UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

FACULTAD DE EDUCACIÓN

CARRERA DE INGLÉS

PREVIO A LA OBENCIÓN DEL TÍTULO DE:

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

RESEARCH PROJECT:

TECHNOLOGICAL RESOURCES AND THEIR INFLUENCE ON TEACHING SPEAKING SKILLS IN 3RD YEAR BGU STUDENTS AT "UNIDAD EDUCATIVA PRAGA", DURING THE SCHOOL YEAR 2019-2020

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GUAYAQUIL

2020

REPOSITARIO NACIONAL EN CIENCIA Y TECNOLOGÍA	
FICHA DE REGISTRO DE TESIS	
TÍTULO Y SUBTÍTULO: Technological Resources and Their Influence on Teaching Speaking Skills in 3rd year BGU Students at "Unidad Educativa Praga", during the School Year 2019-2020	
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INSTITUCIÓN: Universidad Laica Vicente Rocafuerte de Guayaquil	**GRADO OBTENIDO:** Licenciado en Lengua Inglesa Mención en Enseñanza y Administración de Sistemas Educativos en TEFL.
FACULTAD: EDUCACIÓN	**CARRERA:** INGLÉS
FECHA DE PUBLICACIÓN: 2020	**N. DE PAGS:** 114 PÁGS.
ÁREAS TEMÁTICAS: Humanidades.	
PALABRAS CLAVE: Information Technology; Skills; Communication; Teaching; Computer Assisted Instruction	

RESUMEN:

Este estudio de investigación se centra en la necesidad de utilizar recursos tecnológicos para mejorar el proceso académico de enseñanza de habilidades del habla en estudiantes de tercer año de BGU. Para el desarrollo de esta investigación, se aplicó el método inductivo con el fin de recopilar información primaria y determinar conclusiones sobre el estudio. Se obtuvieron conclusiones preliminares aplicando las herramientas de investigación que permitieron identificar las dificultades en las habilidades del habla de los estudiantes. El método deductivo también se aplicó para enmarcar la idea de defender este estudio. Además, se realizó una investigación descriptiva con el fin de demostrar la influencia de las herramientas tecnológicas educativas en el rendimiento académico examinando la respuesta de los estudiantes después de su aplicación. Este estudio también aplicó un método cuantitativo en el que las variables de investigación se midieron con el uso de análisis matemáticos y estadísticos, y los datos recopilados mediante el uso de una encuesta. Además, el trabajo de investigación actual obtuvo información sobre el comportamiento de los docentes y sus prácticas a través de la técnica de observación y la entrevista, que pretendían recopilar percepciones y perspectivas sobre el uso de la tecnología en el aula. Sin embargo, varios factores relacionados con los aspectos de la educación y el contexto escolar influyeron en los maestros para mencionar las actividades comunes que aplican para mejorar el habla en clase, como debates, trabajo en pareja o en grupo. Esas actividades son ciertamente importantes, pero la tecnología no se mencionó en absoluto. Con esto en mente, los recursos tecnológicos son formas de ayudar a los estudiantes a mejorar sus habilidades lingüísticas, por lo que deben considerarse en todas las clases del habla.

N. DE REGISTRO (en base de datos):	N. DE CLASIFICACIÓN:
DIRECCIÓN URL (tesis en la web):	
ADJUNTO PDF:	SI [X] NO [ ]
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CERTIFICADO DE ANTIPLAGIO ACADÉMICO

Technological Resources and Their Influence on Teaching Speaking Skills in 3rd Year BGU Students at "Unidad Educativa Praga", during the School Year 2019-2020

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1 onlineteachersuk.com
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Las estudiantes egresadas ANABELLA RAMOS GARCÍA y GILMAR VILLAMAR GONZÁLEZ, declaramos bajo juramento, que la autoría del presente proyecto de investigación, TECHNOLOGICAL RESOURCES AND THEIR INFLUENCE ON TEACHING SPEAKING SKILLS IN 3RD YEAR BGU STUDENTS AT "UNIDAD EDUCATIVA PRAGA", DURING THE SCHOOL YEAR 2019-2020, corresponde totalmente a las suscritas y nos responsabilizamos con los criterios y opiniones científicas que en el mismo se declaran, como producto de la investigación realizada.

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CERTIFICO:

Haber dirigido, revisado y aprobado en todas sus partes el Proyecto de Investigación titulado: TECHNOLOGICAL RESOURCES AND THEIR INFLUENCE ON TEACHING SPEAKING SKILLS IN 3RD YEAR BGU STUDENTS AT "UNIDAD EDUCATIVA PRAGA", DURING THE SCHOOL YEAR 2019-2020, presentado por los estudiantes ANABELLA RAMOS GARCÍA y GILMAR VILLAMAR GONZÁLEZ, como requisito previo, para optar al Título de LICENCIADO EN LENGUA INGLESA MENCION EN ENSEÑANZA Y ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN T.E.F.L., encontrándose apto para su sustentación.

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ACKNOWLEDGMENT

This research work has been a great blessing in all the senses. First, I thank God, because of Him this goal has been fully accomplished. Then, to my mother, infinite thanks for being in my life not only at this important stage, but all the time offering the best of her, and being the main reason of my motivation and pride to be a professional and a better person. Thanks also to my dear colleague, who supported me during this process; showing that, more than a thesis colleague, he is a real friend. To the director of the English Career, MSc. Janeth Mora Zapater, who was always there for me with the best disposal and showing herself as the excellent professional she is. Finally, thanks to my dear tutor, for being the fundamental guide of this process. Thank you for your patience and dedication that lead to the successful completion of this work.

Anabella Ramos García

DEDICATION

I dedicate this thesis to God who knew how to guide me on the right path, gave me strength to keep going and not faint when problems appeared, taught me to face adversities in life.

To my mother; because of her I am the person I am today. For her support, advice, understanding, love and help in difficult times. She gave me everything I needed, values, principles, determination and perseverance to achieve my goals and never give up. I also dedicate my achievement to my family and to all the people who directly or indirectly formed part of this work, such as my professors, who trained me all along the 4 years of academic learning, who enriched my life with their knowledge, and contributed with good learning to build positive effects in my personal and professional life. Thank you all for trusting me and allowing me to be a part of your pride.

Anabella Ramos García

ACKNOWLEDGMENT

The love received, dedication and patience with which my parents worried each day about my progress and development of this thesis, is simply unique and is reflected in the life of a child. Thanks to my parents for being the main promoters of my dreams, thanks to them for trusting and believing in me and my expectations every day, thanks to my mother for being willing to accompany me every long and exhausting nights of study. Thanks to my father for always wishing and wanting the best for my life, thanks for each advice and for each of his words that guided me throughout my life.

Furthermore, the development of this thesis cannot be classified as something easy, but what I can do is to affirm that during all this time I was able to enjoy every moment, that each investigation, process, and projects that were carried out within it; and it was not because I simply set myself to do so, it was because my thesis partner and friend was always there. That is why I would like to praise the work of my friend, who was present throughout the realization and development of this thesis, thanks to her for her dedication and unconditional friendship on this path to success.

Moreover, I would also like to thank to Universidad Laica Vicente Rocafuerte for playing your part in my development, thanks to all the people who participated in this process, either directly or indirectly, thanks to all of you, you were responsible for making your small contribution, that on the day of Today it would be reflected in the culmination of my time at the university. On the other hand, the term gratitude is not always associated or familiar with teachers, these in most cases are associated with people who punish or force us to carry out extracurricular activities that cause banality in optimizing our time; but the reality is that these people are extremely important in our development as people. For this reason, I want to thank all the professors at the university for every detail and moment dedicated to clarify any type of doubt that arises, for the charity and accuracy with which they instructed each class and lesson.

This is a very special moment that I hope will last forever, not only in the minds of the people I thanked, but also those who invested their time to take a look at our research project. Thanks to life for this new triumph, thanks to all the people who supported me and believed in the realization of this thesis.

Gilmar Villamar González

DEDICATION

I would like to dedicate this research work to the triumphs and difficult moments that have taught me to value life from a different perspective. To my mother, who with her love has accompanied me throughout my life and student journey. To my sister, for supporting me when I need her the most, for reaching out in difficult times, for the love offered every day and at the same time for having watched over me during this arduous journey to become a professional. Finally, I would also like to dedicate this project to my father who with his work, sacrifice, and advice has been able to guide me to finish my professional career.

Gilmar Villamar González

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INTRODUCTION

Technology has been used since many years ago to both help and improve language learning. It allows teachers to adapt or adopt classroom activities, and in this way enhances the language learning process.

At Unidad Educativa Praga, it has been observed that teachers apply basic technology-based resources, and also the difficulties in motivating during class hours. It is also evidence that some teachers have limitations in using technological resources since they take hand of basic technological resources such as ordinary online videos and slide projection. Consequently, this demonstrates the emptiness of some teachers in being updated with new technologies. Nonetheless, speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. For this reason, this research will allow teachers at this distinguished institution the necessary facilities to manipulate their classes interactively by a system of workshops in which they will be shown the use of some technological tools that will allow them the enhancement of speaking skills in students.

The Chapter I of the study presents the background and the statement of the problem, as well as the problem systematization. The chapter also describes the broad and specific objectives, which are directed to determine the influence of technological resources on teaching speaking skills in 3rd year BGU students at "Unidad Educativa Praga", during the school year 2019-2020. In order to achieve this abroad objective, the study considers the need of identifying the theoretical foundations of both research variables, and to apply the research tools to recognize the main features of technology and the speaking skills. The rationale of the problem includes the importance and social relevance of the research work as well as the beneficiaries and the impact of the proposal.

The Chapter II covers the Theoretical Framework, which includes the analysis of other similar studies to prove the validity of the research work, as well as the important theoretical foundations that support the study. The conceptual framework is also included and offers definitions for the main concepts discussed in the document. Finally, the Legal

Framework describes the main laws or official regulations regarding Education and related to the English language teaching.

The Chapter III provides details of the Research Methodology, that is, the method, the research type and research approach. In addition, the techniques and tools designed to obtain the information needed to reach the objectives are also included. The research population and sample, and the results and findings resulted from data processing are finally discussed in this chapter.

The Chapter IV presents the proposal, which is meant to solve the research problem, in this case, the lack of technological resources to enhance the speaking skill in students of 3rd Year BGU at Unidad Educativa Praga, School Year 2019-2020. Once the proposal is presented and explained, the conclusions and recommendations are drawn.

CHAPTER I
THE RESEARCH PROBLEM

1.1 Topic

Technological Resources and Their Influence on Teaching Speaking Skills in 3rd Year BGU Students at "Unidad Educativa Praga", during the School Year 2019-2020.

1.2 Background of the Problem

Technology has been present throughout the history of humanity and has evolved along with it through time. Thus, technology has facilitated the work and improved the quality of life in each historical period, according to emerging needs. As a matter of fact, today's society moves, as never before, around technology. Society is therefore highly influenced by new emerging technologies, and there is a close relationship between society and technology.

English Education does not escape this reality, and is currently very influenced by technological development, which complements and improves the educational process of students, providing new learning tools, which if used in the right way can be of great importance and benefit for teachers as well as students. In this way the educational technology seen as any technological means from the most complex to the most elementary, utilized for the achievement of objectives, contents, skills in students, has transformed the educational process over time. Thus, the implementation of technological tools can add a sense of motivation which is conceived as the natural way of incorporating adolescents in the environment that surrounds them, to learn, to relate to others, understand the rules and operation of the society to which they belong.

On the other hand, English Education in Ecuador instead of moving forward, it is moving backwards when it refers to the utilization of technology in class. Ecuadorian English teachers do not allow interactive activities to raise interest in classroom activities due to the amount of content that must be developed and the little time that there is for it. Thus, they should take into consideration that the role of the teacher when teaching English as a second language, is not only transmit knowledge, but also to be a true transformer, counselor, motivator and manager of learning processes, so that the starting

point is the state in which the students reach their potential and from this diagnosis encourage their learning through the use of technological resources.

Unidad Educativa Praga is located at Urdesa Central, Circunvalación Sur 107 and Victor Emilio Estrada in Guayaquil. It has been observed that teachers apply basic technology-based resources, and also the difficulties in motivating during class hours

As a matter of fact, some teachers have limitations in applying basic technology-based resources, and also the difficulties in motivating during class hours since they only employ ordinary online videos and power point presentations for their classes that delimit the speaking progress on students. Consequently, this demonstrates the emptiness of some teachers in being updated with new technologies. Nonetheless, speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. For this reason, this research will allow teachers at this distinguished institution the necessary facilities to manipulate their classes interactively by a system of workshops in which they will be shown the utilization of some technological tools that will allow them the enhancement of speaking skills in students.

1.3 Statement of the Problem

How is the influence of technological resources on teaching speaking skills in 3rd year BGU students at "Unidad Educativa Praga", during the school year 2019-2020?

1.4 Systematization of the Problem

1. What are the theoretical foundations of technological resources used for the process of English learning?
2. What are the differences in the academic performance of teachers and students before and after applying technological resources?
3. What technological resources can be applied to develop the speaking skills on 3rd year BGU students?
4. What is the importance of using technological resources for speaking skills instruction?

5. How the use of technological resources can enrich teachers' classes and improve their performance?

6. How the application of a system of workshops benefit teachers' instruction to improve 3rd year BGU students' communication skills at Unidad Educativa Praga?

1.5 Broad Objective

- To determine the influence of technological resources on teaching speaking skills in 3rd year BGU students at "Unidad Educativa Praga", during the school year 2019-2020.

1.6 Specific Objectives

- To identify the theoretical foundations from the pedagogical point of view and the technological tools used for the process of English learning.
- To recognize the differences in the academic performance of teachers and students before and after applying a system of workshops based on technology.
- To design a system of workshops based on technology for teachers proving the usefulness of technological resources in the process of acquiring speaking skills.

1.7 Rationale of the Problem

During the last ten years, it has been confirmed that technology has come to stay, intrinsically joining with education. Actually, the correct use of technological resources can be of great help for educators to stimulate and promote the skills of their students. With this in mind, it is essential to train teachers in order to learn to use these new technologies and improve the quality of learning in their students.

From this perspective, the importance of carrying out this research is based on the consideration that acquire the process of learning English and its relevance in the creation of identity, knowledge, and ability to communicate with the social reality of a person. Thus, this research acquires greater need because once the significance of this area of study has been identified, it tries to clarify how the implementation of technological resources can enhance and contextualize learning, considering the national sociocultural

changes, the tools that generate greater motivation, and the adaptation of these tools to the stages of cognitive development of the students.

As this investigation moves forward, it will be possible to understand, analyze, and reflect on the basis of what factors affect the acquisition of meaningful learning and applicable to everyday life using technological tools as well as knowing how they should be used to achieve the proposed pedagogical objectives. Likewise, this research gives a contribution orienting teacher towards significant and relevant new strategies for the use of technology that can facilitate their work within the classroom. This approach is developed based on the purpose of renewing, modernizing, and bringing these practices closer to teachers, which must be updated according to the sociocultural changes around the digital age.

This project is mainly focused on benefiting both students and teachers since it aims to provide educational and practical resources to achieve greater and better learning in order to make this acquisition productive in terms of the development of their skills and capabilities. In this way, new and better technologies will facilitate the teaching process by educators and at the same time generate a more interactive learning and social environment for students.

As a result, the proposal of this project is intended to develop the implementation of a system of workshops for teachers in which they will receive a complete training to apply technological tools in order to enhance the commitment of students in the acquisition of a language. Therefore, it is expected that the impact of its application favors knowledge acquisition, skills, and values in the process of teaching English encouraging an active attitude of the students towards educators which makes possible a greater involvement of their training. Additionally, it will also allow teachers to keep up to date with new technologies, work with information, create and share information; manage software, and process data.

1.8 Scope and Delimitation of the Study

Responsible Institution: Unidad Educativa Praga
Responsible Authors: Anabella Ramos García and Gilmar Villamar González
Field: Education
Area: English

Population: This research is oriented to 24 students from 3rd year BGU and 8 teachers at Unidad Educativa Praga of Guayaquil.

Execution Period: The collection of data for this investigation will be developed during the school year 2019-2020.

Figure 1. Delimitation of the Study.
Source: Google Images (2019).

1.9 Idea to Defend

Technological resources influence on teaching speaking skills in 3rd year BGU students at "Unidad Educativa Praga", during the school year 2019-2020.

1.10   Institutional Research Line

The research project will be executed according to the research line of the Education Faculty, which declares "the teacher's performance and professionalization". In addition, it is also formulated using the research sub-line "communicative competencies in teachers and students".

CHAPTER II
THEORETICAL FRAMEWORK

2.1 Theoretical Framework Background

Speaking is considered the most important skills that students have to master when learning English. This skill is a crucial tool for communication, but also a concern for students because it is not easy to achieve the level needed. On the other hand, this modern era is characterized by a very fast development of technology, and it can be used in the classroom to improve the speaking skill in the English language.

There are several studies that have been consulted regarding the use of technology in the English language learning process, especially focused on the speaking skills. There have been found four research projects in the repositories of the following foreign and domestic universities: Universidad Complutense de Madrid, Universidad Técnica de Machala, Universidad Estatal de la Península de Santa Elena, Universidad Laica Vicente Rocafuerte de Guayaquil. The similarities and contribution of those research works are discussed e to validate the present study as follows:

Pareja-Lora, Rodríguez-Arangón, & Calle-Martínez (2016), wrote a research article titled "APPLYING INFORMATION AND COMMUNICATION TECHNOLOGIES TO LANGUAGE TEACHING AND RESEARCH: AN OVERVIEW", as professor of Universidad Complutense de Madrid. The article was published at Research Publishing.

This research work focuses on the importance of information and communication technology for language teaching, based on an international change in education that includes the development of new learning programs and policies. The study covers widely the different aspects of technology that help the improvement of language acquisition and skills, among them, speaking.

This article is important for the current research work because it describes in detail the kind of modern technological resources that can help teachers to improve their practices in an English language class. In addition, the authors suggest new emerging

approaches to teaching and learning, such as e-learning, flipped classroom, among others, which are part of the current study, and validate its design.

Sánchez (2016), carried out a study titled "TECHNIQUES APPLICATION TO DEVELOP SPEAKING SKILLS IN THE TEACHING-LEARNING PROCESS OF ENGLISH AS A FOREIGN LANGUAGE", from Universidad Técnica de Machala, prior to obtaining the Bachelor's degree in Education, mention in English.

This study has as broad objective to develop the speaking skill with several techniques and resources, among them, podcast files, which is a technological resource to improve oral production. The study highlights the difficulties teachers have to enhance speaking with traditional resources and propose the application of modern technological elements to promote students' participation and creativity. The research is described as using a quali-quantitative approach. After the application of the research tools, it was concluded that there is a lack of effective techniques to improve students' speaking skill, which at the same time, demotivates students to participate in the language learning process.

Sánchez's study is important for the current research work because it shows the necessity teachers and students have of using modern technological resources to enhance the speaking skill. Both studies have a similar design: the same quali-quantitative approach, with similar research tools to collect data. The use of podcasts proposed confirms that the selection of technological resources has a positive incidence in the development of the speaking skill and reinforces the current study proposal.

Villón (2016), developed the research work titled "OPEN SOURCE AUDIO AS A TEACHING TOOL TO DEVELOP THE SPEAKING SKILL IN STUDENTS OF SIXTH GRADE AT UNIDAD EDUCATIVA 'RUBIRA', SALINAS, SANTA ELENA PROVINCE, 2015-2016", from Universidad Estatal Península de Santa Elena, prior to obtaining the Bachelor's degree in English.

This research work has as broad objective to develop the speaking skill with the use of technological resources such as an open source audio, which is meant to improve students' oral communication. The study is classified as descriptive and field research, with a qualitative and quantitative approach. After the application of the research tools it was concluded that the technological resource applied has a significant influence in the development of the speaking skill.

Villón's research work has many similarities with the current study. First of all, is focuses on the development of the speaking skill with the use of a technological resource, thus it is possible to affirm that the broad objective of both studies is similar. In addition, the type and approach of both studies have important coincidences: descriptive and field research works, with a quali-quantitative approach to collect data. What is more, both studies propose the identification of students' difficulties in oral production and the use of technology to solve such difficulties.

Astudillo (2015) carried out a research work titled "THE IMPACT OF INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT'S) TO IMPROVE THE ACADEMIC PERFORMANCE ON SENIOR HIGH SCHOOL STUDENTS AT NELA MARTINEZ ESPINOSA SCHOOL IN LA TRONCAL, DURING THE SCHOOL YEAR 2015- 2016", from Universidad Laica Vicente Rocafuerte de Guayaquil, prior to obtaining the Bachelor's degree in English Language Teaching, major Educational System Management in TEFL.

This study has a broad objective to improve the academic performance in English of high school students, with the use of ICT's. Performance in English language includes the speaking skill, which is considered one of the most important skills to be developed, as it is the basis for communication. The methods and techniques applied are described as quali-quantitative, with a descriptive type. After the application of the research tools, the study concluded that the application of technology has a positive impact in the academic performance in English of students, as it increased their motivation and participation.

This study is important for the current research work, first, because it has many similarities in the research design, that is, similar approach and type of study, with the

application of similar research tools. However, one of the most important aspects to highlight is that Astudillo's work proved that the use of technology impacts students learning and performance in a foreign language, including the speaking skill.

2.2 Literature Review

The first section is focused on investigating the speaking skills. This includes definitions of speaking. This section also highlights two different definitions of speaking in which students have to be focused on. The second section deals with the functions of speaking. Moreover, the section addresses different functions such as talk as interaction, talk as transaction, and talk as performance. The third section will emphasize the purpose of teaching speaking. Section four will describe the importance of the use of ICTs in different educational processes, both at the level of knowledge and disclosure. Finally, in the last two sections, it will be developed the importance of CALL in teaching a foreign language and the role of teacher in CALL.

2.2.1   The Speaking Skill
2.2.1.1 Definitions

Speaking is an activity of delivering message, it occurs between speaker and listener orally. In other words, the main point of speaking activity is that speakers communicate their message to the listeners. In this case, the speaker and listener should be able to understand each other. The speaker can produce the sounds that involved the messages and the listener can receive, process, and response the messages. Rahayu (2017) says that "speaking is an act to express one's ideas, feeling, purpose, and thought orally".

Furthermore, someone can communicate or express what he or she wants from other and response to another speaker. Wati (2017) states that "speaking is a process of expressing ideas in the spoken language, and it is one of most important aspect of language learning". It means that in order to express someone's ideas, speaker must also attend the aspect of speaking, in order that the message is understandable to the listener. With this in mind, the reason for the people to communicate with other is in order to tell people something, which they do not know, or to find something out from other people.

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In other words, it can be concluded that speaking is an ability to express ideas, feelings and emotions to another person. The language is used to express oneself to be understood by others. Therefore, speaking is a skill of transferring the idea to others in spoken language. It concerns with the use of language in daily activity in which people need to communicate with others to fulfill the need of socialization.

2.2.1.2 Functions of Speaking

Functions refer to what items of language actually do in a real context, as opposed to what they might mean literally. These include suggesting, criticizing, refusing, agreeing and disagreeing, enquiring, talking about the past, and giving advice. The speech activities are quite distinct in terms of function and require different teaching approaches.

1) Talk as interaction

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function (Alfi, 2015). When people meet each other, they exchange greetings, engage in small talk, recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

2) Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than participants and how they interact socially with each other (Alfi, 2015). Thus, communication is constantly important between people when they want to transmit any kind of message or information.

3) Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public or informal talk, that is, talk that transmits information before an audience or group of people, such as classroom presentations, public

announcements, and speeches in a classroom. The focuses are on both message and audience. Therefore, speaking has its functions which cover certain aspects such as interaction, transaction, and performance which have been mentioned above, this means that speaking is not only producing the language but it also functions for some different purposes in daily communication.

2.2.1.3 Purpose for Teaching Speaking

Teaching speaking means teaching how to use the language for communication, for transferring ideas, thoughts, or even feeling to other people and also identify the appropriate tools and techniques when teaching to students. Assessing Speaking focused on the students' ability to interpret and convey the meaning in interaction (Sundari, 2018). Speaking is developing since the first contact with each other using the language that we learn, because ideas can be transferred or thoughts to other people.

According to Septianto (2018), one of teachers' roles is to give students speaking tasks so they will have the chance of using the target language to communicate orally. As a consequence, this activity permits people to communicate in a certain way using a clear language which is very important. The teacher teaches speaking by carrying out the students in certain situation when the topic is being talked about. The topic must be familiar with the students so what the ideas have an oral command of the language need to describe the topic. That is why when teaching speaking; teachers should give students accurate and appropriate opportunity to students to communicate without being ashamed or afraid of communicating the others to tell their ideas, experiences or feelings.

2.2.2   Technological Resources
2.2.2.1 ICTs in the Teaching of Foreign Languages

The European Commission recommends the integration of ICTs throughout the curriculum by performing specific tasks in all subjects and considers that digital competence must be a priority objective for the years to come. The proposed competency framework includes competence in processing information and faculties in media. In most

European countries, official documents indicate that students should use ICTs for learning within the classroom and other complementary activities such as homework and projects.

The beneficial contributions that such learning may have are based on the conception of active, meaningful, and authentic learning. Thus, the application of ICTs offers students of language the opportunity to use it in a meaningful way in authentic contexts. Besides, a second positive influence derives from the possibility of cooperation and collaboration among students, interacting and producing group educational projects. Beauchamp (2017) states that "although ICT can indeed provide high-quality visual or aural stimuli, the justification for their use should not just be that they match a single learning style" (p. 70). Consequently, another very important benefit of the usage of ICTs in learning a foreign language is the opportunity that technological tools provide to personalize the learning process, adopting diverse learning styles for different needs.

Moreover, the use of ICTs for learning a language also confirms benefits in fields such as motivation, skills, concentration, cognitive processing, autonomy in learning, critical ability, and teamwork. However, there are also non satisfactory points to take into consideration. One of them is that although there are more students who begin to study a foreign language at a younger age, the number of teaching hours has not increased significantly, being quite low compared to other subjects. Actually, English is by far the most studied foreign language. Already for decades, teacher professional development initiatives are mostly seen as a key component of using ICT in the classroom, with a variety of online and offline training programs developed out of the experience (Van Assche, Anido-Rifón, Griffiths, Lewin, & McNicol, 2015, p. 8). Additionally, it is also certain that even though the use of technology by teachers had increased during the last ten years, it had been mainly related to administrative matters and not to pedagogical innovations, with a tendency to continue using traditional methodologies.

2.2.2.2 The Use of CALL in Foreign Language Learning

With regard to the effects of CALL compared to traditional classroom instruction for foreign language learning, some studies have been conducted to determine its characteristics and best possible use. For instance, most students perceive the use of CALL

as something profitable both linguistically and emotionally, regardless of the type of activity or design. According to Sariwulan (2014): "learners can explore explanations and peripheral information from the advantage of multimedia somewhat lower than teacher-centeredness of the classroom". Therefore, motivation is discussed as an advantage that is related to the participation of students in electronic conversations such as forums or chats. Likewise, the usage of multimedia materials with the integration of interactive capabilities has increased interest in various types of applications in real second language learning contexts.

In addition, with the integration of CALL in the acquisition of a second language, learners manage to remember and recognize vocabulary words more easily as well as improve their oral comprehension. The incorporation of digital voice in multimedia technological resources for the practice of phonetic, phonological, and communicative aspects of language in second language learning is also discussed. As a matter of fact, this new way of interaction for listening comprehension and oral production, offers a positive correlation between linguistic achievements in audio and oral production, and exposure to digital voice and its manipulation by students.

Given the above, it is believed that technologies are currently transforming the teaching and learning environments where they are introduced, which is of great help specially in learning a foreign language where the development of communicative competence is the main goal and based on interaction with the teacher and learners. With this in mind, the purpose of technology is to provide tools that improve the teaching and learning environment in ways that otherwise would not be possible. Sariwulan (2014) claims that "CALL is a language learning and teaching approach in which computer is used as a tool for presentation, assisting students, and evaluating materials, and has an interactional element to improve language learning and language mastery". From this perspective, the effects of the application of CALL in learning a foreign language are different in the development of language skills compared to those obtained in a traditional class.

On the other hand, it is known that one of the latest technological advances in CALL is the use of multimedia which emphasizes communication and interaction between users. This has allowed innovations in the teaching-learning process of English for almost all the skills of the language greatly enhancing training and learning. Interactive multimedia offers a variety of activities that favor autonomous and collaborative work as well as the development of critical thinking allowing the student to have a more active and leading role in learning.

2.2.2.3 The Role of the Teacher in CALL

The management of the new learning environments and the methodological change that the new technologies entail require a change of mentality and teaching practices. Yadollahi (2019) asserts that "an interesting line of study may focus on promoting an understanding of teachers' motivation and reasons to CALL use in an educational system" (p. 17). In other words, it must focus not only on an instructive sense, but also attending to educational aspects and new teachers' roles that should be modified so that other functions are promoted in front of the traditional information transmitter. Considering that a standard lesson comes in the form of presentation, practice, and activities, the instructor would be in charge of controlling the students' use of grammatical forms since they could associate the norm with the content of the exercise and make mistakes when transferring what has been learned to real life.

Furthermore, CALL allows individualization and instruction; however, the students are not free to choose the activities to be developed. Ilinska & Oksana (2017) assert that "the lack of CALL teacher training has caused teachers to have a limited understanding of their roles and responsibilities" (p. 187). As a result, the teacher should represent the roles of director, interlocutor, instructor, model, and informant. In the role of director, the teacher will have to conduct the activities and interaction of the students as well as monitor their progress. In the figure of interlocutor, the teacher responds to the interests, needs, and initiative of the students. As a language instructor, the educator will commit to create the right environment for learners to be interested in the language. The tutor must also be a role model since it is the only figure through which a real communication model is transmitted.

Finally, the teacher is an informant, the source from which all the information necessary to learn comes out. Even though a machine does not replace the contact or warmth of a human being, it offers the possibility of performing and practicing exercises. The role of the computer is thus relegated to that of the pedagogue's assistant, although there are more and more software programs that begin to play the role of virtual teacher, guide, instrument, teaching and learning tool. In this way, the role of an educator should consist of teaching the real language used in communication as well as facilitation, monitoring, and open pedagogical integration.

2.3 Conceptual Framework

Competence

Competence is a set of attributes required to perform a particular activity along with the quality or state of having sufficient knowledge, judgment, skill, or strength (as for a particular duty or in a particular respect) and it is essential to evaluate an individual's capacity to fulfill a particular task or job position (Klieme, Hartig, & Rauch, 2014).

Foreign Language

Kramer Moeller & Catalano (2015) describe a foreign language as: "a language not widely spoken and used by the people of a community / society / nation and it is learned largely in the classroom and is not spoken in the society where the teaching occurs. Study of another language allows the individual to communicate effectively and creatively and to participate in real-life situations through the language of the authentic culture itself".

Speaking Skill

According to Imane Omari (2015): "the speaking skill is related to communication, whether to transfer or to get information from other people in a real life situation, to be able to use the language to express meaning in an accurate and fluent way making use of all the different micro skills that constitute the language".

Communication

Grimsley (2018) states that "communication is sending and receiving information between two or more people through appropriate media, enabling individuals or groups to

persuade, to seek information, to give information or to express emotions. The information conveyed can include facts, ideas, concepts, opinions, beliefs, attitudes, instructions and even emotions".

ICT

ICT stands for Information and Communication Technology. Noor-ul-Amin (2016) defines ICT as: "a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information. These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony" (p. 2).

CALL

CALL stands for Computer Assisted Language Learning. According to Torsani (2016) "CALL as a study branch deals with the particular relationship which makes technologies an original, not a neutral, element in the relationship between the individual and language learning. Technology, then, is something which offers an added value. It is not neutral, in that the tool chosen for usage will influence the activity (thence the learning), and it is original in that such an influence depends on the tool's affordances" (p. 3).

Authentic Learning

Authentic learning refers to a wide variety of educational and instructional techniques focused on connecting what students are taught in school to real-world issues, problems, and applications. Students are more likely to be interested in what they are learning, more motivated to learn new concepts and skills, and better prepared to succeed. (The Glossary of Education Reform, 2014)

Technology

Ramey (2014) claims that "technology refers to methods, systems, and devices which are the result of scientific knowledge being used for practical purposes. It is a body of knowledge devoted to creating tools, processing actions and the extracting of materials and it is also an application of science used to solve problems".

Software

O'Regan (2016) points out that "software is intangible and consists of a set of instructions that tells the computer what to do. It is an intellectual creation of a programmer or a team of programmers. Operating system software manages the computer hardware and resources and acts as an intermediary between the application programs and the computer hardware" (p. 10).

Exchange Information

Exchange information is an informal term that can either refer to bidirectional information transmission/information transfer in telecommunications and computer science or communication seen from a system-theoretic or information-theoretic point of view. It is also used to describe the process of learning and the efficiency of the learning. (Educalingo Online Dictionary, n.d.)

2.4 Legal Framework

Constitution of the Republic of Ecuador

Art. 26.- Education is a right of people throughout their life and an inescapable and inexcusable duty of the State. It constitutes a priority area of public policy and state investment, guarantee of equality and social inclusion and an essential condition for good living. Individuals, families and society have the right and responsibility to participate in the educational process. (Constitución de la República del Ecuador Título II Derechos Capítulo dos "Derechos del buen vivir" Sección quinta "Educación", 2008)

Art. 45.- Children and adolescents shall enjoy the common rights of the human being. The State shall recognize and ensure life, including care and protection from conception. Children and adolescents have the right to physical and mental integrity; to their identity, name and citizenship; to integral health and nutrition; to education and culture, sport and recreation; to social security; to have a family and enjoy in a community life; to social participation; respect for their freedom and dignity; to be consulted on matters that affect them; to be educated as a priority in their specific language and cultural contexts to their peoples and nationalities; and to receive information about their parents or absent relatives, unless it was detrimental to their wellbeing. The State shall guarantee its

freedom of expression and association, the free operation of student councils and other associative forms.

Ley Orgánica de Educación Intercultural – LOEI

Art. 2 literal f. - It establishes the obligation of education from the initial education level up to the baccalaureate level or its equivalent.

Art. 17 literal a. - To receive formal or informal education throughout their lives to complement their skills and abilities. To exercise citizenship and the right for good living. Therefore, as the quotation on the articles that the law shows, all the people have the right to education, which intellectual abilities that allow them to be productive in the world of work.

Art. 343. - The National Education System has as its objective the development of individual and collective capacities and potentialities of the population, which enables learning, and the generation and use of knowledge, techniques, knowledge, arts and culture. The system will center on the subject that learns, and works in a flexible and dynamic, inclusive, effective and efficient manner. The national education system integrates an intercultural vision in accordance with the geographical, cultural and linguistic diversity of the country, and respect for the rights of communities, peoples and nationalities. (Constitución de la República del Ecuador, Titulo VII Régimen del buen vivir capítulo I "Inclusión y equidad" Sección primera "Educación", 2008)

Art. 344. - The national system of education will include the institutions, programs, policies, resources and actors of the educational process, as well as the actions in the levels of initial, basic and high school education, and will be articulated with the higher education system. The State will exercise the rector of the system through the national educational authority, which will formulate the national education policy; also regulate and control the activities related to education, as well as the functioning of the entities of the system (Constitución de la República del Ecuador, Titulo VII Regimen del buen vivir capítulo I "Inclusion y equidad" Sección uno "Educación"). The constitution establishes

that education is a guaranteed right for citizens that must be of quality and effective so that others can develop professionally in their future life.

CHAPTER III
METHODOLOGICAL FRAMEWORK

3.1 Research Methodology

The current research work applies the inductive method in order to gather primary information and determine conclusions regarding the study. It will be achieved by applying the research tools that will allow identifying the difficulties in students' speaking skills. The deductive method is also applied to frame the idea to defend of this study, and also to draw conclusions.

3.2 Type of Research

A descriptive research is contextualized as the one describing the characteristics of the phenomenon that is being studied. This type of research aims to the "what" more than to the "why" of the research subject (QuestionPro, 2019). A *Descriptive research* will be carried out at Unidad Educativa Praga, in order to prove the influence of educational technological tools on academic performance examining the response of students before and after their application.

Tamayo (2014) also explains that in the applied research the problem is determined by the researcher, who applies research procedures to answer specific questions. This type of research focuses on the way general theories is put into practice. An *applied research* will also be carried out in the current work, in which a system of workshops will be implemented, so teachers may have a wider knowledge of technological resources in teaching English.

3.3 Research Approach

3.3.1 Quantitative Research

This study applies a quantitative approach because it will measure the research variables with the use of mathematical and statistical analysis, and the data will be collected through the use of a survey, so it will be possible to process and interpret the results to draw conclusions.

3.3.2 Qualitative Research

The research work also has a qualitative approach because the observation technique will be applied, and the results will be interpreted and supported by the theoretical framework. The current research work will obtain information regarding the behavior of teachers and their practices through the observation technique, the one that pretends to collect perceptions and perspectives about the use of technology in the classroom.

3.4 Research techniques and tools.

This research will be based on four important instruments which are going to be applied for teachers guiding students to a better understanding of the subject.

3.4.1 The Observation

The observation technique consists on the act of observing people, situations, and other elements around a specific topic, with the purpose of obtaining information (Labarca, 2019). In the current study, a teacher's observation guide will be applied for evaluating teachers before and after the proposed plan, in order to identify the possible positive and negative results of the use of technological resources inside the classroom.

3.4.2 The Survey

Labarca (2019), defines the survey as a research technique that uses standardized procedures to collect and analyze data from a sample a larger universe, in order to explore, describe, predict and explain its main characteristics. In the current study, a students' survey will be applied to describe teachers' procedures and the relevance of technology in language learning. Students' preferences in the learning process were also consulted, as well as the way students prefer to acquire the speaking skills in an English class, focusing on their opinion of technological resources.

3.4.3 The Interview

The interview is defined as a qualitative technique in research. This technique involves "conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation" (Sánchez, 2016). The interview technique was applied in the current study and included 10 open-ended questions about the relevance given by the teachers to the use of technology in the classroom.

3.4.4 The Test

A Speaking Test will be applied in order to diagnose the level of oral production in 3rd year BGU at Unidad Educativa Praga. The tool used for this purpose is the diagnostic test. The test selected belongs to the English Cambridge Qualifications Test, level B1-Preliminary, version 2018. During the administration of this test, different aspects of speaking will be evaluated.

3.4.5 Research Population and Sample

This research is based on the observation of 3rd BGU students who are a complex population in terms of getting attention. The challenging and frequent adversity about catching students' attention is because their focus can be diminished when the teacher is explaining if they consider the class as a boring section. During this process, forty-eight

students from a high-level class were selected to evaluate their teachers on the use of technological resources. Likewise, four of eight English teachers were observed before and after the application of the proposal to speaking skills in the process of language acquisition.

Table 1.
Research Population and Sample

Group	Population	Sample Size	%	Sample Type	Instruments
Students	48	48	100%	Simple	Survey Speaking Test
Teachers	8	4	50%	Random	Observation
Director	1	1	100%	Simple	Interview

Source: Unidad Educativa Praga.
Elaborated by: Ramos y Villamar (2020).

3.5 Results / findings and Analysis

3.5.1 Teachers' observation guide

An observation guide was applied to the English teacher of 3rd Year BGU students at Unidad Educativa Praga in order to evaluate their performance in the classroom and identify possible difficulties students face in speaking. The observation included 15 items, and the results were the following:

Table 2.
Teachers' observation guide

ITEMS	YES	NOT	OBSERVATIONS
1. The English class includes the four stages: Introduction, presentation, execution and closing.	X		
2. The introduction stage includes technology to establish topic engagement.	X		Basic technological elements such as slide projection and video.

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		Observations
3. The presentation stage includes technology to motivate students to participate.	X	Slide projection.
4. The execution stage shows a class well-sequenced performed, that engages and activates students.	X	Students show a passive participation.
5. At the closing stage, the teacher provides appropriate feedback.	X	Time was not enough.
6. Speaking is given the importance required to enhance communication.	X	
7. Speaking is based on concrete learning experiences with motivating material.	X	Traditional material that did not promote speaking.
8. Scaffolding is applied in the classroom.	X	Time was not enough.
9. Students understand their roles when speaking within the lesson.	X	Students looked confused when speaking.
10. Students look motivated by the style and material used by the teacher in the class.	X	
11. The teacher applies appropriate material to encourage a positive experience at speaking.	X	
12. Speaking activities based on technology are used to motivate speaking in students.	X	
13. Any kind of technology-based activity is used to promote speaking.	X	The teacher applies strictly what the book provides.
14. Assignments are design to promote in students the use of technology.	X	
15. The teacher applies paired and group activities, discussions, debates.	X	Students do not participate actively.

Source: Unidad Educativa Praga.
Elaborated by: Ramos y Villamar (2020).

Analysis

The following perceptions resulted from the application of teacher's observation:

- Teacher's performance was based on traditional material with the use of basic technological resources, such as slide projection or videos related to the topic. Therefore, students looked confused about their role when they participated in the speaking activities. This caused hesitation and misused of words during their performance.

- Despite the teacher used some technological resources directed to promote a positive attitude in students with the use of videos, it worked only during part of the session. The use of those traditional resources caused students miss their interest to participate actively in speaking.

- Some technology-based resources were applied in the classroom; however, they were not enough to promote students' speaking. Instead, there was traditional material based on repetition that barely motivated the class.

- The teacher didn't have enough time to provide feedback to scaffold all students during the class. As a result, some of them looked overwhelmed, and in the end, students could not count with the teacher as a facilitator.

- The assignments were based on traditional methods and were not designed to encourage in students the use of technology. The use of technology in teaching and learning improve engagement and knowledge retention. When assignments include the use of technology, teachers are helping students learn also useful life skills.

3.5.2 Students' Survey

A survey was applied to 3rd Year BGU Students of Unidad Educativa Praga, to describe teachers' procedures and the relevance of technology in language learning. Students' preferences in the learning process were also consulted, as well as the way students prefer to acquire the speaking skills in an English class, focusing on their opinion of technological resources.

The survey's questionnaire included ten questions and was applied to 48 students. The results obtained were the following:

Table 3.

Would you like to do other kind of activities in the classroom with your teacher?

ITEM	SCALE	FREQUENCY	PERCENTAGE
Would you like to do other kind of activities in the classroom with your teacher?	Disagree totally	2	4%
	Disagree	1	2%
	Not strong opinion	4	8%
	Agree	9	19%
	Agree strongly	32	67%
	TOTAL	48	100%

Source: Unidad Educativa Praga.
Elaborated by: Ramos y Villamar (2020).
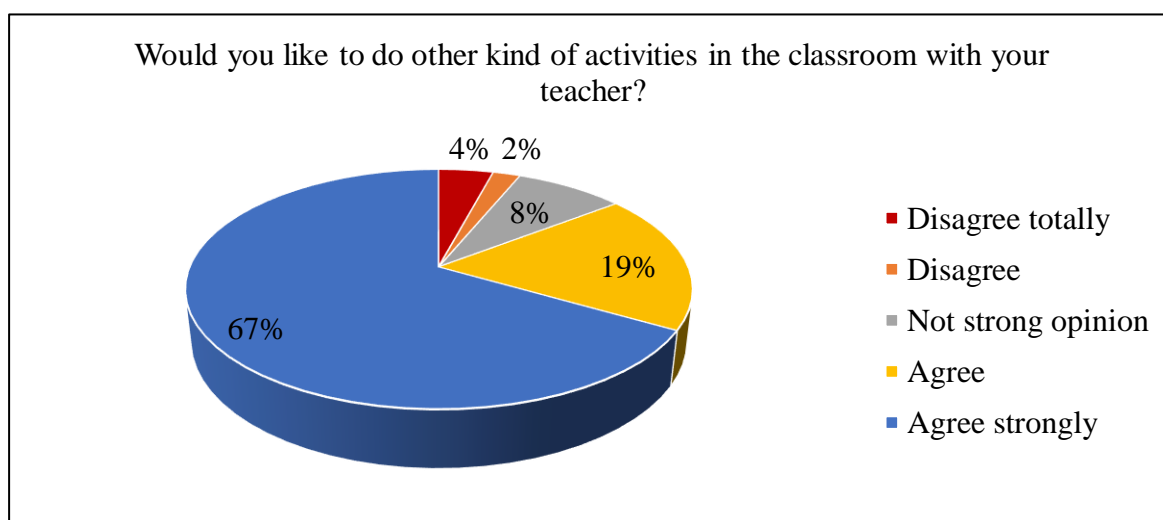
Graph 1. Would you like to do other kind of activities in the classroom with your teacher?
Source: Unidad Educativa Praga.
Elaborated by: Ramos y Villamar (2020).

Analysis

The first question of the survey's questionnaire referred to other kind of activities that students may like to do in the classroom. Around 90% of students agreed strongly (67%) and agreed (19%) to have a variety of other activities, while 8% had not strong opinion, 4% disagreed totally and 2% disagreed. Teachers and students usually enjoy using interactive tools in the classroom. Technology allows teachers to improve their strategies, and to include in their practices all types of learning styles.

Table 4.

Would you be interested in the teacher applying more dynamic activities in his classes?

ITEM	SCALE	FREQUENCY	PERCENTAGE
Would you be interested	Disagree totally	1	2%
in the teacher applying	Disagree	2	4%
more dynamic activities in	Not strong opinion	3	6%
his classes?	Agree	7	15%
	Agree strongly	35	73%
	TOTAL	48	100%

Source: Unidad Educativa Praga.
Elaborated by: Ramos y Villamar (2020).
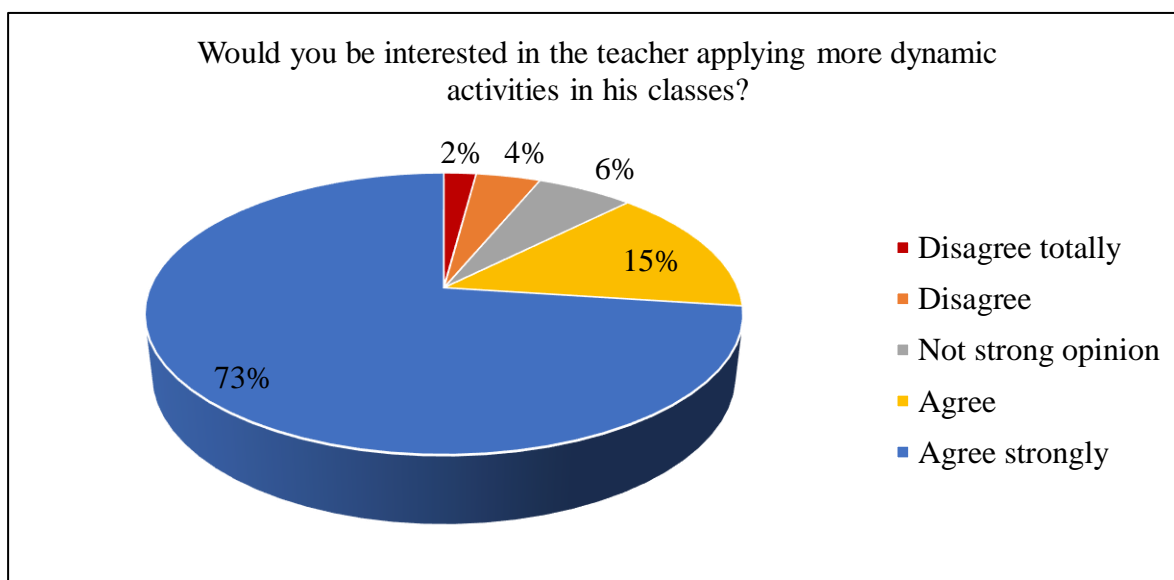
Graph 2. Would you be interested in the teacher applying more dynamic activities in his classes?
Source: Unidad Educativa Praga.
Elaborated by: Ramos y Villamar (2020).

Analysis

Students were surveyed about their interest in having the teacher apply more dynamic activities in the classroom. The 88% of them agreed strongly (73%) and agreed (15%). Only 12% of students did not have a strong opinion (6%), disagreed (4%) or disagreed totally (2%). Dynamic activities refer to interaction between students and teachers in a classroom, which establish a positive classroom atmosphere, so students feel comfortable communicating with other students, and experience a motivating learning.

Table 5.
Does your teacher stimulate your interest in his/her classes?

ITEM	SCALE	FREQUENCY	PERCENTAGE
Does your teacher stimulate your interest in his/her classes?	Disagree totally	33	70%
	Disagree	8	17%
	Not strong opinion	5	11%
	Agree	1	2%
	Agree strongly	0	0%
	TOTAL	48	100%

Source: Unidad Educativa Praga.
Elaborated by: Ramos y Villamar (2020).
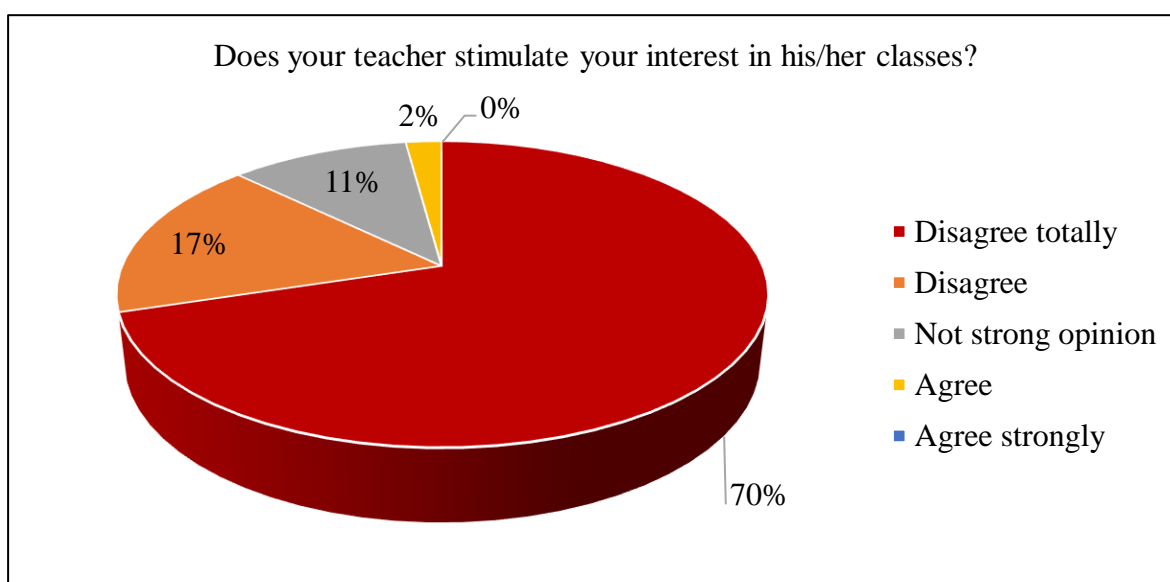
Graph 3. Does your teacher stimulate your interest in his/her classes?
Source: Unidad Educativa Praga.
Elaborated by: Ramos y Villamar (2020).

Analysis

Another question included in the survey was if the teacher stimulates students' interest in the classroom. An important 87% of them disagreed totally (70%) or disagreed (17%). On the other hand, 11% of students did not have a strong opinion, and only the 2% agreed. Students' interest is a motivational process that strengthens learning and is one of the most important elements for academic success. Students' interest in the classroom affirms a state of attention and a persistent inclination to participate.

Table 6.
Does your teacher assign tasks using technology?

ITEM	SCALE	FREQUENCY	PERCENTAGE
Does your teacher assign tasks using technology?	Disagree totally	0	0%
	Disagree	0	0%
	Not strong opinion	3	6%
	Agree	5	11%
	Agree strongly	40	83%
	TOTAL	48	100%

Source: Unidad Educativa Praga.
Elaborated by: Ramos y Villamar (2020).
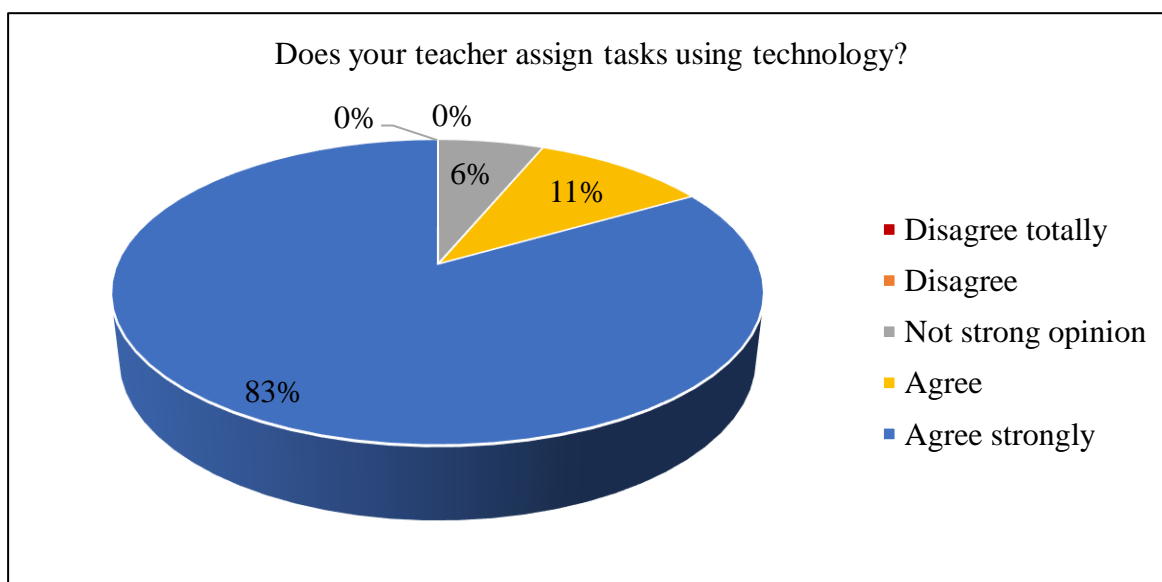
Graph 4. Does your teacher assign tasks using technology?
Source: Unidad Educativa Praga.
Elaborated by: Ramos y Villamar (2020).

Analysis

Students were asked if their teacher uses technology in order to assign tasks. The 94% of them agreed strongly (83%) or agreed (11%), while a 6% did not have a strong opinion. Technology can enhance relationships between teachers and students. Students' opinions regarding technology confirm their preferences for technology. In the educational field, the benefits are varied. Technology makes teaching and learning more enjoyable and significant, and teachers integrating technology into subjects turns into advisers, content experts, and tutors.

Table 7.
Teachers' teaching techniques are used in an interactive way.

ITEM	SCALE	FREQUENCY	PERCENTAGE
Teachers' teaching	Disagree totally	2	4%
techniques are used in an	Disagree	1	2%
interactive way?	Not strong opinion	6	12%
	Agree	9	19%
	Agree strongly	30	63%
	TOTAL	48	100%

Source: Unidad Educativa Praga.
Elaborated by: Ramos y Villamar (2020).
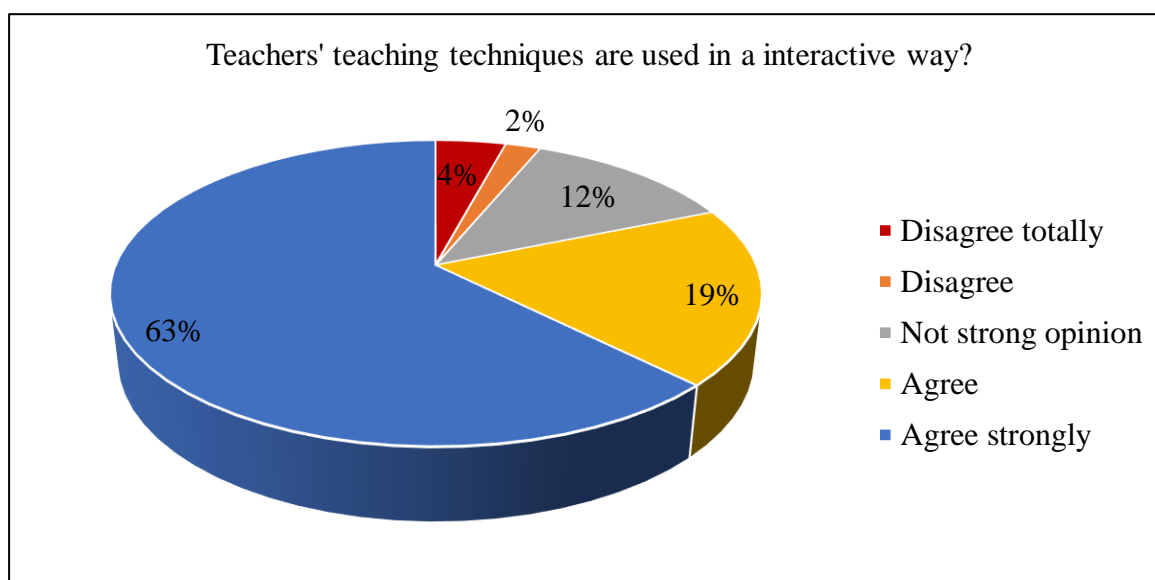
Graph 5. Do you think that the teachers' teaching techniques are used in an interactive way?
Source: Unidad Educativa Praga.
Elaborated by: Ramos y Villamar (2020).

Analysis

Another question that students answered was if teachers' techniques are used in an interactive way. The 82% of them agreed strongly (63%) or agreed (19%). Only 12% of students did not have a strong opinion, 4% disagreed totally, and 2% disagreed. Teaching techniques creates a positive learning environment in the classroom if they are carefully selected and applied.

Table 8.

Do you consider that the subject content should be taught by applying technological resources?

ITEM	SCALE	FREQUENCY	PERCENTAGE
Do you consider that the subject content should be taught by applying technological resources?	Disagree totally	0	0%
	Disagree	1	2%
	Not strong opinion	6	12%
	Agree	7	15%
	Agree strongly	34	71%
	TOTAL	48	100%

Source: Unidad Educativa Praga.
Elaborated by: Ramos y Villamar (2020).
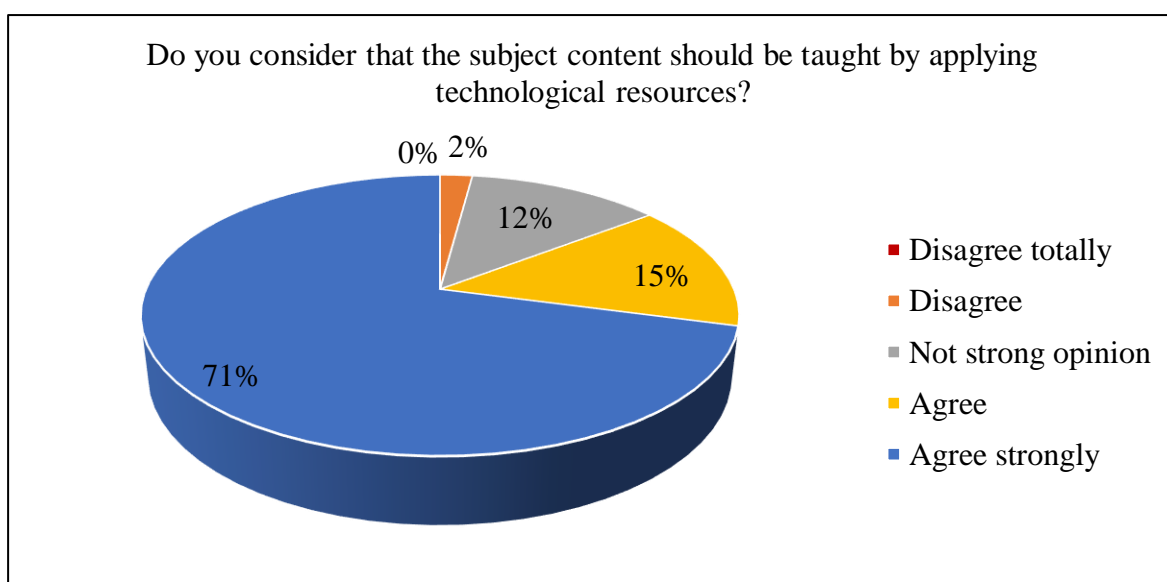
Graph 6. Do you consider that the subject content should be taught by applying technological resources?
Source: Unidad Educativa Praga.
Elaborated by: Ramos y Villamar (2020).

Analysis

Students were consulted about the application of technological resources to teach content. The 86% of them agreed strongly (71%) and agreed (15%), while 12% of them did not have a strong opinion, and only the 2% disagreed. Technology is everywhere, and has become in part of people's lives, because it affects the way they live, work, play, and learn. However, for many schools in our society, it is still difficult to implement it.

Table 9.

Do you think technology should be used more often in the class?

ITEM	SCALE	FREQUENCY	PERCENTAGE
Do you think technology should be used more often in the class?	Disagree totally	0	0%
	Disagree	0	0%
	Not strong opinion	2	4%
	Agree	8	17%
	Agree strongly	38	79%
	TOTAL	48	100%

Source: Unidad Educativa Praga.
Elaborated by: Ramos y Villamar (2020).
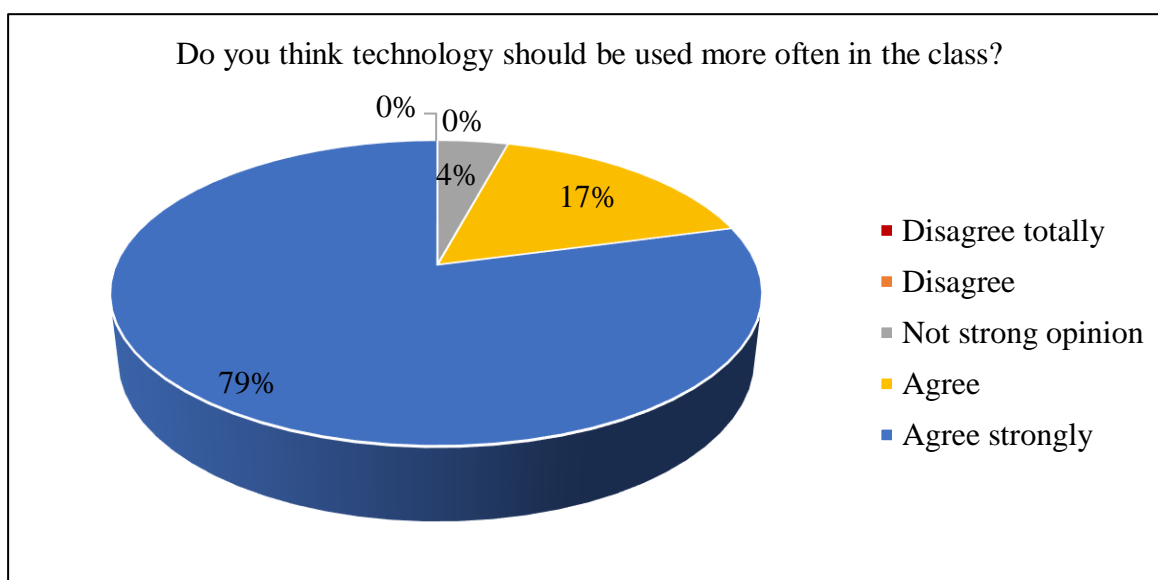
Graph 7. Do you think technology should be used more often in the class?
Source: Unidad Educativa Praga.
Elaborated by: Ramos y Villamar (2020).

Analysis

Students were asked if they think technology should be used more often in the classroom. A strong 96% agreed strongly (79%) or agreed (17%), while only a small 4% did not have a strong opinion. Students need to use technology in the classroom, among other reasons, because it prepares them for the future in a better way, connects students of all learning styles and increases interaction and collaboration.

Table 10.

Do you consider your teacher encourages active learning, participation and collaboration among students?

ITEM	SCALE	FREQUENCY	PERCENTAGE
Do you consider your teacher encourages active learning, participation and collaboration among students?	Disagree totally	35	73%
	Disagree	8	17%
	Not strong opinion	3	6%
	Agree	2	4%
	Agree strongly	0	0%
	TOTAL	48	100%

Source: Unidad Educativa Praga.
Elaborated by: Ramos y Villamar (2020).
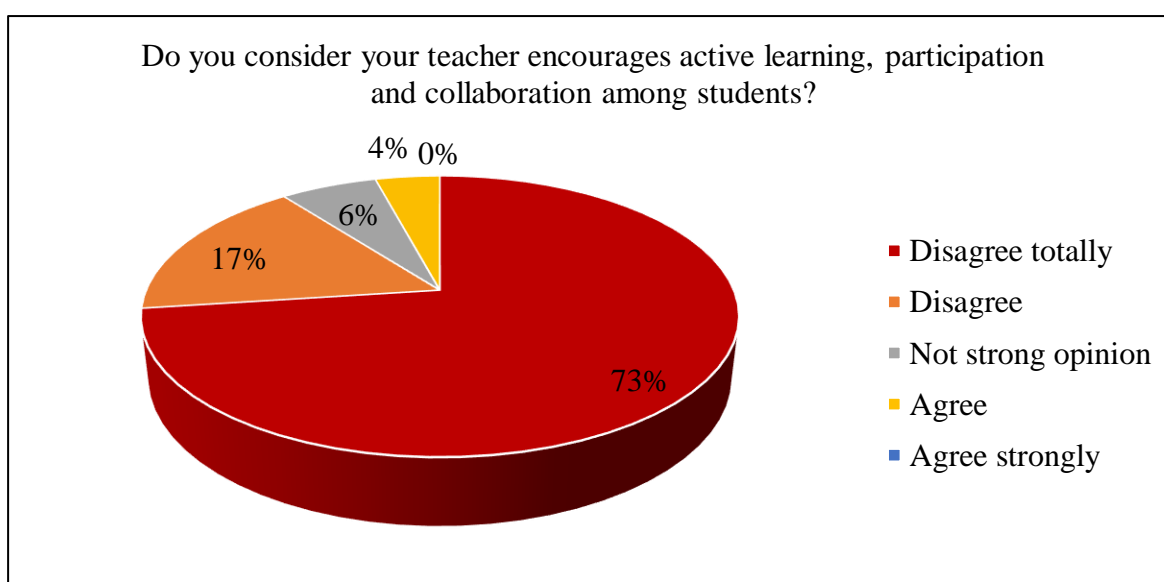
Graph 8. Do you consider your teacher encourages active learning, participation and collaboration among students?
Source: Unidad Educativa Praga.
Elaborated by: Ramos y Villamar (2020).

Analysis

Students were surveyed if the teacher encourages active learning, participation and collaboration. The 90% of students disagreed totally (73%) or disagreed (17%), while 6% did not have a strong opinion, and the 4% agreed. The importance of experiencing active learning is that it pulls students out of their comfort zone and encourages risk taking. Students that take risks gain confidence and self-possession.

Table 11.
Do you think your teacher uses class time effectively without technological resources?

ITEM	SCALE	FREQUENCY	PERCENTAGE
Do you think your teacher uses class time effectively without technological resources?	Disagree totally	35	73%
	Disagree	7	15%
	Not strong opinion	5	10%
	Agree	1	2%
	Agree strongly	0	0%
	TOTAL	48	100%

Source: Unidad Educativa Praga.
Elaborated by: Ramos y Villamar (2020).
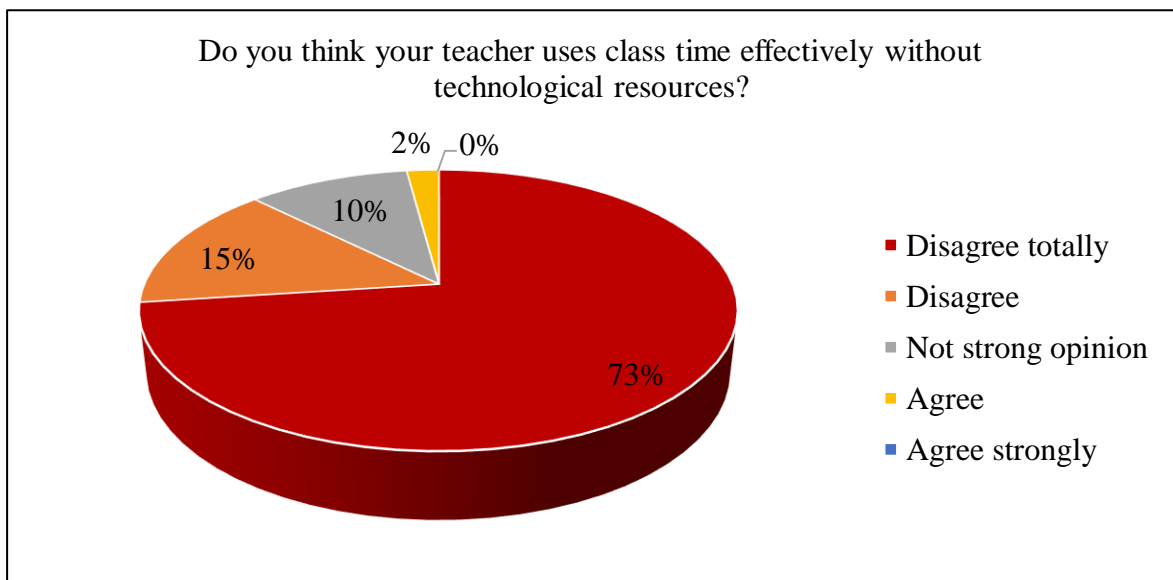
Graph 9. Do you think your teacher uses class time effectively without technological resources?
Source: Unidad Educativa Praga.
Elaborated by: Ramos y Villamar (2020).

Analysis

Students were asked if they believe the teacher uses class time effectively without technology. The 88% of them disagreed totally, while 10% did not have a strong opinion, and only the 2% agreed. The use of technological resources helps students to manage time more appropriately, especially to give feedback or scaffold students. There are many free resources to help teachers achieve this.

Table 12.

Would you like your teacher to present material in a variety of ways using technology such as educational games, videos or interactive apps?

ITEM	SCALE	FREQUENCY	PERCENTAGE
Would you like your	Disagree totally	0	0%
teacher to present material	Disagree	0	0%
in a variety of ways using	Not strong opinion	2	4%
technology such as	Agree	5	10%
educational games, videos	Agree strongly	41	85%
or interactive apps?	**TOTAL**	48	100%

Source: Unidad Educativa Praga.
Elaborated by: Ramos y Villamar (2020).

Graph 10. Would you like your teacher to present material in a variety of ways using technology such as educational games, videos or interactive apps?
Source: Unidad Educativa Praga.
Elaborated by: Ramos y Villamar (2020).

Analysis

Students were consulted if they would like the teacher presents material in a variety of ways using technology such as educational games, videos or interactive apps. The 96% of them agreed strongly (86%) and 4% of them agreed. The use of this kind of resources in the classroom motivates students and oral communication.

3.5.3 Teachers' Interview

The interview technique was applied to four teachers belonging to the English area of Unidad Educativa Praga, in order to describe the relevance given to the use of technology in the classroom. The interview questionnaire included 10 open-ended questions, and the results were the following:

Table 13.
Teacher's Interview

QUESTIONS	TEACHER 1 (MT)	TEACHER 2 (SE)	TEACHER 3 (GV)	TEACHER 4 (SF)
What kind of activities do you apply during your English class to promote speaking in students?	I try debates, pair or group works, describing things, but there is not always time for those activities.	The less TTT the more benefits for students, so I take hand of random activities for them.	Mainly open questions to encourage them to speak.	I love pair work to practice speaking.
How can technology benefits to students in the learning process?	Technology makes classes interesting and increase students' attention.	It wakes up their interest in the topic.	Technology stimulates their learning.	Technology turns interesting a topic and grabs students' attention.
What aspects do you consider in the selection of speaking activities?	First of all students' interests.	I think the level of the students is one of the most important aspects.	The level of difficulty that the activity has.	I considered the vocabulary included and the level of difficulty.
Are your students usually motivated to speak when they work in the activities you apply?	Students do not always participate.	I cannot say they are motivated, but they participate because activities are graded.	Sometimes I have to push my students to participate.	It is difficult to make them speak

Do you think teachers should take hand of any available resources on the Internet to promote speaking in the classroom?	Yes, but it should be related to the class topic.	Well, if the resource is free, we tan adopt it.	Personally, I always adapt the online resource to my students' needs.	Yes, I do. I consider important to use as much material as we can.
How do you think technology can be part of a language class?	Well, teachers can use technology to get catch their attention and make things easier for everyone.	By taking hand of multimedia resources such as videos and songs.	Maybe by preparing our classes with slides and by showing some videos.	Technology can be part of a language class with the use of the computer and the internet to find extra material.
What are the possible benefits that online resources can bring to an English class?	Students love technology, so we can use a variety of free online resources related to any topic.	As students are pro technology, any online resources can be used in the classroom to motivate them.	Any online material can be used to engage students in the classroom.	Online resources can motivate them to work and learn.
Do you take into consideration students' needs when you select activities?	Yes, at least I try, but it is not always possible.	Of course. Their level of English is one of the aspects I always consider.	Yes, but sometimes it is difficult.	No. I consider their level of proficiency.
Are technology-based	Not all the time, but I try	Sometimes only. There is	No. I prefer to use the	Not always, but they are

activities among the type of resources you use to enhance the speaking skill?	to use them at least from time to time.	not time enough to cover the language skills in one class.	material suggested in the book.	part of my classes sometimes.
In what way do you believe technology can improve students' speaking?	Technology connects people, so it can be an element to improve oral communication.	Technology can provide free resources to practice speaking.	It motivates them to participate.	It depends on the teacher. If students' needs are considered, then any printable exercise will be useful.

Source: Unidad Educativa Praga.
Elaborated by: Ramos y Villamar (2020).

Analysis

- Teachers interviewed mentioned debates, pairs, group work, or open questions as common activities they apply in the classroom to enhance speaking. Those activities are certainly important, but technology was not mentioned at all. Technological resources are ways of helping students improve their language skills, so it should be considered in every speaking class. Among the resources that teachers can use are podcasts, video conferencing, or speech recognition software.

- The students' level of English, the vocabulary involved, and the level of difficulty were mentioned among the aspects that teachers consider important when selecting their class activities. Teachers are who decide what materials are successful or not in particular contexts and to make smart decisions about adapting materials.

- Most teachers showed a good attitude towards the application of technology-based activities to enhance speaking, despite most of them have not included technology in their classrooms yet. That means, their opinions are mainly based on theory. In addition, teachers agree with the benefits that technology brings to 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 believe that technology-based activities are factors that influence positively their students. Among the elements mentioned was the Internet, because it is a huge source of information, or a place where teachers and students can find almost everything.

- Some teachers said they take hand of technology in the classroom. Unfortunately, some others could not use technology all the time. In some cases, they prefer to follow exclusively the activities included in the book. Nevertheless, they recognized that technology-based activities are preferred by students.

- Teachers interviewed considered students' needs and their level of difficulties when selecting speaking activities. In this sense, a factor that teachers consider important is the selection of activities based on technology because they motivate students. However, teachers do not base their classes on technology because it demands time and resources that are not always available.

3.5.4 Students' Speaking Test

A speaking test was administered to diagnose the level of oral production in students of 3rd year BGU at Unidad Educativa Praga. The test selected is part of the English Cambridge Qualifications, level B1 Preliminary, updated to 2018. A rubric was applied to mark 48 students' speaking performance (Annex 5). Once the test was applied, the results obtained were the following:

Table 14.
Student responds to questions, giving factual or personal information.

ITEM	SCALE	FREQUENCY	PERCENTAGE
Student responds to questions, giving factual or personal information.	Very poor (0-4)	23	48%
	Poor (5-6)	13	27%
	Good (7-8)	7	15%
	Very Good (9-10)	5	10%
	TOTAL	48	100%

Source: Unidad Educativa Praga.
Elaborated by: Ramos y Villamar (2020).
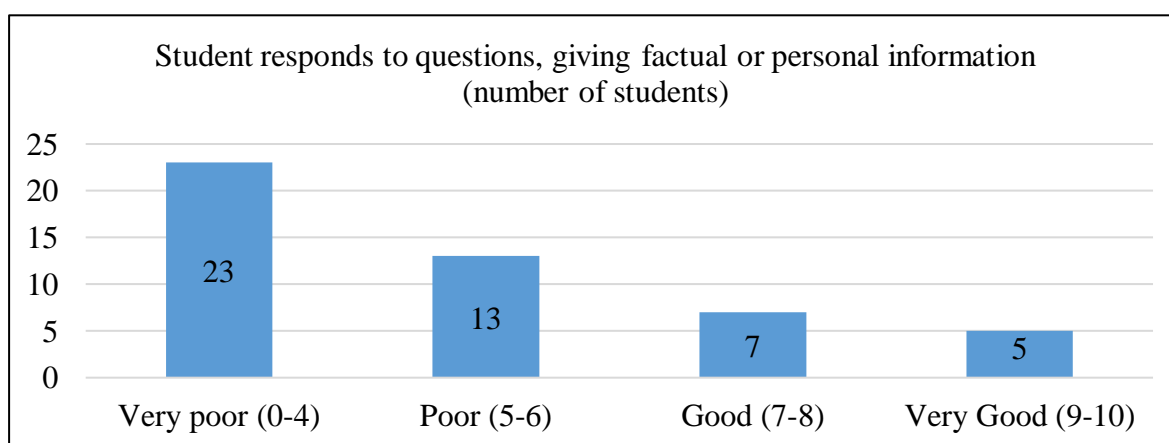
Graph 11. Student responds to questions, giving factual or personal information.
Source: Unidad Educativa Praga.
Elaborated by: Ramos y Villamar (2020).

Analysis

In Part 1 of the speaking test students had to respond to questions, giving factual or personal information. The speaking level of almost half students (23) was very poor and the 27% of students (13) was poor. Only the 15% of students (7) had a good speaking level, and 10% of students (5) had a very good speaking level.

Table 15.
Student describes one colour photograph, talking for about 1 minute.

ITEM	SCALE	FREQUENCY	PERCENTAGE
Student describes one colour photograph, talking for about 1 minute.	Very poor (0-4)	21	44%
	Poor (5-6)	15	31%
	Good (7-8)	6	13%
	Very Good (9-10)	6	12%
	TOTAL	48	100%

Source: Unidad Educativa Praga.
Elaborated by: Ramos y Villamar (2020).
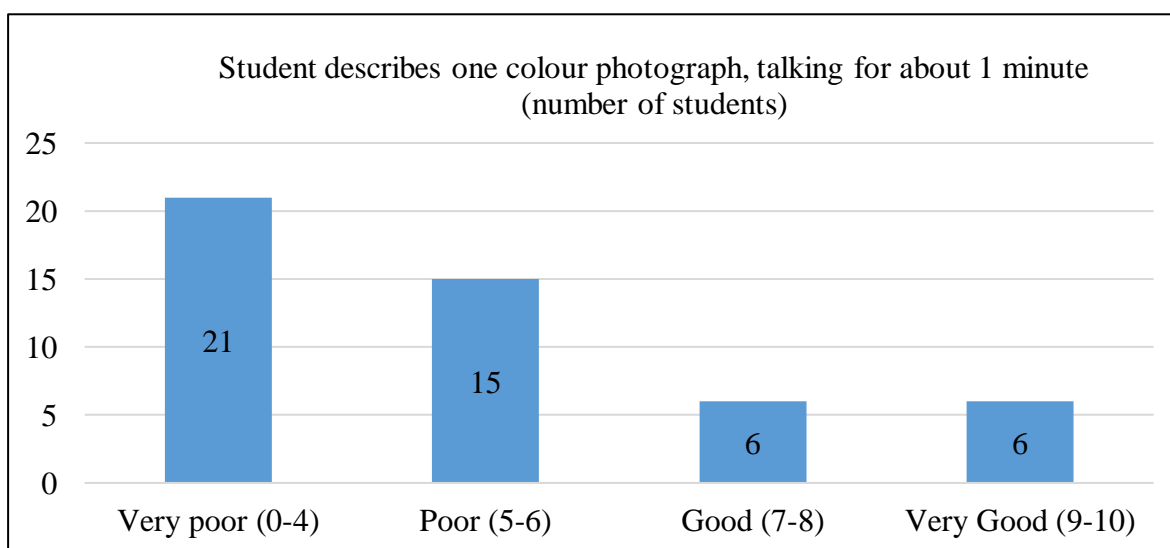
Graph 12. Student describes one colour photograph, talking for about 1 minute.
Source: Unidad Educativa Praga.
Elaborated by: Ramos y Villamar (2020).

Analysis

In Part 2 of the speaking test students had to describe one colour photograph, talking for about 1 minute. The speaking level of the 44% of students (21) was very poor and the 31% of students (15) was poor. Only the 13% of students (6) had a good speaking level, and another 12% of students (6) had a very good speaking level.

Table 16.

Student makes and responds to suggestions, discusses alternatives and negotiates agreement.

ITEM	SCALE	FREQUENCY	PERCENTAGE
Student makes and responds to suggestions, discusses alternatives and negotiates agreement.	Very poor (0-4)	25	52%
	Poor (5-6)	13	27%
	Good (7-8)	5	10%
	Very Good (9-10)	5	10%
	TOTAL	48	100%

Source: Unidad Educativa Praga.
Elaborated by: Ramos y Villamar (2020).
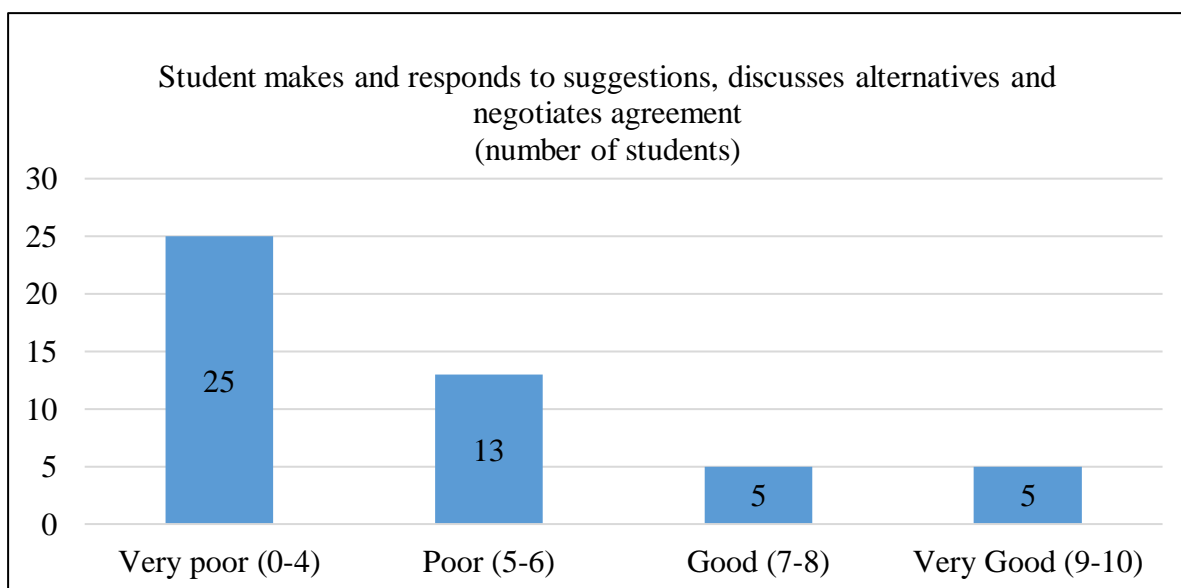
Graph 13. Student describes one colour photograph, talking for about 1 minute.
Source: Unidad Educativa Praga.
Elaborated by: Ramos y Villamar (2020).

Analysis

In Part 3 of the speaking test students had to make and respond to suggestions, discuss alternatives and negotiate agreement. The speaking level of the 52% of students (25) was very poor and the 27% of students (13) was poor. Only the 10% of students (5) had a good speaking level, and another 10% of students (5) had a very good speaking level.

Table 17.
Student discusses likes, dislikes, experiences, opinions, habits, etc.

ITEM	SCALE	FREQUENCY	PERCENTAGE
Student discusses likes,	Very poor (0-4)	28	58%
dislikes, experiences,	Poor (5-6)	11	23%
opinions, habits, etc.	Good (7-8)	5	10%
	Very Good (9-10)	4	9%
	TOTAL	48	100%

Source: Unidad Educativa Praga.
Elaborated by: Ramos y Villamar (2020).
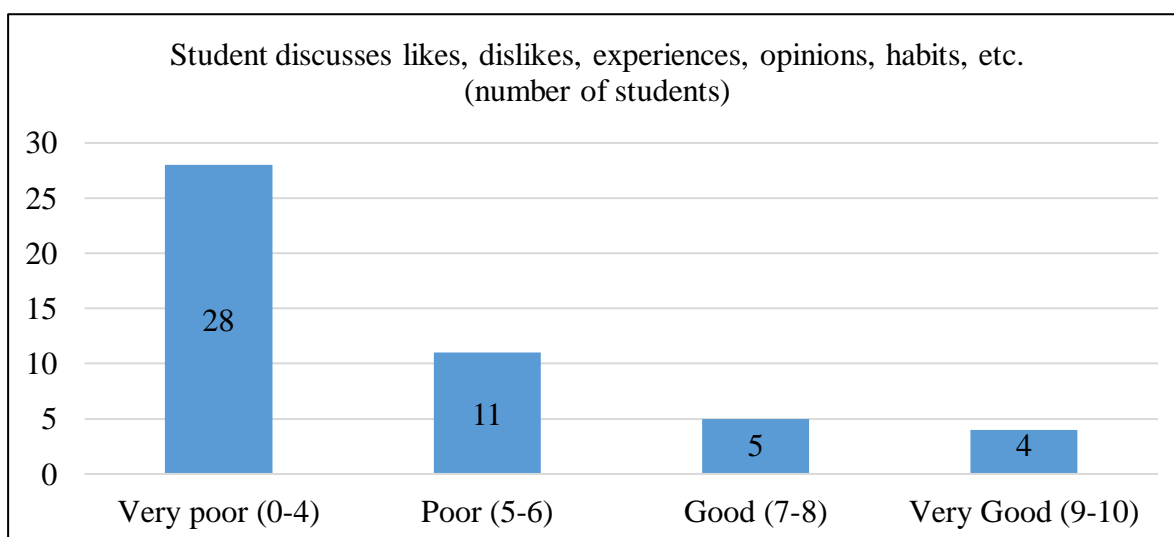
Graph 14. Student discusses likes, dislikes, experiences, opinions, habits, etc.
Source: Unidad Educativa Praga.
Elaborated by: Ramos y Villamar (2020).

Analysis

In Part 4 of the speaking test students had to discuss likes, dislikes, experiences, opinions, habits, etc. The speaking level of the 58% of students (28) was very poor and the 23% of students (11) was poor. Only the 10% of students (5) had a good speaking level, and another 9% of students (4) had a very good speaking level.

3.6 Preliminary Conclusions

- The application of the research tools allowed to evaluate teachers' performance in the classroom identifying possible difficulties students face in speaking. It was also possible to describe teachers' procedures and the relevance of technology in language learning. Students' preferences in the learning process were also consulted, as well as the way students prefer to acquire the speaking skills in an English class, focusing on their opinion of technological resources.

- It was observed that teacher's performance in the classroom was based on traditional material, and only basic technological resources were used by teachers to facilitate their work. This caused hesitation and misused of words during students' performance. In addition, the lack of technology caused difficulties for teachers to scaffold or to provide feedback to the whole class, as time is not enough.

- Students surveyed affirmed that the activities applied by the teacher are not technology-based, so they neither enhance their speaking skill, nor encourage them to speak. The results obtained in the students' survey show that regardless teachers have considered technology in their classes, it is necessary to improve them to satisfy and cover the total students' population, and more important, to include more activities based on technology.

- The speaking test showed an important percentage of students with very poor levels of speaking, which confirm that the speaking skills require to be enhanced and improved. The use of technology can be a good alternative for teachers to motivate students in the classroom, so they participate actively.

CHAPTER IV
THE PROPOSAL

4.1. Title

Supporting Teachers with Technology to Enhance Speaking.

4.2. General objective

- To provide participants with knowledge and skills in integrating technology into the teaching and learning process, in order to improve teachers' practices and enhance students' speaking skills.

4.3. Specific objectives

- To increase teachers' awareness of the need to integrate technology in the classroom.
- To discuss the importance of integrating technology into language teaching to respond to the demands of today's education
- To offer teachers a set of technology-based resources to enhance students' performance in speaking skill.

4.4. The proposal framework

Research has established a strong link between teacher quality and student achievement. Experts agree that the teacher's role influences student achievement much more than any other factor related to schooling. Therefore, teachers' practices turn essential for students' achievement. The compromise is that if the world is improving the quality of education and making it fairer and more inclusive, teachers need to be more effective and better trained to be well-qualified. The fastest way to a better education is to get better teachers with the use of technology in the classroom (UNESCO, 2017).

Technology is currently an important part of the teaching-learning process, either in or out of the classroom. The use of technology to help and improve language learning started long time ago, and nowadays it enables teachers to adapt classroom activities, and therefore, enhance the language learning process and any language skill. Technology continues to grow in importance as a tool to help teachers facilitate language learning for their learners (Ahmadi, 2019).

Used wisely, academic technology allows students to take responsibility for their own learning. For that reason, the current proposal includes the design of a system of three workshops, directed to support teachers with technology in order to enhance students speaking skills and improve teachers' practices in the classroom.

Workshop #1: The Flipped Classroom is aimed to identify the main features of the flipped classroom in language learning. It covers the main features that flipping a classroom offer to teachers and students and makes a selection of the most important resources a teacher can take hand to flip an English language class. This workshop includes a real practice that participants must fulfill by choosing one of the free online resources recommended.

Workshop #2: Digital Storytelling Strategies and Tools has as main objective to identify the main features of digital storytelling as a resource to enhance the speaking skill in students.

Workshop #3: Modern ways to include technology in Teaching ESL is directed to describe online resources that can be applied in the classroom to enhance speaking.

4.5. The proposed plan

UL VR

Supporting Teachers with Technology to Enhance Speaking

CONTENT
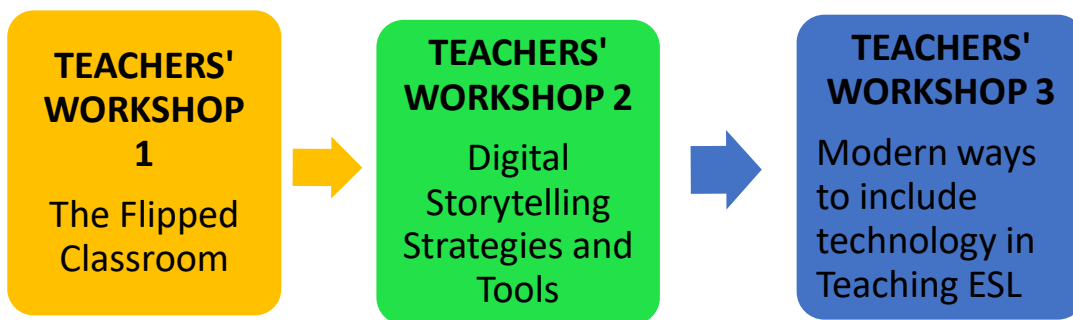
PLAN ORGANIZATION

Figure 2. Plan Organization.
Elaborated by: Ramos and Villamar (2020).

WORKSHOP SCHEDULE

TOPIC	OBJECTIVE	DATE	TIME
Workshop #1: The Flipped Classroom	To identify the main features of the flipped classroom in language learning.	09-12-2019	120 minutes
Workshop #2: Digital Storytelling Strategies and Tools	To identify the main features of digital storytelling as a resource to enhance the speaking skill in students.	10-12-2019	120 minutes
Workshop #3: Modern ways to include technology in Teaching ESL	To describe online resources that can be applied in the classroom to enhance speaking	11-12-2019	120 minutes

Workshop #1

The Flipped Classroom
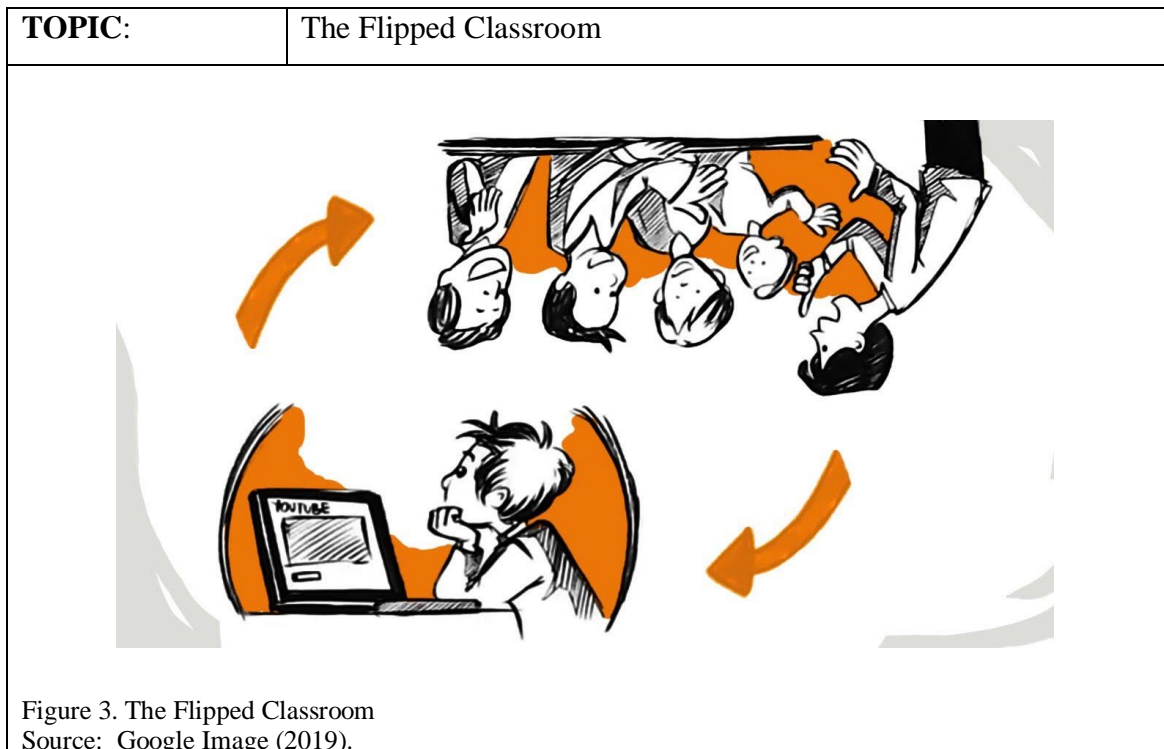
TOPIC:	The Flipped Classroom
  Figure 3. The Flipped Classroom Source: Google Image (2019).	
DIRECTED TO:	English Teachers at Unidad Educativa Praga.
OBJECTIVE:	To identify the main features of the flipped classroom in language learning.
RESOURCES:	Computer lab, projector, Internet
TIME:	120 minutes
CONTENTS:	1. Topic presentation 2. Dynamic interaction 3. Theoretical explanation 4. Practice 5. Closure

CONTENT DEVELOPMENT:

Topic presentation

Time required: 5 minutes

Welcome the attendants to the workshop and explain general information regarding the content and working method.

1. Dynamic interaction

Time required: 10 minutes

Friendly Flyers

Description: This exercise builds up communication skills. Creating paper flyers in teams, people learn about the group members.

Goal: To build a competitive spirit while learning about the group.

Materials: Paper, pens.

Instructions:

- Divide the group into pairs. Each pair should have a few pieces of paper and pens. Keep distance between pairs.
- Each pair must try to build a paper airplane that will be able to fly the longest possible distance.
- After constructing the airplane, each pair member must write characteristics they think are important about themselves on each side of the plane.
- Start a flying contest to see which plane can go the longest distance.
- The object is to guess to whom belongs each plane based on the characteristics written on the sides of the plane. The plane that went the longest distance will be the first to try and guess.
- Reveal the correct answers after everyone guesses which airplane is which.
- Repeat with all planes according to distance, with the closest plane guessed last.

(TeamPedia Tools, 2019)

2. Theoretical explanation

Time required: 60 minutes

2.1 Flipped classroom: definitions

The Flipped Classroom allows teachers turn a traditional classroom on its head, using technology to reorganize class so that students maximize the value of their time with

their teachers and peers.

Flipping the classroom is not a "magic bullet," it is a great first step in reframing the role of the teacher in the classroom. It helps to move classroom culture towards student construction of knowledge (constructivist learning theory) rather than the teacher having to tell the knowledge to students.

2.2 Advantages & disadvantages

ADVANTAGES	DISADVANTAGES
• Students take ownership for learning. • It promotes student-centered learning and collaboration. • Lessons and content are more accessible. • It emphasizes on co-operative learning. • It gives more time to explore the content. • It can be more efficient.	• It creates digital isolation. • It depends on preparation and trust. • Teachers may have extra work. • Students may be forced to spent time in front of the screen.

Source: Reynolds (2016)

2.3 What is and what is not a flipped classroom

A FLIPPED CLASSROOM IS…	A FLIPPED CLASSROOM IS NOT…
• A means to INCREASE interaction and personalized contact time between students and teachers. • An environment where students take responsibility for their own learning. • A classroom where the teacher is not the "sage on the stage", but the "guide on the side". • A blending of direct instruction with	• A synonym for online videos. When most people hear about the flipped class all they think about are the videos. It is the interaction and the meaningful learning activities that occur during the face-to-face time that is most important. • About replacing teachers with videos. • A completely online or DE course.

constructivist learning theories. • A classroom where students who are absent due to illness, circumstances or extra-curricular activities, don't get left behind. • A class where content is permanently archived for review, remediation or refinement. • A class where all students are engaged in their learning. • A place where all students can get a personalized education.	• Students working without structure. • Students spending the entire class staring at a computer screen. • Students working in isolation.

Source: Reynolds (2016).

2.4 The flipped classroom steps

In order to flip a traditional class, the following steps are recommended.

a) Select the class topic. Review the lesson scope and sequence and select the topic for the flipped classroom lesson.

b) Develop an assessment. Once the topic is known, the next step is determining how to assess and to what extent students have achieved it. In a flipped classroom, this assessment should be done in two parts:

c) The first should be a super-short and easy-to-grade assessment for students to take immediately after they have consumed the online content.

d) The second should be a somewhat longer assessment that allows students to demonstrate their understanding of the concept at a deeper level.

Both assessments need to provide the teacher with data that can be used to deliver individualized support to students in the classroom.

Resources recommended: an online quizzing tool using:

• Google Forms or

- Socrative.

e) Find instructional content. Replace teacher's direct instruction with content found on the Web.

Sites recommended:

- TeacherTube,
- Khan Academy,
- TED-Ed,
- Quizlet, and
- Slideshare to find free video or interactive lessons.

The teachers can also try to create their own content with Powerpoint for voice narration.

f) Teachers should ask themselves the following questions as they review the content:
- Will my students be able to master the assessment after consuming this content?
- Is this content at an appropriate instructional level for most of my students?
- Is this content engaging enough to hold my students' attention?
- Does this content cater to my students' different learning styles?
- Is this content seven minutes in length or less? (content that is longer than that can cause students to lose interest)

If teachers can answer all these questions with a "yes," then they likely have a great piece of instructional content that students can really learn from.

Tip: If there are students without access to the Internet at home, teachers should locate content resources that can be downloaded and have students download them to their devices before they leave school.

g) Plan the in-class activities. The flipped classroom offers two major benefits:
- First, students receive direct instruction on their own terms and at their own pace so that they can reread, go back and review, or fast-forward as they want in order to build understanding.
- The second major benefit of flipping the classroom is that it allows more class time for working on activities that require higher-order thinking. These are activities in which students practice and apply concepts and doing these in class

instead of at home allows teachers to be there to provide assistance when students need it, which leads to deeper learning.

Teachers need to choose a few different short practice/application activities for students to complete—some individual and some with a partner or a group—just be sure that each activity chosen guides students toward mastery of the standard. Additionally, teachers should be sure to select a mix of activities designed to develop deeper understanding (for students who demonstrate mastery on the first assessment) along with activities designed to build up to mastery (for students who don't demonstrate mastery on the first assessment).

Finally, teachers need to think about the role that they will play. Will a teacher circulate, helping students as they need it; pull small groups of students to work with; or some combination of both?

h) Roll it out. Some teachers think that they need to have a virtual class set up with Google Classroom or a similar site before their students can participate in a flipped classroom. Not true. Teachers can simply create a short document that contains the following:

- The goal written in student-friendly language

- Clear instructions on what the students need to do

- Links to the content that students are to consume

- A summary of the follow-up activities that will happen in-class (This will help motivate all students to get the work done.)

Once this document is created, the teachers needs to give students a short explanation of what the flipped classroom model is and why it is applied. Then, the teacher can send students the document through email or post it on a server they can access. Just be sure that every student has the document downloaded to his or her device before leaving school.

Sites recommended:

- Google classroom,

- Schoology,

- Dropbox to upload information student need to access.

i) Evaluate. Teachers need to evaluate the flipped classroom.

- Did most of the students consume the assigned content? If not, why? How can you fix this issue?

- How did students perform on the first assessment? Were the questions at the right level? Did the content adequately cover the standard?

- How did the in-class activities work? Did all of the students have an activity or assignment that allowed them to develop their mastery of the concept?

- Did you gain more time to spend with your students individually or in small groups?

Source: Waddell (2017).

2.5 Resources to enhance speaking

Theory and practice are present in almost any discipline in life. Even though there is no substitute for real conversation, there are many online resources that can help students improve their speaking skills. Those resources can be applied in a flipped classroom:

a) English via skype. Teachers can create live conversation groups to enhance speaking at home.

b) VoIP to communicate with other people through language exchange websites. Brits and Americans are always in high demand on these websites, so teachers can create a project where students have to learn about the culture of other English-speaking countries.

c) YouTube. A good level of listening is important for learning to speak better. Teachers can send students check YouTube videos, serials and films in English (with or without subtitles) to improve their understanding of English conversation.

d) Videocast. Teachers can record their own explanation about a topic, or specific instructions and upload them to a specific site or send it by email.

e) Podcast. Teachers can record a voice file with specific content, information, or explanation to students, so they can check it at home.

f) Freerice. Vocabulary is an important part of speaking. Freerice is a site to improve vocabulary. It includes a multiple-choice vocabulary quiz, but the questions are endless, and as students master new words, they can move up levels.

3. Practice

Time required: 30 minutes.

<div align="center">Activity #1</div>

a) Go to the following site: https://schoolchoiceweek.com/keep-learning/

b) Choose one of the following online resources, and create an online material for students to enhance speaking at home:

Figure 4. Mango. Source: Google Image (2019).	**Mango** Mango is a digital foreign language curriculum that can be accessed via desktop and mobile apps, even if you are offline.	Figure 5. Voces. Source: Google Image (2019).	**Voces Digital** It is a collection of world language titles covering ESL levels 1-4. It includes grammar, vocabulary, audio and video, speaking exercises, authentic resources.
Figure 6. Edpuzzle. Source: Google Image (2019).	**Edpuzzle** It is a platform that allows you to take any video and make it interactive. Teachers can track if your students are watching the videos assigned and how many times, they've watched it.	Figure 7. Explain. Source: Google Image (2019).	**Explain Everything** It can be used for online scenarios by helping teachers create explanation videos.
Figure 8. Nearp. Source: Google Image (2019).	**Nearpod** It is an online platform that allows teachers to create interactive lessons in minutes. Teachers can choose to import	Figure 9. Pear. Source: Google Image (2019).	**Pear Deck** With the Google Slides add-on teachers can create interactive questions and prompts for slideshows. Once

existing lessons, add in virtual field trips, create quizzes and polls, and even use matching pairs activities.	presentations are created, teachers can either control the speed at which they present the material or allow students to move through at their own pace.

c) Show the activity to the group and explain the following:

- Resource selected
- Objective
- Activity description
- Benefit for students

4. Closure

Time: 15 minutes

Reflexion / Discussion:

- Do you feel intimidated by technology?
- Based on the content covered in this first workshop, what is the most important benefit you found in a flipped classroom?
- How do you think a flipped classroom contributes to enhance student's speaking?

Video examples for a flipped classroom:

- Flipped Classroom Introduction:
  http://www.youtube.com/watch?v=7oJnlu9XLGI
- The Flipped Classroom as a Vehicle to the Future:
  http://www.youtube.com/watch?v=ZpHfTO8SW7U
- Teaching for Tomorrow: Flipped Learning:

http://www.youtube.com/watch?v=4a7NbUIr_iQ

- Things I Wish I Knew When I Flipped My Class:
  http://www.youtube.com/watch?v=4JPdGlyt6gg

- The Flipped Classroom is not...:
  http://www.youtube.com/watch?v=hGs6ND7a9ac

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Workshop #2

Digital Storytelling Strategies and Tools

TOPIC:	Digital Storytelling Strategies and Tools

Figure 10. Digital Storytelling Strategies and Tools
Source: Google Image (2019).

DIRECTED TO:	English Teachers at Unidad Educativa Praga.
OBJECTIVE:	To identify the main features of digital storytelling as a resource to enhance the speaking skill in students.
RESOURCES:	Computer lab, projector, Internet
TIME:	120 minutes
CONTENTS:	1. Topic presentation 2. Dynamic interaction 3. Theoretical explanation 4. Practice 5. Closure

CONTENT DEVELOPMENT:

1. Topic presentation

Time required: 5 minutes

Welcome the attendants to the workshop and explain general information regarding the content and working method.

2. Dynamic interaction

Time required: 10 minutes

Sync Claps

Description: Participants stand in a circle and send a clap around the circle. Each clap involves two members of the group clapping their hands at the same time. The group tries to move the clap around the circle faster and faster with as much synchronization as possible. The exercise gets even more challenging when the "double clap" is introduced and the clap can change direction.

Goal: To for generating focus and alignment in a group.

Instructions:

Step 1:

- The group stands in a circle.

Step 2:

- One person starts (person A). They turn to the person next to them (person B) and the two claps at the same time while making eye contact, as synced as possible. Person B then turns to person C and they clap at the same time. The clap continues like this around the circle. The group should try to pass the clap more and more quickly with as many perfectly synchronized claps as possible.

Step 3:

- When the group has mastered the above, introduce the double clap. When a pair claps twice, the direction of the clap reverses. This presents a challenge, as pairs must non-verbally agree whether to clap once or twice. The group must be highly focused and attentive to each other for the clap to continue smoothly around the circle in this step.

3. Theoretical explanation

Time required: 60 minutes

3.1 Digital storytelling. Main features.

- Digital storytelling are stories told through the use of digital tools, which are focused on a specific topic and vary in length (frequently 2-10 minutes) and can be used for any subject-topic.

- English-language learners have a diverse set of learning needs, including the necessity for more opportunities to practice English in different settings. Digital communication can help increase English Language Learners' oral production with the help of digital-creation and storytelling activities, which are proved to encourage authentic communication, both in the classroom and beyond. These types of activities can also engage all students, regardless their level or language status.

- Digital storytelling is an effective way for students to practice speaking English without the stress of being "on stage." With digital storytelling tools, students can spend time formulating their stories, self-reflection and self-assess, collaborate with peers of differing skill levels, and in the end, feel confident in their abilities.

Source: Fields (2019).

3.2 Digital Story Telling in the Classroom

TEACHER'S CREATED USES	STUDENTS CREATED USES
 • Pre-Teaching vocabulary • Building background knowledge • Reviewing newly learned concepts • Assessing students learning • Assessing student's technological skill development • Retelling a story for ESL learner.	• Demonstrating learned content • Retelling information • Sharing students' work • Executing technological skills • Creating original products • Improve fluency by doing audio and listening to themselves read out

Source: Fields (2016).

3.3 Issues to consider for creating an effective storytelling

- A digital story, as the traditional one, has a structure: beginning, middle, end.

- The beginning should captivate the viewer. It can be done by a controversial statement, or by asking a question.

- The middle describes the main events. What happened? How was the problem solved?

- The end of the story reveals a conclusion or a solution. It also reveals the meaning of the story.

- Stories should not be only a presentation of facts. They are meant to convey a message.

- A good digital story begins as a good storytelling personal experience.

- A good story creates intrigue or tension.

- The most effective digital story evokes an emotion from the audience. The elements included, such as images, music, tone of voice, contribute to add emotion to the story.

Source: Bukbarde et al. (2014).

3.4 Storytelling process

The key steps for creating effective storytellings are the following:

1. **Come up with an idea**. Write a proposal. It could be a personal revelation, emotions, important events, any issue of interest.

2. **Research, explore, and learn**. Even if the story is fiction or non-fiction, research and idea organization is needed.

3. **Write a script.** This will be used in the narration. Pre-writing steps are recommended.

4. **Storyboard plan**. It allows you to visualize how the project will be put together.

5. **Gather/create image, audio, video**. These are the elements included in a digital story.

6. **Put it all together**. It is done by organizing and re-arranging everything. Usually, the sequence is image – narration – effects/transition/music

7. Share.

8. Feedback and reflect.

3.5 Advantages and disadvantages of digital storytellings

ADVANTAGES	DISADVANTAGES
- Increase verbal proficiency. - Encourage cooperation between students. - Instructors can make students use their multiple intelligences: they can think, sense, create, feel, express. - A digital story is something lasting. It can also be re-purposed in future projects and portfolios. - Students will benefit from the technological skills they gain by learning to use programs such as iMovie and/or windows moviemaker. - Digital storytelling helps you to evoke an emotional response from the listener. - It includes higher thinking skills by having students create their own original product.	- Instructors are not always able to handle the available technology or have access to classroom computers, hardware, software, or labs. - In group work, the majority of the workload may fall onto the shoulders of one or two dedicated students. - Storytelling may be a complex activity and is time consuming. - Students may be overwhelmed with a digital storyboard project.

3.6 The Teachers and Students' Roles

- Teachers using digital storytelling take the role of a facilitator in the process. They can step in to guide with the technology and ask questions that may stimulate further ideas with the students without having to show students a right or wrong way to do a project.

- Digital storytelling also teaches students to collaborate if used as group projects.

Students may take on roles and learn to approach problems from different angles and perspectives. Outside of school, in the work environment, it is important to understand the roles different people have. In team efforts, where students get to alternate roles, they learn what is appropriate and how to make the team move forward together as a group. If a project is to be successful, everyone needs to help out. In today's fast paced real work environment there are no promotion opportunities for those who do not help out and work for the interest of the group.

3.7 Resources to enhance speaking

Digital storytelling can be an effective way to help students practice speaking English without the stress of being in front of the class. Technology allows students to practice at home and by themselves. Students will be able to formulate their own stories, self-reflect and self-assess. Additionally, they can work collaboratively with their classmates.

There are a variety of tools that teachers and students can use to promote speaking with the creation of digital storytellings. Follow a selection of them:

Figure 11. Story Maker Source: Google Image (2019).

Kid in Story Book Maker

Even though this App is meant to be for kids at elementary level, it is very useful also for adolescents that need to improve their intermediate level of speaking.

Students use green screen-like technology to put photos of themselves (or others) into a story template, and then add text and voice recording. The content can vary around social stories, like visiting a new place, getting a haircut, or holidays. For English Language Learners, the templates offer a useful foundation for building social language skills. Plus, the app's voice recording feature offers low stakes speaking practice since kids can record themselves talking, then can listen and re-record as many times as they want.

  Figure 12. Tell. Source: Google Image (2019).	**Tell about this** This is a versatile pre-writing or publishing tool, easy to use for young storytellers. Dozens of photos sorted into categories including culture, people, family and fun, serve as inspiration for prompts. Students can tell stories using the in-app recording feature. Teachers can also create custom prompts with their own images and voice.
  Figure 13. Shadow. Source: Google Image (2019).	**Shadow Puppet Edu** (Elementary/Middle) Students can create impressive video slideshows using research resources built right into the app. They can capture screengrabs from an interactive map, safely search for images from the Web and access image archives from trusted sources like the Library of Congress. Kids put the slides in order, add text, music and narration, and then export the final project as a video file. Shadow Puppet Edu supports ELLs in developing academic vocabulary in both collaborative groups and independently. Students can use it to review new concepts, present research, track progress, and explain their thinking and more.
  Figure 14. Toontastic. Source: Google Image (2019).	**Toontastic 3D** (Elementary/Middle) Just as with the original Toontastic app, Toontastic 3D is a storytelling app that's inspired by puppetry, theater, and animation. It employs a "Story Arc" with five sequential scenes to guide story structure (setup, conflict, challenge, climax and resolution). Kids move characters around each scene as they record narration and dialogue. For ELLs, Toontastic 3D can be an invaluable tool for building writing skills or practicing story analysis. Students can storyboard a piece of original writing or a story they read in class, and then bring it to life with fun settings and quirky characters.

	VoiceThread
Figure 15. VoiceThread. Source: Google Image (2019).	(Elementary/Middle/High) Students or teachers can create and share media projects that incorporate video, image, voice, or even drawings. Once posted, projects can be open to text, voice or video comments from a select group or from all VoiceThread members. It's a natural fit for a range of student presentations and projects such as explaining research or retelling a story with original artwork. Alternately, teachers can create a VoiceThread to solicit student commentary. For ELLs who sometimes are hesitant to speak up in class, VoiceThread gives them a chance to thoughtfully craft their presentations or comments and contribute their ideas with confidence.

Source: Wilkey (2015).

4. Practice

Time required: 30 minutes.

Activity #1

Teachers need not only know how to design activities, but also experience what students feel and can produce. This activity is directed to place the teacher into students' feet by tanking students' role to create a storytelling.

a) Choose one type of digital stories from the three below:
   - ✓ personal narratives - stories that contain accounts of significant incidents in one's life.
   - ✓ historical documentaries – stories that examine dramatic events that help us understand the past, and
   - ✓ stories designed to inform or instruct the viewer on a particular concept or practice
b) Choose one of the apps suggested and create a storytelling as if you were a student, following the steps below:
   - ✓ Choose a story or create one

      ✓ Map the plot as a memory technique

      ✓ Use story skeletons to help you remember the key events

      ✓ Think of the plot as a film or a series of connected images

      ✓ Create your own version of the story (adapt and improvise)

c) Share your experience to the group.

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5. Closure

Time: 15 minutes.

Reflexion / Discussion:

- Do you consider possible for teachers to apply this kind of technology in the classroom? Explain.

- How effective do you believe storytelling can be for enhancing speaking?

- In your opinion, what can storytelling offer to students and teachers?

Helpful sites

- Little Bird Tales. Allows pictures to be loaded along with words and audio.

- BrainPOP ESL. Mix of fun lessons and practice for a solid language support. Skills developed: critical thinking, communication and collaboration.

- Ellevation. App for English language learning and all skills development.

- Explain everything. Powerhouse tool for creating stellar multimedia presentations including voice recording.

- Sutori. A tool for creating interactive timelines and stories.

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Workshop #3

Modern ways to include technology in Teaching ESL

TOPIC:	Modern ways to include technology in Teaching ESL
	  Figure 16. Modern ways to include technology in Teaching ESL Source: AulaPlaneta (2019).
DIRECTED TO:	English Teachers at Unidad Educativa Praga.
OBJECTIVE:	To describe online resources that can be applied in the classroom to enhance speaking
RESOURCES:	Computer lab, projector, Internet
TIME:	120 minutes
CONTENTS:	1. Topic presentation 2. Dynamic interaction 3. Theoretical explanation 4. Practice 5. Closure

CONTENT DEVELOPMENT:

1. Topic presentation

Time required: 5 minutes

Welcome the attendants to the workshop and explain general information regarding the content and working method.

2. Dynamic interaction

Time required: 10 minutes

<div align="center">

Excited

</div>

Description: This is a 3-minute jolt activity that enables the participants to explore what makes a task highly motivating.

Goal: To identify factors related to the excitement of a task.

Materials: Four large cards with these letters written in bold block letters: IMTE.

Instructions:

Flow

- Ask four people from the first row to come to the front of the room and stand in a straight line facing the audience.
- Distribute the letter cards, one to each participant. Ask each person to hold her letter card above her head, so the audience can read it easily.
- Explain that the letters spell a four-letter English word. Ask members of the audience to call out directions to the letter holders to rearrange them to in the correct order to spell the word. (Examples: One of the people with the letter E, please move to the beginning of the word. The person with the letter D, move to the end.)
- Ask the letter holders to follow the directions from the audience. Give some hints to speed up the process, if necessary.
- When the word is correctly formed, ask everyone to read it aloud at the count of three.
- Thank the letter holders, collect the cards, and send them back to their seats.
- Lead a round of applause for the entire group for rapidly solving the anagram.

Debriefing

- Debrief by asking the group if they were really excited about the activity. Ask participants to identify reasons that made this an exciting activity. Use appropriate proving questions to elicit these causes:
  - ✓ The activity was brief.
  - ✓ The activity was unexpected.
  - ✓ Everybody was invited to participate in the activity, but nobody was forced to participate.
  - ✓ The activity was intellectually stimulating.
  - ✓ People were yelling out their directions in a playfully chaotic fashion. They were not taking turns and behaving politely.
  - ✓ It was a group challenge rather than an individual challenge.
  - ✓ It was a cooperative activity.
  - ✓ The feedback was immediate.
  - ✓ The letter holders enjoyed being the center of attention.
  - ✓ Members of the audience enjoyed their power to push people around.
  - ✓ There was a sense of urgency, even though there was no time limit.
- Ask participants to brainstorm how these ideas can be applied to increase the excitement level of everyday activities.

3. Theoretical explanation

Time required: 60 minutes

3.1 Modern ways to include technology in Teaching ESL

Technology can be a great asset for English teaching and learning process, because it offers authentic material for enhancing the four skills, with endless resources on grammar instruction or lesson plans, among others.

Teachers and students need to take hand of any technological resource or device available that can be useful in learning English, such as computers, tablets or e-readers

that offer interactive activities and increase motivation in students of all ages.

Certainly, it is not an easy task to find quality educational technology for English language learners. However, there are many options that teachers and students can apply.

Teachers need to find ways to use digital tools with English language learners. The tools selected will depend on students' specific needs, but there are a few things to think about when finding the best tools for the classroom:

1. Look for English language learning-friendly supports in the tools that are being used. Khan Academy is one popular example; the site offers a translated version of its activities for Spanish-speaking students.

2. Build basic online resources and productivity tools into daily routines. It may range from basic translation to productivity tools, a lot of everyday apps and websites can be great for supporting English language learning-centered learning activities. A tool like VoiceThread offers opportunities for speaking and listening practice.

3. Find tools that specifically address your ELLs' needs. BrainPOP ESL, for example, offers a comprehensive online curriculum aimed at improving students' language skills from beginning to advanced levels. In addition, a platform like Ellevation is designed for teachers and uses data to track and monitor students' progress and language growth.

4. Supplement instruction with an online language-learning tool. Language-learning tools are everywhere and easy to find. Although these tools should never replace quality classroom instruction, for some students they could be a helpful option for extra practice or out-of-class enrichment.

Knutson (2018).

3.2 Resources to enhance speaking

Among the ways that teachers can use technology to teach English and make lessons more engaging and appealing are the following:

- Film and Video

Using short and feature-length videos is an engaging way to work on skills like

vocabulary and comprehension. Videos help to expose students to the use of natural English. Young children really enjoy short cartoons and animated movies, and older students can learn about current events through news broadcasts.

ESL Partyland has free resources that include vocabulary worksheets and discussion questions to accompany films like 'Bonnie and Clyde', 'Vertigo' and 'Dead Man Walking'. The site also offers a film survey to assess students' interests before choosing films, and film reviews that can be adapted for any level of instruction.

- Apps

Learning English can be very difficult and frustrating at times. Apps on iPads and tablets are great ways for students to practice English and have fun while doing it. For practicing grammar rules, apps like Grammar Up allow students to test their knowledge on specific topics (verbs, prepositions, etc.). The app also keeps track of students' progress and allows them to skip questions by shaking the tablet.

Some apps available for English language students are the following:

Intro to Letters, by Montessoreum
Appropriate for ESL children, this application runs through all the letters of the English alphabet, introducing them to the structure and pronunciation through tracing, audio, digital flashcards, and phonogram puzzles.

Figure 17. Letters. Source: Google Image (2019).

Sounds Right, by British Council
It's a simple chart with great big resonance; when learning British English, refer to Sounds Right for proper pronunciation of vowels and diphthongs, with the former listed by mouth shape.

Figure 18. Sound Right. Source: Google Image (2019).

 Figure 19. Sentence builder. Source: Google Image (2019).	Sentence Builder for iPad, by Mobile Education Tools The winner of IEAR's 2010 Language App of the Year distinction targets elementary school students and challenges them to construct simple, grammatically correct sentences around provided pictures and videos.
 Figure 20. SLP. Source: Google Image (2019).	**Speech Tutor, by Synapse Apps** iPad-enabled ESL adults who need to work on their (American) accent or require a refresher in pronouncing specific letters and phonemes might want to consider this incredibly detailed app, which features animations of the sides and fronts of mouths illustrating proper tongue and lip formations.
 Figure 21. iDaily. Source: Google Image (2019).	**iDaily Pro HD, by Frontier One** Frontier One's innovative app turns English language news into valuable lessons in grammar and sentence structure with its super amazing custom dictionary allowing users to save words and phrases that need clarifying.
 Figure 22. Hello-Hello. Source: Google Image (2019).	**Hello-Hello English, by Hello-Hello** This joint effort between developers Hello-Hello and The American Council on the Teaching of Foreign Languages helps users with their conversational English, providing lessons culled from real-life scenarios, flash cards, note-taking exercises, and more.

Figure 23. Voces.
Source: Google Image (2019).

Basic Pronunciation: Clear Speech from the Start, by Cambridge University Press

ESL students between the beginner and intermediate level use Basic Pronunciation's series of fun games as supplements to more formalized lessons in proper speaking.

Figure 24. Phonetics Focus.
Source: Google Image (2019).

Phonetics Focus, by Cambridge English Online

In 2011, the English-Speaking Union awarded Phonetics Focus with its President's Award, making it one of the iPad's most popular ESL applications. It offers a phonetic typewriter, games, flash cards, audio recording and playback, and other necessities for mastering the language.

Figure 25. Sounds.
Source: Google Image (2019).

Sounds: The Pronunciation App

The charts included here cover both British and American English, and users tap different sounds to hear them as well as examples in a common vocabulary word.

Figure 26. Berlitz.
Source: Google Image (2019).

Berlitz My English Coach for iPad – Classic Version, by Berlitz Publishing

Berlitz presents an encouraging animated English coach who walks ESL students young and old through vocabulary, sentence structure, phrases and idioms, questions and answers, practice conversations, history and geography lessons, and a handy dandy little dictionary all meant to beef up their skill sets

Source: Best Colleges Online (2020).

- **Digital Field Trips**

Students absorb a great deal of information through experiential learning, but field trips are not always an option with limited school budgets. Digital field trips provide more authentic ways for students to absorb new information. Young children can learn vocabulary through fun virtual trips via 4-H Virtual Farm, while older students can learn about the government on sites like Inside the White House. There are many options on the Internet to learn about virtually any topic. Middle School Net offers links to a wide array of digital field trip possibilities.

Virtual fieldtrips like traditional fieldtrips need to be chosen and planned carefully to ensure they are appropriate for the language ability level and age of your students. Some virtual field available on the Internet are:

- ✓ **Expeditions**. It has stunning scenes and a flexible delivery method; your students will thank you for journeying together through space and time.
- ✓ **Apollo 11 VR.** This offers a cinematic experience that provides a rich, unforgettable adventure.
- ✓ **Tour Creator.** Simple Google tool puts students at the helm of creating VR experiences. It allows teachers and students to create compelling tours for viewing in VR or on a web browser.
- ✓ **Google Earth VR**. Explore the world with an incredible new perspective and sense of scale. An amazing experience that brings the world to life, despite the heavy investment in VR required.

- **Podcasts**

Students can listen to podcasts to improve their comprehension. They can also create podcasts to practice their English-speaking abilities. A free download of iTunes gives teachers access to hundreds of free podcasts on a range of topics. There are multiple podcasts tailored specifically for English language learners. Teachers can also have students create podcasts to give them opportunities to practice their speaking skills. With just a microphone and a computer, students can create reports and presentations. Video podcasts are an attractive option for students, and some classes even have their own YouTube channels.

- **Web Quests**

Web quests are a fun way for students to use the Internet to build English proficiency. Students are given a task and rely on their content knowledge and grasp of English language to complete it. Teachers can create their own or visit WebQuests.org to access tutorials and databases of pre-created web quests.

- **Online Games**

Students can master speaking, pronunciation, spelling, grammar and other English skills by playing games on the computer or mobile devices. Funbrain has educational games and books for students. StarFall has multiple games for younger students to increase English literacy skills. Digital versions of hangman, Scrabble and Boggle are also entertaining for all ages of students. Many of these games can be put up on interactive white boards to get full class participation.

- **Skype**

Skype is a great way for students to practice their speaking and listening skills with other people from any location. Teaching Degree offers 50 suggestions on how to use Skype in the classroom. Students can have question-and-answer sessions with authors of books, attend videoconferences and virtual field trips, interview professionals, and connect with students from other cultures and countries. Skype can even be used to conduct parent-teacher conferences or connect with students' family members who may be abroad!

- **Other Resources**

Dave's ESL Cafe has a page for students that provide easy-to-understand explanations of different grammar concepts, like tenses and verb forms. It also has an Idea Cookbook, which is full of resources for teachers to improve ESL instruction. Audio books can be used to supplement reading instruction and improve comprehension. Since technology is something that students interact with regularly outside of school and students need 21st century skills to be successful in college and their future careers, the more that technology can be integrated into instruction, the better.

Source: Busyteacher (2020).

3.3 Advantages & disadvantages of using online resources

ADVANTAGES	DISADVANTAGES
• It makes learning more interesting • It provides credibility for the teacher. • It creates a collaborative learning approach. • It allows students to work at their own comfortable pace. • It provides an opportunity to learn different ways. • It increases motivation to learn. • It provides opportunities of learning outside the classroom.	• It can be distracting to students. • It can disconnect students from face-to-face relationships. • It can make it easier to cheat. • It could put some students at a disadvantage. • It could cause students to use unreliable resources for learning. • It can make curriculum planning more difficult or expensive. • It may cause children to lose track of time.

Source: Reynolds (2016)

4. Practice

Activity #1

1) Choose one of the online resources included in this workshop.
2) Look for the English Language Learning resources you're already using in the classroom.
3) Make a comparison in terms of time, effectiveness and benefits students can gain.
4) Present your work to the group.

5. Closure

Time: 15 minutes

Reflexion / Discussion:

- Are the current resources you apply in the English language class enough to prepare students for the modern world? Explain

- How can technology help students to control their own learning?

- What is more important, pedagogy or technology?

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4.6. Results/ benefits of the proposal

- The proposal of the current research work, consisted on a system of three workshops based on technology for teachers of 3rd year BGU at Unidad Educativa Praga, and explored several options possibilities to enhance students' speaking skills, and offered important information to help teachers improve their practices in the classroom. During the session, English teachers showed a positive attitude towards the content and participated actively, having the chance of experiencing some of the suggested resources, which allowed them to make comparisons and draw conclusions.

- The resources included in the workshop were directed to elicit oral communication and enhance students' performance during the English classes. Teachers were requested to experience the online resources by creating online material to enhance

speaking in students. Most of them looked excited with the experience, and only few of them required further explanation and direction.

- The sessions included a discussion time where teachers reflected regarding the resources, they have applied in the classroom on the way technology can help them in the process. Teachers' opinions showed most teachers are pro technology, but all of them were concerned about the preparation time it requires.

CONCLUSIONS

The following conclusions have been drawn as a result of the development of the research process of the current study, which is directed to determine the influence of technological resources on teaching speaking skills in 3rd year BGU students at "Unidad Educativa Praga", during the school year 2019-2020:

The literature consulted allowed to describe the way and the extent to which the proposed research is related to prior research works, which proved the originality and relevance of the current research problem. In addition, it clarified the most relevant theories about technology and the development of the speaking skills that supported the procedures developed along the study. The theory also played an important role to contrast the theoretical foundations with the real situation in the classroom, which included students' performance in speaking and the resources applied by the teacher.

After the application of the research tools, it was determined that technological resources influence in several ways the teaching speaking skills in 3rd year BGU students at "Unidad Educativa Praga", during the school year 2019-2020.

It was verified the use of traditional material and basic technological resources in the classroom, which caused lack of motivation in students and a reluctant attitude to speak. Students' behavior demonstrated that the technology applied in the classroom was not enough to promote student's active participation and speaking enhancement. In addition, it was concluded that the teacher's practices did not allow students to receive neither appropriate feedback nor scaffolding. The causes detected dealt with lack of teachers' training, lack of support from the school, or lack of time.

It was possible to determine that among the first-hand resources used in the classroom and described by teachers, technology was not mentioned. Most teachers have a positive attitude towards technology and know that it is a resource that helps in making the teaching and learning experience more effective and fun, as well as to increase the level of

collaboration in the classroom. However, they recognize the difficulties in time and training they face and prefer to use exclusively the textbook materials.

Students confirmed the lack of technology-based resources in the classroom. They felt little motivated and believed the teachers' materials are not enough to enhance their speaking skill. Motivation maintains students' attention and provides with more energy complete tasks. It helps students tolerate activities over a period of time, and have a variety of effects on students' behaviour, preferences, and results. Among the research tools applied, it was included a speaking test, which confirmed that students need to develop their speaking skills.

As a proposal to encourage teachers has the awareness of the need to integrate technology in their practices, systems of three workshops were conducted, with a total of 6 hours of attendance. The topics were directed to help teachers identify the promises of technology integration, which can provide excellence in education, increase students' level of participation, collaboration, higher order thinking skills, and amplify teachers' creative teaching strategies. Based on the participants performance during the workshops, it was possible to perceive the current condition in which most teachers use technology as teaching material only, that is, an element students learn from, and not as an element students can learn with.

RECOMMENDATIONS

Teachers need to be aware of the advancement of today's technology both in non-educational and in educational settings, so they may decide to keep updated with the latest online resources to use in the classroom.

Even though the Internet provides large amounts of materials and online resources, it would be ideal that teachers could create, plan & design their own technology-integrated artifacts/lessons based on individual context. Teachers are meant to know students' needs and learning styles, so these two elements can be considered in the resources they apply.

Teachers' active participation in the workshops showed that there is a good acceptance of technology in the teaching staff, which makes clear that what is needed is more training about integrating technology in the classroom, as well as a better class-time distribution to allow teachers plan and prepare their materials with technology.

The workshops proved to be a good space for reflection on the classroom practices and also to discuss possible improvements. Therefore, beyond the need of more teaching training, it would be recommendable to conduct similar in-site workshops regarding the way teachers use technology in the classroom, so they can share their improvements and experiences.

Technology is a dynamic process of improvement. This means teachers need to keep updated by exploring the latest technology tools they could use in the classroom. One of the considerations to select the online resources is the need of free access and short time-consuming.

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ANNEX 1

TEACHERS' OBSERVATION GUIDE

Objective: To identify teachers' performance and possible difficulties students face in speaking.

ITEMS	YES	NOT	OBSERVATIONS
The English class includes the four stages: Introduction, presentation, execution and closing.			
The introduction stage includes technology to establish topic engagement.			
The presentation stage includes technology to motivate students to participate.			
The execution stage shows a class well-sequenced performed, that engages and activates students.			
At the closing stage, the teacher provides appropriate feedback.			
Speaking is given the importance required to enhance communication.			
Speaking is based on concrete learning experiences with motivating material.			
Scaffolding is applied in the classroom.			
Students understand their roles when speaking within the lesson.			
Students look motivated by the style and material used by the teacher in the class.			
The teacher applies appropriate material to encourage a positive experience at speaking.			
Speaking activities based on technology are used to motivate speaking in students.			
Any kind of technology-based activity is used to promote speaking.			
Assignments are design to promote in students the use of technology.			
The teacher applies paired and group activities, discussions, debates.			

Elaborated by: Ramos y Villamar (2020).

ANNEX 2

THE SURVEY

Objective: To describe teachers' procedures and the relevance of technology in language learning.

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

		1	2	3	4	5
1	Would you like to do other kind of activities in the classroom with your teacher?					
2	Would you be interested in the teacher applying more dynamic activities in his classes?					
3	Does your teacher stimulate your interest in his/her classes?					
4	Does your teacher assign tasks using technology?					
5	Do you think that the teachers' teaching techniques are used in an interactive way?					
6	Do you consider that the subject content should be taught by applying technological resources?					
7	Do you think technology should be used more often in the class?					
8	Do you consider your teacher encourages active learning, participation and collaboration among students?					
9	Do you think your teacher uses class time effectively without technological resources?					
10	Would you like your teacher to present material in a variety of ways using technology such as educational games, videos or interactive apps?					

ANNEX 3

TEACHERS' INTERVIEW

Objective: To describe the relevance given to the use of technology in the classroom

1. What kind of activities do you apply during your English class to promote speaking in students?
2. How can technology benefits to students in the learning process?
3. What aspects do you consider in the selection of speaking activities?
4. Are your students usually motivated to speak when they work in the activities you apply?
5. Do you think teachers should take hand of any available resources on the Internet to promote speaking in the classroom?
6. How do you think technology can be part of a language class?
7. What are the possible benefits that online resources can bring to an English class?
8. Do you take into consideration students' needs when you select activities?
9. Are technology-based activities among the type of resources you use to enhance the speaking skill?
10. In what way do you believe technology can improve students' speaking?

ANNEX 4

SPEAKING TEST

Part 1 (2–3 minutes)

Phase 1
Interlocutor

To both candidates	Good morning/afternoon/evening. Can I have your mark sheets, please? *Hand over the mark sheets to the Assessor.* I'm ………… and this is ………… .
To Candidate A	What's your name? Where do you live/come from? Thank you.
To Candidate B	And what's your name? Where do you live/come from? Thank you.

	Back-up prompts
B, do you work or are you a student?	Do you have a job? Do you study?
What do you do/study?	What job do you do? What subject do you study?
Thank you.	
And **A**, do you work or are you a student?	Do you have a job? Do you study?
What do you do/study?	What job do you do? What subject do you study?
Thank you.	

Interlocutor

Select one or more questions from the list to ask each candidate.
Ask Candidate A first.

	Back-up prompts
How do you get to work/school/university every day?	Do you usually travel by car? (Why/Why not?)
What did you do yesterday evening/last weekend?	Did you do anything yesterday evening/last weekend? What?
Do you think that English will be useful for you in the future? (Why/Why not?)	Will you use English in the future? (Why?/Why not?)
Tell us about the people you live with.	Do you live with friends/your family?
Thank you.	

Speaking Test 1		**Part 2 (2–3 minutes)**

1A Learning a language

Interlocutor	Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.
	A, here is your photograph. It shows **people learning a language.**
	*Place **Part 2** booklet, open at **Task 1A**, in front of candidate.*
	B, you just listen.
A, please tell us what you can see in the photograph.
Candidate A
🕐 *approx. 1 minute*	………………………………………………

> **Back-up prompts**
> - Talk about the people/person.
> - Talk about the place.
> - Talk about other things in the photograph.

Interlocutor	Thank you. (Can I have the booklet please?) *Retrieve **Part 2** booklet.*

1B At a party

Interlocutor	**B,** here is your photograph. It shows **people at a party.**
	*Place **Part 2** booklet, open at **Task 1B**, in front of candidate.*
	A, you just listen.
B, please tell us what you can see in the photograph.
Candidate B
🕐 *approx. 1 minute*	………………………………………………

> **Back-up prompts**
> - Talk about the people/person.
> - Talk about the place.
> - Talk about other things in the photograph.

Interlocutor	Thank you. (Can I have the booklet please?) *Retrieve **Part 2** booklet.*

Part 3

Interlocutor
Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you.

*Place **Part 3** booklet, open at **Task 1**, in front of the candidates.*

A young man works very hard, and has only one free day a week. He wants to find an activity to help him relax.

Here are some activities that could help him relax.

Talk together about the different activities he could do, and say which would be most relaxing.

All right? Now, talk together.

Candidates
🕐 *approx. 2–3 minutes*
………………………………………………………..

Interlocutor
Thank you. (Can I have the booklet please?) *Retrieve **Part 3** booklet.*

Part 4

Interlocutor
*Use the following questions, as appropriate:*

- **What do you do when you want to relax? (Why?)**

- **Do you prefer to relax with friends or alone? (Why?)**

- **Is it important to do exercise in your free time? (Why?/Why not?)**

- **Is it useful to learn new skills in your free time? (Why?/Why not?)**

- **Do you think people spend too much time working/studying these days? (Why?/Why not?)**

Select any of the following prompts, as appropriate:

- **How/what about you?**
- **Do you agree?**
- **What do you think?**

Thank you. That is the end of the test.

Activities to help the man relax
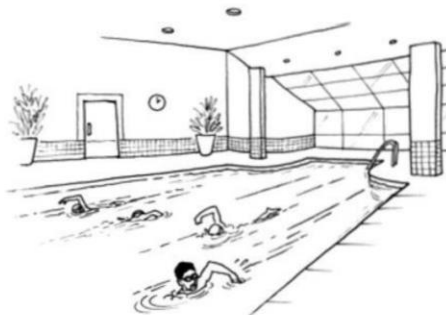
ANNEX 5

SPEAKING RUBRIC

Objective: To diagnose the level of oral production in students of 3rd year BGU at Unidad Educativa Praga.

CRITERIA	RATING SCALE			
	Very poor (0-4)	Poor (5-6)	Good (7-8)	Very Good (9-10)
Part 1. Student responds to questions, giving factual or personal information.				
Part 2. Student describes one colour photograph, talking for about 1 minute.				
Part 3. Student makes and responds to suggestions, discusses alternatives and negotiates agreement.				
Part 4. Student discusses likes, dislikes, experiences, opinions, habits, etc.				

ANNEX 6
PROPOSAL VALIDATIONS

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

VALIDATION OF THE PROPOSED PROJECT PLAN

TECHNOLOGICAL RESOURCES AND THEIR INFLUENCE ON

TEACHING SPEAKING SKILLS IN 3RD YEAR BGU STUDENTS AT "UNIDAD

EDUCATIVA PRAGA", DURING THE SCHOOL YEAR 2019-2020

RATING SCALE

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

Comments:

Online resources to teach speaking are excellent because students feel comfortable to produce the language using technology.

Name:	Mélida Campoverde	
Occupation:	University Professor	
Phone number:	0986103613	Signature

ULVR

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
VALIDATION OF THE PROPOSED PROJECT PLAN
TECHNOLOGICAL RESOURCES AND THEIR INFLUENCE ON TEACHING
SPEAKING SKILLS IN 3RD YEAR BGU STUDENTS AT "UNIDAD EDUCATIVA
PRAGA", DURING THE SCHOOL YEAR 2019-2020
RATING SCALE

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

Comments:

I really like your proposal, the activities are creative in order to engaged students in the learning process, congratulations!

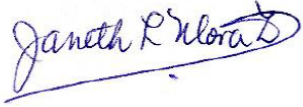| Name:	Msc. Norma Hinojosa Garcés	
Occupation:	Coordinator	*Norma Hinojosa G.*
Phone number:	0993742876	Signature

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

VALIDATION OF THE PROPOSED PROJECT PLAN

TECHNOLOGICAL RESOURCES AND THEIR INFLUENCE ON TEACHING

SPEAKING SKILLS IN 3RD YEAR BGU STUDENTS AT "UNIDAD EDUCATIVA

PRAGA", DURING THE 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 present study connects theory and practice and at the same time shows innovative activities for students' interaction in the classroom

Name:	Janeth Leticia Mora Zapater, Mg.	
Occupation:	Director of English School, ULVR	
Phone number:	0990536501	Signature