and engagement.

Account type

It includes a trial version that can be accessed through google account or Facebook. Advance editions require payment.

How to use it

1. Get started by selection the sign up option.
2. Choose to start a free trial option for free or any other paid option.
3. Start uploading texts, pictures and applying special effect to create a story.
4. Share your work and report orally what you have done.

Activity

The voyage of the Mayflower

- Read in advance the textbook section about the voyage of the Mayflower
- Watch the storytelling created about the topic
- Recreate the story including the details that were omitting by using Buncee.
- Summarize the complete story to the class, orally.

Figure 32. Bouncee Storytelling 2.
Source: Bouncee (2019).
Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Figure 33. Bouncee Storytelling 3.
Source: Bouncee (2019).
Elaborated by: Espinoza, C. & Nazareno, M. (2019).

Educational benefits

- It allows students to explore their own cultural roots

- It allows students to experience diverse cultures

- It enables students to empathise with unfamiliar people/places/situations

- It helps students understand how wisdom is common to all peoples/all cultures

- It offers insights into universal life experiences

- It helps students consider new ideas

- It reveals differences and commonalties of cultures around the world

- It allows students to improve their oral production.

Table 41.
Speaking Rubric

CRITERIA	Very poor (0-4.99)	Poor (5-6.99)	Good (7-8.99)	Very Good (9)	Excellent (10)
Content (precision and length in describing the subject matter and picture and text elements)					
Fluency (speed, naturalness, lack of hesitation)					
Pronunciation					
Vocabulary					

Source: Ministerio de Educación (2019).
Elaborated by Espinoza, C. & Nazareno, M. (2019).

CONCLUSIONS

After the development of the current research work, which has the objective of analyzing the influence of technology-based ludic activities on oral production in 1st year students B.G.U. at Centro Educativa Naciones Unidas, school year 2019-2020, and in addition, the analysis of the research tools application, the following conclusions were built:

Through the review of bibliography and the application of the research tools, it was possible to determine that technology based ludic activities influence the oral production in 1st year students B.G.U. at Centro Educativo Naciones Unidas, School Year 2019-2020.

The application of a set of technology-based ludic activities to 1st year BGU students probed to be an important aspect in the development of their speaking skill. Students' vocabulary, pronunciation, stress and other aspects of speaking, as well as their extrinsic motivation suffered a positive influence due to the application of the activities. What is more, students tend to participate more in their classes when ludic activities take place, since they have a better attitude to learn the target language, which at the same time, they consider fun and interesting. Technology-based ludic activities are then, a good alternative to be used, in order to catch most of the students' attention and have them involved in their teaching-learning process.

On the other hand, it was determined that the way in which students learnt and practiced vocabulary, pronunciation and any other speaking skill, through the activities proposed, was by using the target language in a relaxed manner, where their learning anxiety is reduced. The use of technology-based ludic activities gives students a positive atmosphere where they feel amused and relaxed. Additionally, this kind of activities decrease the fear of negative evaluation in students which is the fear of being negatively evaluated or judged by others.

Another important aspect to mention, is the fact that students showed to pay more attention to their teacher's explanation and even concentrated more, so that they can participate in technology-based ludic activities more effectively; this means students experience an increase of their motivational levels to learn which unconsciously improves the acquisition of knowledge. It seemed that due the activities proposed, students' commitment is even higher. In this case, goals are more likely to be reached.

A general concept for ludic activities is that they facilitate the creation of meaningful contexts for language use. Learners like these activities due to the competitive elements that make them interesting and motivating for them. As can be seen in this research, students are encouraged by being part of the activities through games. They want to participate and, by doing so, they feel the necessity to pay attention to their teacher and peers. The application of technology based ludic activities allows the teacher to offer less predictable classes, which will be more attractive to the students. In this way, lessons would not become a predictable routine.

The teacher's role, on the other hand, during the application of the technology-based ludic activities, is to be the person who gives feedback and the one who asks about students' perceptions, so students would not feel any kind of obligation to answer in a certain way. Having students know that they are being part of their teacher's study may imply a limitation. In terms of giving their own opinion about the English classes, students' reactions and responses.

RECOMMENDATIONS

The comparison of results obtained in this study before and after the application of the technology based ludic activities in the development of oral communication allows us to recommend the use of the proposed guide of technology-based ludic activities within English classes. It is important to state that the activities proposed must be correctly planned and addressed according to the content ot be taught by the teacher, so students can participate and seize the advantages of learning through these kinds of tasks.

The institution should support teachers in the application of this guide, providing them the technological aspects required, such as a good internet service, computer, projector, speakers, and others.

In the same way, students should be allowed to use different technological devices, such as cell phones, laptops and tablets inside the classroom to put into practice the variety of ludic activities proposed in the guide. This would let students enhance their speaking skills and improve their oral production.

Something important to keep in mind is that ludic activities should not be considered time-fillers, warm-ups or prizes only. They can be used throughout a complete lesson so students practice the target language in a different way, something which could effective not only in speaking, but also all the different skills, such as reading, writing and listening.

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ANNEX 1

STUDENTS' OBSERVATION GUIDE

Date: _____   **Observation Guide #:** _____

ITEMS	YES	NOT	OBSERVATIONS
1. Talking is based on concrete learning experiences with appropriate material			
2. Pupils are clear about their talking roles within the lesson			
3. Material used by the teacher encourages talking to be a positive experience			
4. Speaking activities based on games are used to motivate speaking.			
5. Speaking activities based on songs are used to encourage speaking.			
6. Any kind of technology-based ludic activity is used to promote speaking.			
7. Students seem motivated by the strategies and material used by the teacher			
8. The teacher uses collaborative tasks: paired activities, group presentations, discussions, debates, brainstorming			
9. Pupils are given opportunities to evaluate each other's work /performance			
10. Collaborative work is modelled and scaffolding is given to pupils			

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

ANNEX 2

STUDENTS' 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: _____

B. ACTIVITIES AND RESOURCES

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

		1	2	3	4	5
1	Do you think the activities applied by the teacher are directed to enhance the speaking skills?					
2	Does the teacher use interesting interactive resources to encourage the use of English?					
3	Do the tasks applied in the classroom consider your needs in speaking?					
4	Do you think games, songs, or technology are important elements that should be included in the classroom?					
5	Does your teacher apply technology-based activities in English language class?					
6	Are motivated to speak in the English class?					
7	Do you think technology-based activities can help you improve your oral communication?					
8	Do you feel your speaking has improved with the activities applied in the classroom?					
9	How often does the teacher use technology-based ludic activities?					
10	Are your weaknesses in speaking considered in the activities the teacher applies to practice speaking?					

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

ANNEX 3

TEACHERS' INTERVIEW

1. What kind of activities do you apply in the classroom to enhance speaking?
2. What aspects do you consider for selecting the speaking activities that you will apply in the classroom?
3. Do you consider that ludic activities bring benefits to students in the learning process? Explain.
4. Do you think technology should be part of any language class? Explain.
5. Do you believe games and songs should be part of any language class to motivate students? Explain.
6. Do you think teachers should take hand of any available resources on the Internet to promote speaking in the classroom?
7. Are technology-based activities among the type of resources you use to enhance the speaking skill?
8. Are your students usually motivated to speak when they work in the activities you apply?
9. Do you consider students' speaking weaknesses in the selection of the didactic activities?
10. Do you think technology-based ludic activities can help students improve their oral communication? Explain.

ANNEX 4

SPEAKING PRE-TEST

(1ST Year BGU students)

Student's name: _____   Date: _____

A2 Flyers Speaking

Summary of procedures

The usher introduces the student to the examiner. The examiner asks the student 'What's your name?' and 'How old are you?'

1. The examiner greets the candidate and asks for name, surname and age.

2. The examiner demonstrates what is required and shows the candidate two pictures which are similar but have some differences. The examiner reads statements about the examiner's picture. The candidate must look at the candidate's picture, identify six differences and say how the picture is different, e.g. (examiner) 'In my picture, the helicopter's on the left.' (candidate) 'In my picture, it's on the right.'

3. The examiner shows the student the candidate's copy of the Information Exchange. The examiner first asks the student questions about a person, place or object, related to the information the student has, e.g. 'What's the name of George's castle?' and the student answers. The student then asks the examiner questions, e.g. 'What's the name of Grace's castle?' and the examiner answers.

4. The examiner shows the candidate a sequence of five pictures which show a story. The examiner tells the candidate the name of the story and describes the first picture in the story, e.g. 'These pictures tell a story. It's called "Grandma's busy day". Just look at the pictures first. (Pause) Paul's parents are going out for the day. Paul is going to spend the day with Grandma. Paul's mum is saying, "Be good and don't make Grandma tired!"' The examiner then asks the candidate to describe the other four pictures. The title of the story and the name(s) of the main character(s) are shown on the story.

5. The examiner asks the candidate some personal questions on topics such as school, holidays, birthdays, family and hobbies, e.g. 'Now let's talk about films. When do you watch films?'

Cambridge Assessment English. (2018). English Cambridge Qualifications. A2 Flyers. Retrieved from https://www.cambridgeenglish.org/Images/young-learners-sample-papers-2018-vol1.pdf

A2 FLYERS SPEAKING. Find the Differences – Candidate's copy

TEST ONE

A2 FLYERS SPEAKING. Find the Differences – Examiner's copy

TEST ONE

125

George's castle

Where / castle	mountain
Name	Black Castle
Who lives	queen
How old	500 years
Interesting	yes

Grace's castle

Where / castle	?
Name	?
Who lives	?
How old	?
Interesting	?

A2 FLYERS SPEAKING. Information Exchange – Candidate's copy   TEST ONE

George's castle

Where / castle	?
Name	?
Who lives	?
How old	?
Interesting	?

Grace's castle

Where / castle	forest
Name	Silver Castle
Who lives	artist
How old	1000 years
Interesting	no

A2 FLYERS SPEAKING. Information Exchange – Examiner's copy   TEST ONE

126

Grandma's busy day

1

2

3

4

5

Paul   Grandma

A2 FLYERS SPEAKING. Picture Story

127
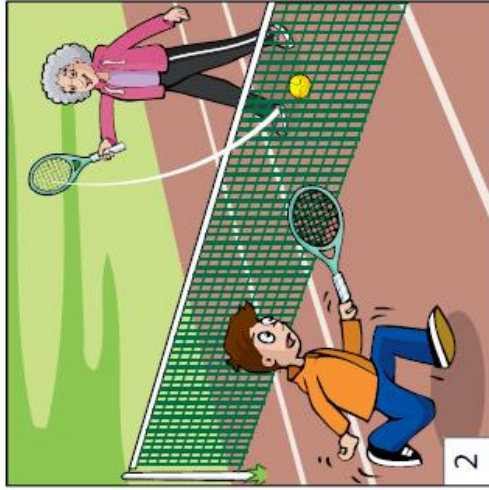
ANNEX 5

SPEAKING POST-TEST

(1st Year BGU students)

A2 Flyers Speaking

Summary of procedures

The usher introduces the student to the examiner. The examiner asks the student what his/her name and surname is and how old he/she is.

1. The examiner shows the student the candidate's copy of the Find the Differences picture. The student is initially shown the examiner's copy as well, but then encouraged to look at the candidate's copy only. The examiner then makes a series of statements about the examiner's picture and the student has to respond by making statements showing how the candidate's picture is different, e.g. (examiner) 'In my picture, the man is pointing at a cloud on the map.' (student) "In my picture, he's pointing at the sun."

2. The examiner shows the student the candidate's copy of the Information Exchange. The student is initially shown the examiner's copy as well, but then is encouraged to look at the candidate's copy only. The examiner first asks the student questions related to the information the student has, e.g. 'What's the name of Robert's favourite restaurant?' and the student answers. The student then asks the examiner questions, e.g. 'What's the name of Sarah's favourite restaurant?' and the examiner answers.

3. The examiner tells the student the name of the story and describes the first picture, e.g. 'These pictures tell a story. It's called "The Brave Teacher". Just look at the pictures first. (Pause) Nick and Anna are looking out of the classroom window. The teacher isn't happy because they're not doing their work.' The examiner then asks the student to continue telling the story. The title of the story and the name of the main character(s) are shown with the pictures in the candidate booklet.

4. The examiner asks questions about a topic, e.g. 'Now let's talk about some different months of the year. What's the best month at school?'

Cambridge Assessment English. (2018). English Cambridge Qualifications. A2 Flyers. Retrieved from https://www.cambridgeenglish.org/Images/young-learners-sample-papers-2018-vol1.pdf

A2 FLYERS SPEAKING. Find the Differences

A2 FLYERS SPEAKING. Find the Differences

Robert's favourite restaurant

Name	The Black Cat
Like eating	pasta
Where	North Street
Time / open	12 o'clock
Cheap / expensive	expensive

Sarah's favourite restaurant

Name	?
Like eating	?
Where	?
Time / open	?
Cheap / expensive	?

A2 FLYERS SPEAKING. Information Exchange

Robert's favourite restaurant

Name	?
Like eating	?
Where	?
Time / open	?
Cheap / expensive	?

Sarah's favourite restaurant

Name	Rainbows
Like eating	pizza
Where	Hill Street
Time / open	12.30
Cheap / expensive	cheap

A2 FLYERS SPEAKING. Information Exchange

The Brave Teacher
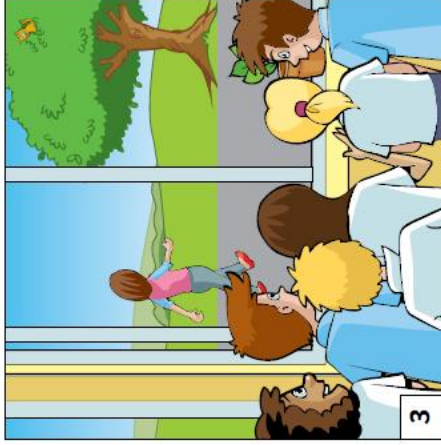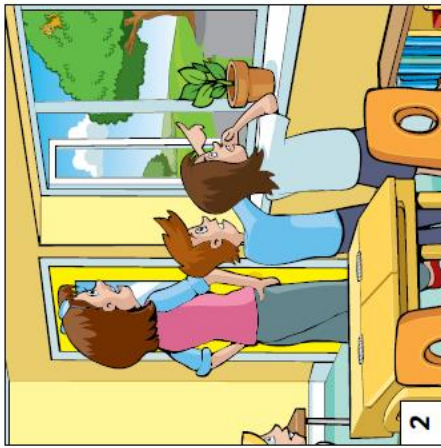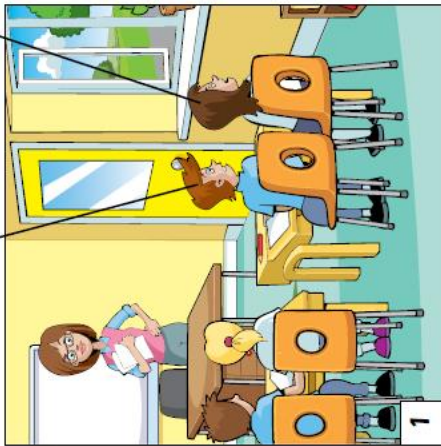
ANNEX 6

RUBRIC TO MARK STUDENTS' SPEAKING

PRE TEST AND POST TEST

CRITERIA	RATING SCALE			
	Very poor (0-4)	Poor (5-6)	Good (7-8)	Very Good (9-10)
Candidate answered name, family name and age.				
Understand statements and respond with differences.				
Identify six differences in candidate's picture from statements about examiner's picture.				
Suggest a picture which is different and explain information about it.				
Identify odd one out and give reason.				
Develop accurate and well-structured sentences based on pictures to create a story				
Use a variety of vocabulary and expressions.				
Stay on task and communicate effectively: almost always respond appropriately, and others tries to develop the interaction.				

Elaborated by: Espinoza, C. & Nazareno, M. (2019).

ANNEX 7

VALIDATION SHEETS

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Validation of the Proposed Project Plan

TECHNOLOGY BASED LUDIC ACTIVITIES AND ITS INFLUENCE ON ORAL PRODUCTION IN 1ST YEAR STUDENTS B.G.U. AT CENTRO EDUCATIVO NACIONES UNIDAS, SCHOOL YEAR 2019-2020

Rating Scale

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

Comments:

Congratulation, it's an excellent research for sts.

Name:	Norma Hinojosa G.	Norma Hinojosa
Occupation:	Coordinator	
Phone number:	0993742876 .	Signature

UL VR

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Validation of the Proposed Project Plan

TECHNOLOGY BASED LUDIC ACTIVITIES AND ITS INFLUENCE ON ORAL
PRODUCTION IN 1ST YEAR STUDENTS B.G.U. AT CENTRO EDUCATIVO
NACIONES UNIDAS, SCHOOL YEAR 2019-2020

Rating Scale

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

Comments:

The activities provide interaction and promote oral
production in the students.

Name:	Janeth Mora Zapater
Occupation:	English Professor
Phone number:	0990536501

Signature

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Validation of the Proposed Project Plan

TECHNOLOGY BASED LUDIC ACTIVITIES AND ITS INFLUENCE ON ORAL PRODUCTION IN 1ST YEAR STUDENTS B.G.U. AT CENTRO EDUCATIVO NACIONES UNIDAS, SCHOOL YEAR 2019-2020

Rating Scale

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

Comments:

This is an excellent guide for teachers because children love technology, they can work many hours without any problem.

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ANNEX 8

PHOTOS

Illustration 1. Students are completing the survey. The teacher is monitoring them.

Illustration 2. Students are completing the survey. The teacher is monitoring them.

Illustration 3. The teacher is giving the intructions of Kahoot! Activity.

Illustration 4. A student is giving a presentation using Glogster and his classmates are asking and answering some questions using their own ideas.

Illustration 5. A student is giving a presentation using Glogster and his classmates are asking and answering some questions using their own ideas.

Illustration 6. The teachers are explaining how to use Hads Up and students are asking and answering questions about it.

Illustration 7. The teacher is applying the pretest.

Illustration 8. The students are playing Heads Up. A student is using the cell phone and her classmates are giving her clues to discover the word.

Illustration 9. The teacher is applying the post test.

Illustration 10. The teacher is applying the post test.