



**UTMACH**

**FACULTAD DE CIENCIAS SOCIALES**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**“Use of the ICTs for the development of the Speaking skill in the English  
language”**

**QUICHIMBO CAMPOVERDE ANDRES JACINTO  
LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLES**

**CUEVA MEDINA KEVIN STEWAR  
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# Use of the ICTs for the development of the Speaking skill in the English language

*por* Quichimbo Campoverde Andrés Jacinto Cueva Medina Kevin Stewar

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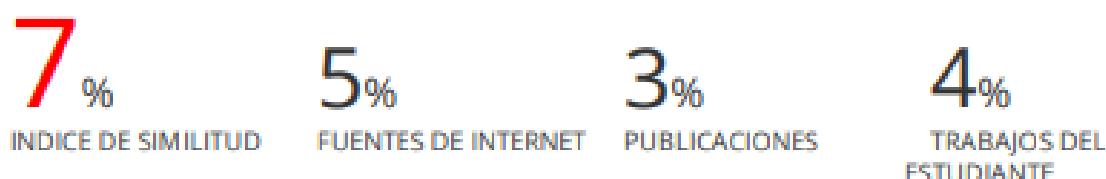
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## **DEDICATION**

In a special way, we dedicate this work to God for giving us wisdom and strength to complete our studies; to our parents for giving us their unconditional support every day of our life; to the professors of the career that, through their knowledge and guidance, we were able to conclude our degree work.

Andres Jacinto Quichimbo Campoverde

Kevin Stewar Cueva Medina

## **ACKNOWLEDGMENT**

I dedicate this work first of all to God, to my parents and family for their unconditional support and for always being there to encourage me to move forward. And to all the professors of the career for contributing with their knowledge in our professional training process.

*Andres Jacinto Quichimbo Campoverde.*

## **Resumen**

En la presente investigación, se realizó el estudio del desarrollo de la habilidad *Speaking* y la implementación de un sistema de clases apoyado en el uso de las TICs como la App *English Speaking Practice* para la mejora de dicha habilidad en los estudiantes de primeros años de bachillerato paralelo “C” del Colegio de Bachillerato “Carmen Mora de Encalada”, a través de métodos investigativos de diversa naturaleza. Esta investigación se caracteriza por contar con un diseño no experimental de tipo investigación-acción sustentado sobre la base de un paradigma metodológico cualitativo, con una población de 46 educandos de nivel secundario. Se pretende a través de la investigación insertar a las TICs como herramientas que coadyuven al desarrollo de la expresión oral del idioma inglés. Es necesario recalcar que durante el proceso de investigación se aplicaron instrumentos varios para marcar el contraste existente previo y post intervención

**Palabras claves:** Sistema de clases, speaking, TICs, App, desarrollo, implementación.

## **Abstract**

In the present research, the study of the development of the Speaking skill and the implementation of a class system supported by the use of ICTs such as the English Speaking Practice App for the improvement of this skill in the students of the first year of high school parallel "C" of the "Carmen Mora de Encalada" High School was carried out through research methods of different nature. This research is characterized by a non-experimental research-action design based on a qualitative methodological paradigm, with a population of 46 high school students. It is intended through research to insert ICTs as tools that contribute to the development of oral expression in the English language. It is necessary to emphasize that during the research process several instruments were applied to mark the existing contrast before and after the intervention.

### **Key words:**

Classroom system, speaking, ICTs, App, development, implementation.

## Index

<b>Introduction .....</b>	<b>1</b>
The methods used are analytical-synthetic, systemic, and historical-logical .....	3
Systemic Method.....	3
Historical – logical method.....	4
<b>Chapter 1. Methodological Framework.....</b>	<b>5</b>
1.1 Historical evolution of the use of tics for the development of oral skills (speaking) in the English language.....	5
1.2 Theoretical characterization of didactic resources in the English language teaching-learning process .....	6
1.2.1 Characteristics of the English language teaching-learning process.....	8
1.2.2 Technological resources (ICTs) for the development of speaking.....	9
1.3 Contextual characteristics of the English language teaching and learning process in the first year of high school, room "c, " at Carmen Mora de Encalada school.....	10
<i>1.3.1 Diagnosis of the current state of the Speaking skill in the students of the first baccalaureate parallel "C" of the "Carmen Mora de Encalada" high school.....</i>	<i>11</i>
<b>Chapter 2. Methodological Framework.....</b>	<b>14</b>
2.1 Paradigm and type of research .....	14
2.2 Research design.....	14
2.3 Population and sample or object of study .....	15
2.4 Research Methods .....	15
2.4.1 Theoretical methods.....	15
2.4.2 Empirical Methods.....	16
2.5 Data processing techniques .....	17
2.5.1 <i>Consistency Matrix</i> .....	17
2.5.2 Use of the research variables .....	17
<b>Chapter 3. Intervention Proposal .....</b>	<b>25</b>
3.1 Theoretical foundation of the class system based on the use of ICTs for the development of oral expression (Speaking).....	25
3.2 Planning of a class system based on the use of ICTs for the development of oral expression (Speaking).....	28
3.2.1 Methodological considerations of the class system based on using ICTs to develop oral expression (Speaking) .....	29
3.2.2 Methodological details for implementing a class system based on using ICTs for developing oral expression (Speaking) .....	30

3.2.1 Classroom system based on the use of ICTs for the development of oral expression (Speaking). .....	33
<b>Chapter 4. Discussion of Results</b> .....	37
<b>Conclusions</b> .....	39
<b>Bibliography</b> .....	40
<b>Anexos</b> .....	45
ANEXO 1 . INSTRUMENTOS DE RECOLECCIÓN DE DATOS.....	45
ANEXO 2. RESULTADO DE LAS OBSERVACIONES .....	49
ANEXO 3 . RESULTADO Y TABULACIÓN DE LA PRUEBA DIAGNÓSTICA.....	50
ANEXO 4. RESULTADO DE LAS ENTREVISTA .....	52
ANEXO 5. PLANIFICACIONES.....	54
ANEXO 6. ANÁLISIS DE DATOS POST-PROPUESTA PEDAGÓGICA .....	66

## **Introduction**

The importance of a language is unquestionable. It is the primary means of communication that allows the transmission of ideas and thoughts to others. All around the world, there are thousands of languages, each country with its native language and some adopted. According to Lingua (2022), English is the most spoken language in the world with 1,121 million speakers.

Several factors make this language necessary nowadays in different areas such as communication, education, and work; for example, English is the most used foreign language in education. Children and university students have been taught English as a second language in English language programs worldwide. Also, it is the dominant language in science.

In Ecuador, the Ministry of Education (2016) provides details of the standard at a basic or higher basic education level that establish that the required English level for the entry profile is A1 and the level for the exit profile is the B1 level with five forty-minute lessons each week. However, the latter is not achieved. Students barely achieve the A2 level, and this is due to poor teacher language proficiency, scarce use of methodological strategies, and lack of student interest. All these factors prevent language learners from developing their language capabilities such as listening, speaking, reading, and writing while speaking is the least developed language skill.

Speaking skill, like the others, is very important. Communication is an innate skill in human beings since we are social beings needing to communicate constantly with each other. In schools, the student's lack of ability with this skill is noticeable because grammar is prioritized instead of making the student familiar with the language and know how to express themselves independently. This is not to downplay the importance of grammar; grammar also provides vocabulary and grammatical rules.

(Madrid and McLaren, 2006) Mention

Speaking is one of the most difficult skills language learners have to face. Speaking is considered the most important of the four language skills of English. Even the learners learn

the language for so many years, they find it difficult to speak in real-time situations when it is demanded.

In Ecuadorian schools, many deficiencies in the English language teaching and learning process prevent the full development of English skills. The following situations have been identified in the English classes of the students of the 1st year of Bachillerato General Unificado parallel "C" of the Colegio "Carmen Mora de Encalada", in the city of Pasaje, province of El Oro.

- The teacher needs to encourage students to develop their expressive skills.
- The teacher's planning does not include time devoted exclusively to oral practice.
- The teacher's timely correction of grammatical and fluency errors by the students must be observed.
- Students avoid speaking for fear of saying or mispronouncing something.

Given the above identified, the **scientific problem** is as follows: How to improve the speaking skills of 1st-year students of the "Carmen Mora de Encalada" High School in 2022 - 2023?

The **object of study** of this research is the teaching-learning process of the English language in secondary education. The **general objective** is: To elaborate a class system using ICTs to improve oral production in students in the 1st year of high school, room "C," at "Carmen Mora de Encalada" School in 2022 - 2023.

The digital didactic resources research topic determines the field of action.

Therefore, the present research work has the following **specific objectives**:

- To verify the level of Speaking skills of the students in the 1st year of high school, room "C" of the Carmen Mora de Encalada School.
- To elaborate a system of classes by implementing ICTs to improve students' speaking skills.
- To verify the results obtained after applying the proposed class system.

With the above mentioned, this research focuses on implementing ICTs as a learning system for the English language. Knowing the accessibility, teachers can use these technological resources in the classroom to improve speaking skills.

“Technologies allow students to become more independent in the classroom. It ushers as a fundamental structural change to achieving significant improvements in productivity. It is used to support teaching and learning” (Ravshanovna and Ganiyevna, 2021).



This research adopts the qualitative paradigm, as it emphasizes knowing the environment where the problem arises, and the criteria of the people involved that prepare us to execute actions within the observed environment. Through the action-research type of study, observations, diagnostic tests, and interactive resources will be applied.

"By qualitative approach is meant the methodological procedure that uses words, texts, discourses, drawings, graphics and images' [...] qualitative research studies different objects to understand the life of the subject through the meanings developed by the subject." (Katayama, 2014, p. 43).

The **population**, as defined by Levin & Rubin (2006), "is a set of all the elements that are studied, about which we try to conclude"; which conclusion for this research work comprises 43 students in the 1st year of the General Unified High School, room "C," at "Carmen Mora de Encalada" school.

Both theoretical and empirical methods are used in the research. Applying theoretical approaches makes it possible to process the results obtained by practical scenarios, systematize them, analyze them, explain them, discover what they have in common, and reach reliable conclusions to solve the problem (Ortiz, 2012).

The methods used are analytical-synthetic, systemic, and historical-logical.

### **Analytical - Synthetic**

It allows for obtaining the necessary information to investigate and consolidate its elements.

“Estudia los hechos partiendo de la descomposición del objeto de estudio en cada una de sus partes para examinarlas en forma individual (análisis) y luego se integran dichas partes para estudiarlas de manera holística e integral (síntesis)” (Rodríguez, 2007).

### **Systemic Method**

It provides adequate tools for condensing the information obtained and processing interviews and observation sheets.

## **Historical – logical method**

It allows knowing the students' oral production background to determine the methodologies to solve the problem. “El problema de la interrelación entre el conocimiento se estructura en el desarrollo de la historia.” (Naranjo, 2014)

This research is carried out based on the deficiencies mentioned above. It is qualitative, with a participatory action-research type, using the descriptive method and applying techniques such as diagnostic tests, observation, and interviews that allow for measuring its evolution of it.

The importance of this research lies in the use of ICTs as pedagogical tools that encourage and awaken interest in students during the improvement of their oral skills in the English language through technology, interactive platforms, worksheets, and language games aimed at oral practice: pronunciation, accentuation, rhythm, intonation, and conversation that the student will then apply in the classroom or their daily lives.

The present research is structured by an introduction where the theoretical design of the research is detailed, followed by Chapter 1 where the theoretical foundations that are necessary for the realization of the same are presented. Then, the methodological framework is detailed, where the type of research is determined, the purposes it pursues, and the different methods and techniques used for the collection of the necessary information, and consequently to approach the results obtained from the research problem. Finally, the work concludes with the presentation of the conclusions.

## Chapter 1. Methodological Framework

This chapter provides a theoretical foundation for teaching and learning English and the teaching methods for developing speaking skills and their historical evolution.

### **1.1 Historical evolution of the use of tics for the development of oral skills (speaking) in the English language.**

Since ancient times, middle eastern civilizations began to record information on portable physical supports that allowed them to establish communication between human beings by inscribing symbols on rocks to symbolize ideas, objects, and animals. This gave rise to our current alphabet and the age of ICTs.

*Cuando el hombre comenzó a formar tecnología, al convertir los recursos naturales en herramientas simples, como, por ejemplo, el tallado de piedras afiladas para hacer incisiones en la piel de un animal muerto con el fin de comérselo. A partir de este momento se produjo el efecto saliente del uso de las herramientas depuradas para emprender el sometimiento del entorno a su servicio (Fraioni, 1999, p. 4-5).*

There have been evolutions over time about technological and scientific advances, and communication has remained the common thread of each of them despite the changes in language that changes into different alphabets and graphic languages. Following the agricultural revolution, technology and science have created new tools and methods for imparting knowledge during the last two centuries. The first significant change was the development of the telegraph, using codes and conducting wires.

The second half of the last century saw the beginning of a new revolution in communication, giving rise to the term knowledge society. It is based on new communication technologies with global reach and instant access, benefiting from the development of satellites that allow wireless and almost instantaneous communication anywhere in the world. During the last 30 years, there has been exponential growth in contact, where three terms have become very common today: network, internet, and web.

Information and Communication Technologies (ICTs) refer to all technologies that allow accessing, collecting, manipulating and presenting or communicating information. According to Tinio V., (2012) ICTs are "conjunto diverso de herramientas y recursos tecnológicos utilizados para comunicar y para crear, difundir, almacenar y gestionar información". In this context, Nicholls

G. (2004) affirmed that las tecnologías de la información y la comunicación son dispositivos electrónicos e informáticos y materiales interactivos humanos asociados en los que podemos aplicar en una serie de procesos de enseñanza y aprendizaje.

The use of technology in teaching English emerged in the era of the audio-linguistic method, a time of language teaching in the 1970s when teachers began to use media to teach listening with cassettes and tape recorders. Using visual media (videos) in the teaching-learning process is essential to hand in hand with implementing the communicative approach, there might be good results.

Nowadays, new technologies have been introduced in the classroom for English language teaching, which offers students the possibility of independent activities with opportunities to interact at their own pace, privacy, and a safe learning environment in which error-correction and specific feedback is needed, immersing the student in the subject with complete dedication.

In general, 21st-century teachers and students are encouraged to use ICT to find, create and communicate information that includes knowledge, skills, and behaviors involving the effective use of digital devices such as smartphones, tablets, laptops, and desktops to communicate and express themselves within a collaborative learning environment in the teaching-learning process.

### **1.2 Theoretical characterization of didactic resources in the English language teaching-learning process**

“A didactic resource is any kind of tool which helps their users to achieve their goals throughout the leaning process” (Koper, R. 2000). There are two types of didactic resources depending on the actors in the educational process: teaching didactic resources and learning didactic resources. Learning resources are those that support students during the learning process, for example, books, games, worksheets, etc. On the other hand, teaching resources provide academic staff with resources to guide and support the student learning process.

The didactic resources aim to achieve better results in teaching and practical learning. The teacher uses action planning strategies and methods that strengthen his role as facilitator and the student as the main protagonist in education. Integrating ICTs in language teaching-learning environments has become a primary strategy as the results are very productive.

For this reason, Padurean (2009) states

The application of ICT gives more opportunities for communication between peer learners: they can exchange information in real-time they can participate in blog discussions, work in teams on different projects, exchange emails, search for information, etc. By using the authentic material provided by the Internet, we will have a better insight into the culture of the country and the people whose language we study (p.79).

For the above reasons, technology allows teachers to diversify their classes, display more information and improve student learning. It also helps teachers save time and energy and gives more course content attention. ICTs have brought innovations to the learning process, including E-learning, e-communication, and fast access to information. Hence, all these factors contribute to making the teaching-learning process more effective.

“Technology is a powerful tool with enormous potential for paving high-speed highways from outdated educational systems to systems capable of providing learning opportunities for all, to serve better the needs of 21<sup>st</sup>-century work, communications, learning, and life” (Robert M. Terry, 1999, p.129).

Another potential benefit of using ICTs in the English classroom is the abundance of authentic instructional content.

Evans, C. (2009) states, "The Internet provides a wealth of information which can support and extend pupils' knowledge and skills within English lessons" (p. 43). CALL (Computer-assisted language learning) software stimulates the natural process of language learning, focusing on the 4 language skills by offering authentic, real-world content. They provide learners with real-life images, written text, and voices of native speakers" (Reksten, 2000).

With the help of ICTs in English classes, teachers have an easier time teaching English. It has been proven to be an excellent method to improve teaching and learning in the age of technology, and today even a young child is familiar with the use of computers and mobile devices.

This is the main reason why technology has given rise to the idea of a learning methodology that optimally helps today's learners to improve their skills. It has been proven that language learning through ICTs contributes to the improvement of the efficiency and effectiveness of the learning process. It is a very flexible, interactive, and useful set of tools to provide learners with a total experience.

### **1.2.1 Characteristics of the English language teaching-learning process.**

“English Language Teaching (ELT) is a scattered profession by definition, and it was only after 1960 with the sudden growth of EFL and ESL activity in Britain itself that a sense of unity began to emerge” (Howatt. A. 1984, p.213).

Listening, speaking, reading, and writing are four important basic skills integrated into the English language teaching-learning process and develop students' abilities. The teacher must be creative in applying the teaching method so that students can master these skills. In the teaching-learning process, the teacher must determine the teaching method that is appropriate for the content. They must also use the appropriate resources to teach it. Good classroom management will help the teacher to control the classroom situation.

As in other learning environments, the most dominant relationship in an EFL [English as a foreign language] learning environment is the relationship between teachers and learners; therefore, the role played by teachers during this process is of great importance since through this efficient relationship, teachers can even compensate for the possible limitations of the books as well as the lack of material.

As a consequence of a positive relationship with the teacher, in addition to academic achievement, there is a high level of class participation, academic motivation, students' self-confidence, a feeling of empathy and mutual understanding between teacher and student (Zhang, 2020), and a more efficient concept of tasks (Lambert and Zhang, 2019). According to Patall (2013), "teacher-student relationships are a key part of successful language teaching and learning." In other words, students with a warm and intimate relationship with their teachers have high self-confidence, interest in the class, and, consequently, more motivation to learn (Pishghadam, 2021).

When it comes to speaking ability, teachers know that this is a very important skill when learning a foreign language. Speaking, according to (Richards, J. 2006)

in his *Communicative Language Teaching Today*, is a crucial ability in second language learning and teaching; and despite its importance, for many years, its teaching has been undervalued, and English teachers still teach Speaking through repetition of exercises or memorization of dialogues (traditional teaching).

### **1.2.2 Technological resources (ICTs) for the development of speaking.**

Improving students' speaking skills has always been a concern of every English teacher. It is vital that a person be observatory, expressive, and persuasive to excel in any profession. Speaking effectively receives a lot of attention in the case of interviews, presentations, meetings, workshops, and projects. So, to keep up with the 21st century, technology must be introduced into English classes to hone this skill. ICTs, given the advantages they offer, is considered an important and useful pedagogical tool in the educational field. It is essential for teachers need to encourage students to learn through these useful technological resources to improve their oral development.

Nunan, D. (1991) argues: "Success is measured in terms of the ability to carry out a conversation in the (target) language." which means that if in the classroom the student does not have the opportunity to interact orally, they will lose interest and motivation in learning and expressing themselves. On the other hand, if the teacher makes use of the correct methods and resources for oral production in his students, he will motivate them and thus turn this practice into something more dynamic, fun, and even easier.

There are essential tools that can be used to improve and facilitate the teaching/learning process of this skill; among them, the following stand out:

- **Computers and the Internet:** These are the most important ICTs tools in modern human life and the most used by most teachers. They are helpful in data storage, collection, and preparation. Using the Internet, teachers can provide their students with many learning contents, e.g., audio, video, radio and TV programs, games, voice recordings, quizzes, podcasts, etc. In this way, students are exposed to a large amount of target language, which helps them develop their speaking skills.
- **Projector:** Displays information and content to several people simultaneously. The visual aid they offer allows the speaker to have a reference during the communicative act, thus preserving the interaction of this while offering the opportunity to move and use gestures during the presentation of a work.
- **Smartphones:** The benefits of this resource are incredible during the development of Speaking. Through it, it is possible to record various activities carried out in the classroom, such as role plays or presentations that can then be corrected by the teacher or by the students themselves as a self-assessment. In addition, mobile applications based on voice

recognition can be accessed, which greatly helps students' oral skills. This type of software recognizes accuracy, pronunciation, and fluency by converting speech/reading into the text, providing positive reinforcement such as "You sound great!". They also provide the user with a grade and the correct pronunciation form in the case of mispronunciation, and thus the student, through practice, improves their speaking skills. Such is the case of applications like English **Speaking Practice** or **Speak English Fluently**.

*English Speaking Practice* is a very useful application to practice English conversations classified in different levels, through which the student perfectly strengthens his listening and speaking skills in English. A great benefit of this application is that it allows you to review practice records many times and verify the user's process.

*Speak English Fluently*, this application improves the user's English-speaking fluency and improves their listening skills. It includes a list of everyday English words, phrases, sentences, and dialogues.

Through role-playing or drilling activities, it is possible to include the already mentioned apps and benefit the learning process. Since students will learn and improve their speaking skills entertainingly, thus being able to apply their knowledge in daily life.

### **1.3 Contextual characteristics of the English language teaching and learning process in the first year of high school, room "c, " at Carmen Mora de Encalada school.**

Over the years, several attempts have been made in Ecuador to improve the quality of the educational system focused on English as a foreign language, mainly because the level of students in our educational environment is deplorable and limited, and the problems identified to cause the lack of importance and interest given to this area. The ministerial agreement 0041-14 mentions that English formed part of the formal curriculum with a 5-hour working hour in the eighth year of primary education. This aspect sought to improve the level of linguistic competencies of students through teacher training in this area.

It is necessary highlight that this research will be carried out at the "Carmen Mora de Encalada" high school, which is located in the parish of Ochoa León in Pasaje. The already



mentioned institution has an academic programme ranging from basic general education to the unified general baccalaureate; its scholar curriculum includes subjects such as mathematics, language and literature, natural sciences, social studies, computer science, English, art education, physical education, among many others. The educational institution began its work in May 1965 and since then it has remained a public institution. Nowadays, the institution has a total of 85 teachers who operate organizationally to 1675 students under the direction of José Flores, who is the headmaster of the institution.

Regarding to the teaching of English at the school, the subject is taught according to the timetable established by the Ecuadorian Ministry of Education, the teachers are mostly qualified to teach this subject, however, their professional efforts are not enough because the students have some difficulties in developing the skills that the language implies. It is for this reason that through educational agreements with the Technical University of Machala and with the help of the coordinator of the Pedagogy of National and Foreign Languages career, Mr. Jhon Chamba Zambrano, Mgs. It was possible to ensure that the students and future teachers now students of the already mentioned career could develop their pre-professional practices in this establishment in order to provide an appropriate solution to the difficulties presented.

### ***1.3.1 Diagnosis of the current state of the Speaking skill in the students of the first baccalaureate parallel "C" of the "Carmen Mora de Encalada" high school.***

In this part of the chapter are present the results obtained after the application of different data compilations instruments used within the research process, such as observation, pedagogical tests (diagnostic assessment) and interview, each and everyone of them used with the aim to demonstrate the current state of the Speaking skill at the beginning and previous to the implementations of the pedagogic proposal created by the researchers.

#### ***Analysis of the results***

##### ***Observation***

The researchers used as a data compilation technique an observation register sheet in which the observation was around the variables, dimensions and indicators selected for the research. Thus, in accordance with the notes made by the researchers, it is possible determined that the students present difficulties in terms of oral expression, especially in specific areas such as fluency and

pronunciation. According to what was observed, the researchers were able to discern that these difficulties are sometimes developed from the students' shyness when demonstrating their oral performance in English.

***Pedagogical test (diagnostic assessment)***

The application of a diagnostic test made it possible to corroborate in a somewhat more accurate way the students' shortcomings in terms of the dimensions that conform the speaking ability of the English language. The results compiled show that the speaking skill is at an insufficient level in the students belonging to first baccalaureate of the "Carmen Mora de Encalada" high school given that the tabulation of the scores obtained oscillate between a general average of three points to three points and fifty tenths out of a score of ten points.

This leads the researchers to reaffirm their position on the level of speaking ability, since on the scale of measurement established by themselves, an average of five points or less out of ten is translated as insufficient.

***Interview (applied to the teacher)***

The interview designed by the researchers consisted of seven questions, which were structured in order to obtain data to corroborate the perceptions of the authors from another perspective and focused on the development and performance of the students with respect to the speaking skill, and was therefore applied to the teacher; it yielded the following results:

- The fluency of the students for communication in the English language is at a low level, a product of two years of virtual accompaniment, added to the shyness that does not allow the development of foreign language skills.
- In daily practice, few students are able to use complete sentences with coherence and precision when speaking in English, there is insecurity and they always seek the teacher's approval.
- The pronunciation of the students is very close to the Spanish language, it is a practice that has been repeated year after year unfortunately and on the other hand with the use of the translator that does not help to improve the pronunciation.
- Not all students use the vocabulary or subject matter covered in the classroom, few are the students who show a great interest in learning English as a foreign language.
- The learning of grammar currently requires a lot of personal practice, because according to the national curriculum the learning of English is not based on grammar but rather on basic

communication, in contrast to the high level that should be evidenced according to the Common European Framework.

- The students' intonation and accentuation score are very basic indeed, and much practice is needed to improve intonation and accentuation.
- The subject matter studied is a sequence of the previous one, with this background students are forced to apply previously acquired knowledge to the development of the skills.

## **Chapter 2. Methodological Framework**

The following chapter describes a series of methodological elements considered a fundamental part of the research development, all of which will allow the achievement of the proposed objectives. Within these components, we distinguish the paradigm and type of research, the design, the theoretical and empirical methods, the population, the theoretical and empirical methods, and the data collection techniques.

### **2.1 Paradigm and type of research**

The purpose of this research is to discern that English is subject to a methodological paradigm of qualitative order since it intends not only to know the environment where the problem arises but also to allow the researchers to perceive the criteria of the subjects who are part of the scenario where the research phenomenon arises.

As for the research type, the study responds to an action-research type study since, in addition to trying to know from the first source the origin of the research phenomenon, it also intends to improve or transform it.

Colmenares (2012, p 105) states that

La investigación-acción participativa o investigación-acción es una metodología que presenta unas características particulares que la distinguen de otras opciones bajo el enfoque cualitativo; entre ellas podemos señalar la manera como se aborda el objeto de estudio, las intencionalidades o propósitos, el accionar de los actores sociales involucrados en la investigación, los diversos procedimientos que se desarrollan y los logros que se alcanzan.

### **2.2 Research design**

Being the principles of qualitative research, the researchers delimit the research design as a non-experimental design. Since it is not intended to manipulate the units of analysis that arise from the research phenomenon. According to Agudelo, Aigner and Ruiz (2008, p 39) “La investigación no experimental es aquella que se realiza sin manipular deliberadamente variables. Es decir, es investigación donde no hacemos variar intencionalmente las variables independientes”.

## 2.3 Population and sample or object of study

For the development of the present research, the object of study is conceived as the 42 students who conform to the 1st year of the Unified General High School, room "C", at "Carmen Mora de Encalada" school.

## 2.4 Research Methods

Calduch (2014, p 23) defines a research method as "the set of tasks or procedures and techniques that must be employed, in a coordinated manner to develop the research process fully".

### 2.4.1 Theoretical methods

According to Ortiz (2012, p. 18)

Los métodos teóricos se utilizan de manera reiterada desde la elaboración del diseño investigativo, a partir del estudio del estado del arte sobre el problema científico, hasta la interpretación de los datos y hechos constatados y las correspondientes conclusiones y recomendaciones.

From this perspective, it can be argued that theoretical methods support, through theory, analysis, and logic, the characteristics of the origin and development of the research phenomenon. The methods used to develop the study in question are described below.

- The **analytical-synthetic method** begins with dividing a whole into different parts to understand its origin and characteristics individually. In the field of research, the researchers of this study use this method to determine the phenomenon or object of study. Through its application, the researchers could distinguish components that are part of the speaking skill, how these components work together to upgrade it, and how their stimulation modifies the speaking abilities.
- The **systemic method** according to García, Soler and Latorre (2017, p 31) "El Método Sistémico Estructural Funcional expresa la lógica o sucesión de procedimientos seguidos por el investigador en este caso el clínico y los salubristas en la construcción del conocimiento, en consecuencia, con la Teoría General de Sistemas" Applied to the field of educational research as is the present investigation, this method allows the development and construction of the class system proposed as a pedagogical proposal.

- The **historical-logical method** is dedicated to studying the historical and chronological trajectory of the progress of the research phenomenon over time in the world and in different places. In the case of the research in question, this method contributed to constructing the theoretical framework in which information was compiled on the object of study from its origin to the present contextualized in the population selected for the research development.

#### 2.4.2 Empirical Methods

Rojas, Vilaú and Camejo (2018, p 239) Los métodos empíricos a emplear en la investigación científica se determinan atendiendo, en primer lugar, a la naturaleza del objeto de investigación y a su estrecha relación con el problema científico, el objetivo de la investigación y las tareas científicas; en segundo lugar, a la operacionalización de las variables, es decir, la determinación de los indicadores que se necesita evaluar o medir.

Therefore, empirical methods are the set of techniques and instruments that help the researcher collect the necessary data to evaluate or measure the different variables or units of analysis that comprise the study phenomenon. The various empirical methods attached to the development of this research are detailed below.

- The **diagnostic test** Avolio and Iacolutt (2006, p 137) "The purpose of the diagnostic assessment is to obtain information about the starting situation of the subjects, in terms of knowledge and skills necessary to initiate new learning processes successfully." Based on purposes of this research, it will allow the researchers to verify the level of Speaking skills of the 1st year students at "Carmen Mora de Encalada" High School, room "C."
- **Participant observation** as stated by Diaz (2010, p 8) "Participant observation is when in order to obtain the data the tois included in the group, fact or phenomenon observed to get the information "from the inside" ". Applied in the research in progress, it contributed to the collection of data necessary to determine the research problem and its possible causes within the population selected for the research.
- **The interview**, Díaz, Torruco, Martínez and Varela (2013, p 163) "La entrevista es una técnica de gran utilidad en la investigación cualitativa para recabar datos; se define como una conversación que se propone un fin determinado distinto al simple hecho de

conversar” Within this research, the interview contributes to the collection of useful data for the development of the research.

## **2.5 Data processing techniques**

After data collection, the researchers seek to analyze the information obtained through the method below.

### ***2.5.1 Consistency Matrix***

Through consistency matrixes, it is possible to obtain a much broader view of the variables or units of analysis comprising the study phenomenon by analyzing them in terms of the objectives proposed for the research. In the words of Rojas (2010) quoted by Vera and Lugo (2016) “es la herramienta que posibilita el análisis e interpretación de la operatividad teórica del Proyecto de investigación, que sistematiza el conjunto: Problema, objetivos, variables y operacionalización de las variables”.

### **2.5.2 Use of the research variables**

**Speaking** is defined as "an oral expression of an interactive process of constructing meaning that involves a phonological and grammatical system and requires the ability to cooperate in managing speech to give information and ideas" (Argawati and Syahrizal, 2016, p. 2).

**Título: Uso de las TICs para el desarrollo de la expresión oral (speaking) en el idioma Inglés**

**Autores:**

- Cueva Medina Kevin Stewar
- Quichimbo Campoverde Andrés Jacinto

Problema	Objetivos	Variables e indicadores
<p><b>Problema General:</b></p> <p>¿Cómo mejorar la habilidad de speaking en los estudiantes de 1er año Bachillerato General Unificado paralelo “C” del Colegio “Carmen Mora de Encalada” en el periodo lectivo 2022 – 2023?</p> <p><b>Problemas Específicos:</b></p> <p>¿Cómo describiría la fluidez de los estudiantes?</p> <p>¿En qué nivel se muestra la pronunciación de los estudiantes?</p> <p>¿Cómo calificaría el uso de la gramática inglesa por los estudiantes en ejercicios del desarrollo del habla?</p> <p>¿Cómo señalaría el uso del vocabulario por parte de los estudiantes en su expresión oral?</p>	<p><b>Objetivo general:</b></p> <p>Elaborar un sistema de clase basado en el uso de las Tics para el mejoramiento de la producción oral en los estudiantes de 1er año de Bachillerato paralelo “C” del Colegio “Carmen Mora de Encalada” en el periodo lectivo 2022 – 2023</p> <p><b>Objetivos específicos:</b></p> <p>Comprobar el nivel con el que cuentan los alumnos de 1er año de Bachillerato paralelo “C” del Colegio “Carmen Mora de Encalada” en la habilidad Speaking.</p>	<p><b>Variable 1: Sistema de clases basado en el uso de las TICs</b></p> <p>Un conjunto de clases organizadas sistemáticamente, con el objetivo de posibilitar el desarrollo de la expresión oral (<i>speaking</i>) del idioma inglés.</p>



	Elaborar un sistema de clases mediante la implementación de las TICs para el mejoramiento del speaking de los alumnos.	<b>Variable 2: Desarrollo de la expresión oral (Speaking)</b>				
		“an oral expression of an interactive process of constructing meaning which involves a phonological and grammatical system and requires the ability to cooperate in the management of speaking in order to give information and ideas” (Argawati & Syahrizal, 2016, pág. 2)				
		<b>Dimensiones</b>	<b>Indicadores</b>	<b>Ítems</b>	<b>Escala de medición</b>	<b>Niveles y rangos</b>



		<p>- Gramática</p>	<ul style="list-style-type: none"> <li>• Entonación</li>   <li>• Acentuación</li>   <li>• Estructura gramatical</li> <li>• Cohesión</li> </ul>	<p>¿En qué nivel los estudiantes muestran entonación y acentuación durante la expresión oral?</p> <p>¿Cómo calificaría el uso de la gramática inglesa por los estudiantes en ejercicios del desarrollo del habla?</p>		<p><b>Regular:</b> los estudiantes demuestran una pronunciación básica.</p> <p><b>Insuficiente:</b> Los estudiantes no demuestran una buena pronunciación</p> <p><b>Bueno:</b> los estudiantes demuestran una buena entonación y acentuación en la expresión oral</p> <p><b>Regular:</b> los estudiantes demuestran cierto nivel de consciencia y práctica en cuanto a entonación y acentuación.</p> <p><b>Insuficiente:</b> Los estudiantes no demuestran conocimiento ni práctica de entonación y acentuación</p> <p><b>Bueno:</b> los estudiantes demuestran un buen uso de la gramática inglesa durante el desarrollo del habla</p> <p><b>Regular:</b> los estudiantes hacen uso de la gramática incluso ante la presencia de pequeños errores durante el</p>
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		<p>- Vocabulario</p>	<ul style="list-style-type: none"> <li>• Uso del vocabulario.</li> <li>• Significado léxico de las palabras.</li> </ul>	<p>¿Cómo señalaría el uso del vocabulario por parte de los estudiantes en su expresión oral?</p> <p>¿En qué nivel son conscientes los estudiantes del significado léxico de las palabras y le dan un uso apropiado?</p>	<p>desarrollo del discurso hablado</p> <p><b>Insuficiente:</b> los estudiantes no demuestran hacer uso de la gramática inglesa durante el desarrollo del habla.</p> <p><b>Bueno:</b> los estudiantes demuestran un buen uso del vocabulario durante el desarrollo del habla</p> <p><b>Regular:</b> los estudiantes hacen uso del vocabulario incluso ante la presencia de pequeños errores durante el desarrollo del discurso hablado</p> <p><b>Insuficiente:</b> los estudiantes no demuestran hacer uso del vocabulario durante el desarrollo del habla.</p> <p><b>Bueno:</b> los estudiantes demuestran un alto grado de consciencia respecto al significado léxico de las palabras y su uso apropiado</p>
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						<p><b>Regular:</b> los estudiantes demuestran un grado medio de consciencia respecto al significado léxico de las palabras y su uso apropiado</p> <p><b>insuficiente:</b> los estudiantes no demuestran ningún grado de consciencia respecto al significado léxico de las palabras y su uso apropiado</p>
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Nivel - diseño de investigación	Población y muestra	Técnicas e instrumentos	Estadística a utilizar
<p><b>Nivel:</b> Básico  <b>Diseño:</b> No experimental</p>	<p><b>Población:</b> 46 estudiantes</p>	<p><b>Variable 2: Desarrollo de la expresión oral (speaking)</b></p> <p><b>Técnicas:</b></p> <ul style="list-style-type: none"> <li>- Observación</li> <li>- Pruebas de diagnóstico</li> <li>- Entrevista</li> </ul> <p><b>Instrumentos:</b></p> <ul style="list-style-type: none"> <li>- Ficha de observación</li> <li>- Test diagnóstico (Rúbrica)</li> <li>- Cuestionario de entrevista</li> </ul> <p><b>Autores:</b></p> <ul style="list-style-type: none"> <li>- Cueva Medina Kevin Stewar</li> <li>- Quichimbo Campoverde Andrés Jacinto</li> </ul> <p><b>Año:</b> 2022</p> <p><b>Ámbito de Aplicación:</b> Estudiantes de 1er año Bachillerato General Unificado paralelo “C” del Colegio “Carmen Mora de Encalada” del periodo lectivo 2022 – 2023</p> <p><b>Forma de Administración:</b> Individual - presencial</p>	<p>El análisis de los datos recopilados se realizó utilizando la operación estadística media aritmética o también denominada promedio a través del programa ofimático Excel en su versión office 2019.</p> <p><b>DESCRIPTIVA:</b> Tras la tabulación manual de los datos obtenidos y con el fin de identificar el promedio por pregunta y de manera general que refleja la población en cuanto a la habilidad speaking y cada una de las dimensiones que la componen, los datos fueron analizados usando el cálculo estadístico promedio.</p>

## **Chapter 3. Intervention Proposal**

This section of the research aims to encourage theoretical support used as a basis for developing the pedagogical proposal "class system based on the use of ICTs for the development of oral expression" proposed in the research as a possible solution to the selected problem.

### **3.1 Theoretical foundation of the class system based on the use of ICTs for the development of oral expression (Speaking).**

As a pedagogical research proposal, we propose developing a class system using ICTs to improve the oral expression of the English language in students who make up the 1st Unified General High School, room "C", at "Carmen Mora de Encalada" High School.

As a first point, we must be clear about the definition of the word "system" according to the Royal Spanish Academy (2022, definition 2) a system is understood as a "Set of things that relate to each other in an orderly manner contribute to a certain object."

Also, Enciclopedia Mirador Internacional (1981, p.10465), cited by Brandão (2012, p.45), defines systems as "a set or a totality of objects, real or ideal, reciprocally articulated and interdependent, one about the others." Considering this point, it is possible to state that systems are groups of tangible or intangible objects organized and interrelated to work in synergy to achieve an objective.

On the other hand, knowing what "class" refers to is also necessary. The Royal Spanish Academy (2022, definition 5) states that a class is a "lesson the teacher explains to his students." Based on the term class system, it is possible to define it as a set of lessons organized systematically and interrelated to achieve the learning of several areas or a specific one.

Another expression considered is ICTs; nowadays, it is common to hear this terminology; however, what is its meaning? ICTs is the abbreviation used to refer to Information and Communication Technologies. In the words of Belloch (2012, p. 1), "they are the set of technologies that allow access, production, processing and communication of information presented in different codes (text, image, sound, etc.). Two big questions arise, and they originate basically in education.

As for their origin, these have been in history for a long time, going back almost 5,000 years to the time of the Egyptians and Sumerians, who, from that time, began to record information in a physical, durable, and above all portable way. But it was during the industrial revolution carried

out more than two centuries ago that the boom of technology and the greatest boom of the same was declared. The printing press, the telegraph, typewriters, radio, telephone, computers, and the Internet are the most prominent examples of the evolution that technology monopolized during all these years.

Technology has become so vital today that it is part of almost all areas that make up our society. Of course, education is no exception to the rule. The famous ICTs took place in this field around 1950 with the nascent educational technology proposed by Burrhus Frederick. Within this process, which maintained its apogee in the 60s, it is intended to have materials and communication resources that would be part of the teaching and learning process as a basis for its effectiveness.

Regarding teaching English since ancient times in history, it is mentioned that its teaching and learning began with orthodox and rote methods such as the translation method and the direct method, which focused on the students learning through the recitation of rules and grammatical structures. However, it was in the 1940s people noticed the first changes in language learning due to the arrival of new teaching methodologies with a structuralist approach, such as the audio-lingual method, and years later, in 1970 with the communicative method, which already integrated technological advances into the teaching and learning process. Bueno and Martinez (2002, p.17) mention that the 70's "eran los años del laboratorio de idiomas, las grabadoras profesionales, los proyectores de vista fija, los diascopios, el televisor y posteriormente los equipos de video".

After many years have passed, nowadays ICTs and language teaching go hand in hand since different authors affirm that the inclusion of technological tools provides great benefits to the teaching and learning process. Asanza, Alvarado and Haro (2015) state that

En el aula de inglés se pueden favorecer el aprendizaje de habilidades orales (producción - hablar- y comprensión oral) mediante un trabajo continuado con las TIC. De hecho, la multimedia es el único modo de usar los sonidos como objetos (comparar sonidos, asociarlos a imágenes, etc.). A esto se une que, hoy día, es el medio más barato y rápido para la grabación y reproducción de la propia voz (laboratorio de idiomas).

What makes it possible to conceive is that ICTs not only make teaching more meaningful but also provide tools that are available to everyone, at almost any time and in different ways. On the other hand, Venzal (2013, p.10) claims that

In the teaching of English, the teacher has made use of new information and communication technologies to have direct knowledge of the foreign language and the customs of the



different English-speaking countries. Therefore, the English teacher has always added resources to increase the student's attention and motivation, recreating or making the student participate in the English language and its customs, using texts where customs, songs, etc. are shown.

Through the implementation of ICTs, the aim is to leave aside traditional methods and innovate in the educational field, presenting this process dynamically where the student is the protagonist in the production, construction, and schematization of knowledge. This postulate is consistent with the perspective offered by Moreira (2019, p.2) on meaningful learning, which he conceives as “aquel en el que los nuevos conceptos o proposiciones se aprenden de manera no literal sino sustantiva, captando su significado, y relacionándolos con aspectos pertinentes de la estructura cognoscitiva de una manera no arbitraria”.

It is imminent to specify that the theory of meaningful learning proposes "to defend and practice that learning in which a real authentic change produced in the subject" (Viera, 2003, p37). Likewise, David Ausubel states that meaningful learning is based on the modification and interrelation of the system of previous knowledge through the assimilation of new knowledge and that through this affinity, it is possible to conceive learning. This shares perspective with the general theory of systems, which states that systems are sets of elements related to each other that are organized and systematic and work together to achieve a specific purpose.

Floréz and Thomas (1993, p.113) state that “La TGS busca formular principios válidos para sistemas en general (antes llamados objetos), sea cual fuere la naturaleza de sus componentes y las fuerzas interactivas o de organización presentes en ellas”. On the other hand, (Arnold and Osorio, 1998, p.2) claim that que “La Teoría General de Sistemas (TGS) se presenta como una forma sistemática y científica de aproximación y representación de la realidad y, al mismo tiempo, como una orientación hacia una práctica estimulante para formas de trabajo transdisciplinarias”.

This allows authors to conceive that a system of classes can achieve significant transformations in terms of the development of oral expression in the selected population since sequentially interrelating content in various sessions and supporting the teaching process with technological materials can contribute to the construction of meaningful learning which will mark a before and after regarding the oral skills of the subjects in question.

As a teaching method for the development of the classes and simultaneously the progress of the speaking skill, the researchers propose the teaching method called presentation-practice-

production or as it is commonly called in English PPP approach. The aforementioned method consists of familiarizing the learner with the content to be learned, then having the content practiced through controlled activities and exercises so that finally, the student is able to present a self-generated product applying the new knowledge can, either in written or oral form. This method is considered conducive given the words of Yusuf (2015, p.21), who states that:

Teaching speaking, especially to university students, is considered as an “interesting and challenging activity”. Indeed, it needs various ways to make students “active in speaking” during class. A PPP (Presentattoce and Production) is one of the best methods for this class, for these phases provide a space for them before they show their best performance in “practicing speaking”.

### **3.2 Planning of a class system based on the use of ICTs for the development of oral expression (Speaking)**

The pedagogical proposal designed by the researchers consists of a system of classes based on the use of ICTs for the development of oral expression, this system as other reflects a systematic, structural, and functional approach; since in I,t are n into account the different parts that make up the English-speaking skill with the aim that the structuring and correlation between class and class contribute in some measure to the development of the English Speaking skill.

It is essential to emphasize the fact that the system of classes specifically seeks to improve oral production in the students in 1st year of High School, room "C", at "Carmen Mora de Encalada" School in 2022 - 2023 in English as a foreign language, through the application of a system of classes supported on the basis of the inclusion of ICTs such as the English-Speaking Practice App.

The classes were designed and conceived based on the same objective, so they are interrelated to each other under that purpose. It is necessary to emphasize that important points were considered for their structuring, such as the students' Speaking level, age, subject load, learning styles, learning or physical difficulties present in the students, and the difficulties present in terms of oral expression in English. As for content selection, this was chosen according to the planning already done by the teacher to avoid disrupting the predefined agenda and disturbing the foreign language learning process.

It should also be considered that the classroom system, beyond improving the students' oral skills, aims to make learning comfortable and recreational. Likewise, it intends that students

become active protagonists of their learning through practice and production without leaving aside the teacher, who will act as a support and guide on occasions when it is required.

### **3.2.1 Methodological considerations of the class system based on using ICTs to develop oral expression (Speaking).**

To establish the organization and structuring of the pedagogical proposal, the researchers were aware of aspects such as the agenda prepared for the school cycle of the students who are included as subjects of study, as well as contents that adjust to the level of English of the students as well as to the learning style and difficulties that they present, with the objective of not interrupting the planned school schedule and much less with the teaching and learning process of foreign languages, but rather to enhance this process.

The intervention proposal envisions the following objectives:

- To enable the practice and development of fluency during the students' speaking practice by supporting the practice by using ICTs such as the English-Speaking Practice app.
- Improve pronunciation during students' oral performance through practice by supporting such practice in the use of ICTs as the app English Speaking practice app.
- To facilitate the application of correct grammar during students' English-speaking by supporting their development through the use of ICTs such as the English-Speaking practice app.
- To promote the inclusion of the vocabulary learned during the students' oral development in the English language by supporting this process in using the English-Speaking practice app.
- To introduce to the teaching and learning process the use of ICTs as resources that contribute to developing the Speaking skill.
- To confirm that including ICTs in the teaching and learning process can be an alternative that contributes to the development of speaking skills.

### **Content and skills system for the development of the Speaking skill.**

#### **Knowledge system**

- Linguistic components:
  - Phonological.
  - Morphological

- Syntactic.
- Lexicon.
- Semantics.

### **Skill system**

**Skill:** Speaking

#### **Sub-skills by dimension:**

- **Fluency:** use of complete sentences, coherence, and accuracy.
- **Pronunciation:** intonation and accentuation.
- **Vocabulary:** use of vocabulary and lexical meaning of words.
- **Grammar:** grammatical structure and cohesion.

### **3.2.2 Methodological details for implementing a class system based on using ICTs for developing oral expression (Speaking).**

It is intended that the topics that comprise the class system are approached in such a way that the students can know a little about what they will learn on that occasion and, as the class progresses, they acquire a little more awareness and knowledge about the subject, that through practice they synthesize what they have just learned and finally they can give a sample of their expertise through sentences or dialogues about what they have learned, resulting in a step by step and progressive improvement of oral expression.

For this reason, the classes have been structured as follows: Class 1 is focused on reinforcing and extending the development of pronunciation. The inclusion of these exercises, such as repetition practice and reading aloud role-play in which students will have the opportunity to pretend to be someone else and rehearse fictitious conversations in real-life situations finally, excess in which they through what they have learned and previously practiced must create their dialogues or services.

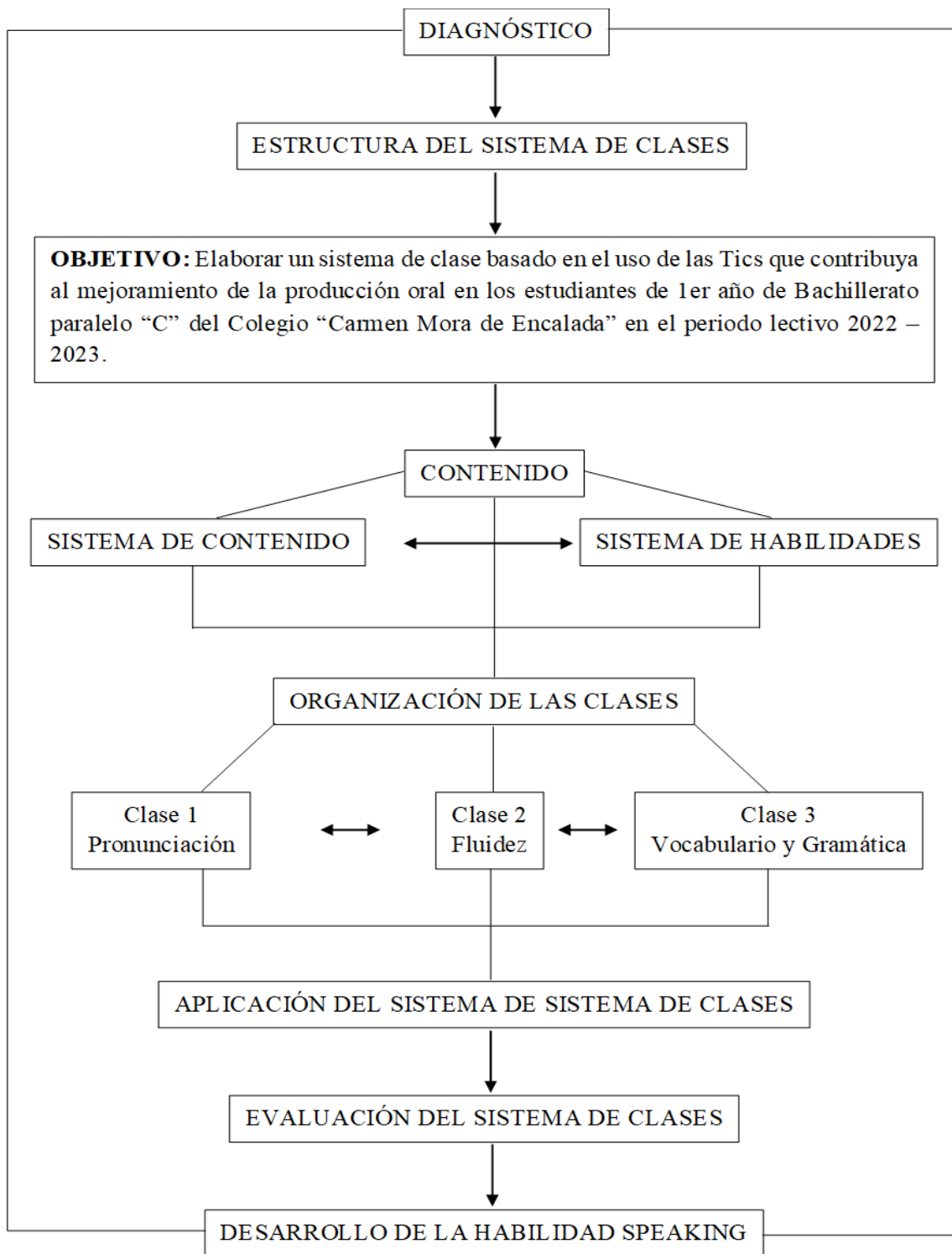
Class two can be oriented toward fluency, so the exercises may focus on this area, allowing the students to work on using complete sentences, coherence, and accuracy during oral discourse through planned, controlled practices.

Finally, the third class will set its course on Speaking components such as vocabulary and grammar, which involve correct grammatical structures during the speech, cohesion, vocabulary use, and knowledge of the linguistic meaning of the words used during the lecture.

The classes structured as part of the system are organized and designed in this way to cover the development of the components that make up the oral expression in a cyclical and not partial way; that is, its structure can continue to be applied during the extension of time or classes you want but always covering the development of everything that the speaking covers class after class and not in a sectioned way.

It is important to note that although the class has exercises that can normally be seen in an English class, what differentiates this system from those that have already been proposed by other researchers is that it has precise activities for each area that makes up the oral expression, in addition to the material for the development of these are available in the *English Speaking Practice* app which has been selected to support the class system because it has practices of possible situations that students may face in real life, which will help them to be prepared for such situations and in more natural and more natural and effective tools such as the one that allows users to record the dialogue of the exercise during practice as it checks aspects such as pronunciation, fluency, and accuracy. Such an option will provide learners with the necessary feedback on these components, and they can be more aware of which elements they need to work harder on in the next class or practice.

**Model representation of the classroom system based on the use of ICTs for the development of oral expression (Speaking).**



### 3.2.1 Classroom system based on the use of ICTs for the development of oral expression (Speaking).

#### Class 1 - Dimension 2 (Pronunciation: intonation and accentuation)

**Content:** Greetings and farewells + pronunciation

**Objective:** By the end of the lesson, students will be able to use greetings/ farewells and pronounce them correctly through developing the English-Speaking Practice app.

**Time:** 80 minutes

#### Stages

**Introduction** (5 minutes): Warm up: English greetings and farewells.

**Development** (70 minutes): Presentation - Practice - Production

**Presentation** (15 minutes)

- **Introduce:** English greetings and farewells – uses and meanings
- **Present** English greetings and farewells vocabulary
- **Drilling practice:** English greetings and farewells vocabulary

**Practice** (30 minutes)

- **Classification exercise:** greetings and farewells.
- **Listen dialogue:** meeting an old friend.
- **Read aloud dialogue:** meeting an old friend.
- **Roll play + Recording:** Meeting an old friend.

**Production** (25 minutes)

- **Speaking time:** In pairs - Plan and create a short conversation using greetings and farewells learned in class.

**Conclusions** (5 minutes)

- **Feedback questions:**  
What did you learn today?  
What would you like to learn in the next class?

#### Resources:

- Slides
- Computer
- Projector
- Blackboard

- Markers
- Eraser
- English Speaking Practice app: Meeting an old friend.
- Student's notebook
- Pencils
- Pencils eraser
- Rubric

## **Class 2 - Dimension 1 (Fluency: use of complete sentences, coherence, and accuracy)**

**Content:** Introductions and information questions + Fluency

**Objective:** By the end of the lesson, students will be able to introduce themselves fluently and ask other people for her/his personal information through the use of introductions and information questions using the English-Speaking Practice app.

**Time:** 80 minutes

### **Stages**

**Introduction** (5 minutes): Warm up: What do you ask a person in order to know her/to

**Development** (70 minutes): Presentation - Production

**Presentation** (15 minutes)

- **Introduce:** Introductions and information questions– uses and structures
- **Present** English introductions and personal information questions + answers

**Practice** (30 minutes)

- **Drilling practice:** English greetings and farewells vocabulary
- **Practice:** I will introduce myself...
- **Listen to dialogue:** Introducing two people
- **Read aloud dialogue:** Introducing two people
- **Roll play + Recording:** Introducing two people

**Production** (25 minutes)

- **Speaking time:** In Groups - Plan and create a short conversation introducing yourselves using introductions and information questions learned in class.

**Conclusion** (5 minutes)

- **Game:**  
Match the information questions with their correct answers.



**Resources:**

- Slides
- Computer
- Projector
- Blackboard
- Markers
- Eraser
- English Speaking Practice app: Introducing two people dialogue audio.
- English Speaking Practice app: Introducing two people dialogue script.
- English Speaking Practice app: Introducing two people dialogue recording and check pronunciation option.
- Student's notebook
- Pencils
- Pencils eraser
- Rubric

**Class 3 - Dimensions 3 and 4 (Vocabulary and Grammar: grammatical structure, cohesion, vocabulary use, and lexical meaning of words).**

**Content:** Arrangements and shopping + Accuracy

**Objective:** By the end of the lesson, students can talk about future arrangements and lists using proper language through the English-speaking practice app.

**Time:** 80 minutes

**Stages**

**Introduction** (5 minutes): Warm up: Do you have any arrangements for the next few days? Which one?

**Development** (70 minutes): Presentation - Practice - Production

**Presentation** (20 minutes)

- **Introduce:** Arrangements: present continuous tense
- **Present** English vocabulary: shopping.

**Practice** (30 minutes)

- **Vocabulary drilling practice:** shopping.

- **My future arrangements Practice:** On .... I'm ...
- **Listen to dialogue:** Angry customer audio.
- **Read aloud dialogue:** Angry customer audio.
- **Roll play + Recording:** Angry customer audio.

**Production** (25 minutes)

- **Speaking time:** In pairs - Plan and create a short conversation about your arrangements using content learned in class.

**Conclusion** (5 minutes)

- **Feedback questions:**  
 What did you learn today?  
 Name your favorite part of the class

**Resources:**

- Slides
- Computer
- Projector
- Blackboard
- Markers
- Eraser
- English Speaking Practice app: Angry customer audio.
- English Speaking Practice app: Angry customer dialogue script.
- English Speaking Practice app: Angry customer dialogue recording and check pronunciation option.
- Student's notebook
- Pencils
- Pencils eraser
- Rubric

As a result of the theoretical elaboration work and the practical identification, through the diagnosis of the students' speaking deficiencies, a system of classes oriented to the step-by-step and progressive improvement of oral expression was elaborated.

## Chapter 4. Discussion of Results

The following chapter describes the results obtained by the researchers after applying the pedagogical proposal designed and presented in the previous chapter. The following details will contribute to the educational communities in terms of developing Speaking skills through implementing a class system supported by ICTs. In total, in the final results of the research, the three instruments used at the beginning for the diagnosis have been applied to corroborate that the pedagogical proposal has presented some benefits.

### Discussion

For a good level of English, it is necessary to master its fundamental bases, such as the skills and different areas that compose it at different levels. Regarding the development of communicative skills, it is necessary to consider that these do not only refer to simply making oneself understood or expressing something orally or in writing since communication encompasses many important aspects, even more so if it is a matter of establishing an authentic and effective expression.

After the observational collection of data, it became evident at the beginning that the subjects that made up the research population reflected a level qualified as insufficient because they did not show dominance in several of the aspects that make up the Speaking skill; however, with time he controlled practices supported by the use of ICTs, the researchers were able to notice how the same subjects, time after time, showed slight progress through the use of complete sentences, attempts at pronunciation based on their native language but somewhat more oriented to the English language, the inclusion of vocabulary and grammatical structures in their oral discourse creations.

In the same way, the analysis of the exercises performed by the students as a product of the systematized classes supported by the use of the *English Speaking Practice App* manages to corroborate that the students at the end of each class showed traits of improvement since the diagnosis at the beginning framed the students and their development of oral expression with an insufficient level under their perception based on several authors, but after three classes and under the same perception using the data obtained, it is possible to determine that there is a significant change; given that the students go from a general average of three points with twenty-four tenths over a grade of ten to an average grade of five points with zero four tenths.

If we consider the definition provided by the Dictionary of Key Terms of the Centro Virtual Cervantes (2008)

La expresión oral es la destreza lingüística relacionada con la producción del discurso oral. Es una capacidad comunicativa que abarca no sólo un dominio de la pronunciación, del léxico y la gramática de la lengua meta, sino también unos conocimientos socioculturales y pragmáticos. Consta de una serie de micro destrezas, tales como saber aportar información y opiniones, mostrar acuerdo o desacuerdo, resolver fallos conversacionales o saber en qué circunstancias es pertinente hablar y en cuáles no.

This aspect makes it possible to discern that the increase shown by the students in the different areas that make up oral expression is a sign of development of the speaking ability, which makes it possible to affirm that the growth in terms of verbal expression, which increased by one point eight percent, in the levels and ranges proposed by the researchers, would go from being considered insufficient to being regular.

On the other hand, the interview carried out with the teacher after the application of the pedagogical proposal once again corroborates what was previously stated, since the teacher expresses that, although the insertion of the suggestion given by the researchers did not trigger enormous changes in the short term, it did manage to bring about a slight change gradually and systematically in the different components of oral expression.

## **Conclusions**

- Following the diagnostic application, it was possible to confirm that the students from the 1st year of High School, room "C," at "Carmen Mora de Encalada" School present an insufficient level in terms of the development of the oral expression of the English language (Speaking).
- The researchers propose a tool that can improve oral expression in these students to implement a classroom system based on the use of ICTs, specifically the English-Speaking Practice App.
- After the application of the class system based on the use of ICTs for the development of oral expression in students in the 1st year of high school, room "C" at "Carmen Mora de Encalada" School, it showed significant progress in terms of the skill and the components involved in it.

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## Anexos

### ANEXO 1 . INSTRUMENTOS DE RECOLECCIÓN DE DATOS FICHA DE OBSERVACIÓN

Fecha: \_\_\_\_\_

Número de estudiantes: \_\_\_\_\_ Curso: \_\_\_\_\_ Paralelo: \_\_\_\_\_

Items	Observaciones		
	Bueno	regular	Insuficiente
fluidez de la pronunciación de los estudiantes			
¿Cómo es el uso de oraciones completas con coherencia y precisión?			
¿En qué nivel se muestra la pronunciación de los estudiantes?			
¿En qué nivel los estudiantes muestran entonación y acentuación durante la expresión oral?			
¿Cómo calificaría el uso de la gramática inglesa por los estudiantes en ejercicios del desarrollo del habla?			
¿Cómo señalaría el uso del vocabulario por parte de los estudiantes en su expresión oral?			
¿En qué nivel son conscientes los estudiantes del significado léxico de las palabras y le dan un uso apropiado?			

Otras observaciones:

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## DIAGNOSTIC TEST

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Course: \_\_\_\_\_ Parallel: \_\_\_\_\_

### 1) Read aloud the following tongue twisters (2,5 points)

Red lorry, yellow lorry. Red lorry, yellow lorry. Red lorry, yellow lorry.	"Fresh fried fish, fish fresh fried, fried fish fresh, fish fried fresh."	"Susie works in a shoeshine shop. Where she shines she sits, and where she sits she shines"
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### 2) Pronounce the words below (2,5 points)

- Through
- Chocolate
- Aisle
- Think
- Ring

### 3) Speaking time (5 points)

#### Instructions:

- Choose a partner.
- Choose one of the situations below:
  - You and your partner just met for the first time.
  - You invite your partner to go to a party.
  - You and your partner are creating a supermarket shopping list.
- Plan and create a short conversation (min 6 lines)

Rubric:

<b>Items</b>	<b>Bueno (0,71)</b>	<b>Regular (0,35)</b>	<b>Insuficiente (0,18)</b>
Fluidez	Los estudiantes demuestran fluidez	Los estudiantes demuestran cierto nivel de fluidez y a su vez vacilación.	Los estudiantes no demuestran fluidez
Uso de oraciones completas con coherencia y precisión	Los estudiantes hacen uso de oraciones completas con coherencia y precisión	Los estudiantes hacen uso de oraciones completas con coherencia, pero existe cierto grado de vacilación al expresarse.	Los estudiantes no hacen uso de oraciones que distan de ser completas, coherentes y precisas.
Pronunciación	Los estudiantes demuestran una buena pronunciación	Los estudiantes demuestran una pronunciación básica.	Los estudiantes no demuestran una buena pronunciación
Entonación y acentuación	Los estudiantes demuestran una buena entonación y acentuación en la expresión oral	Los estudiantes demuestran cierto nivel de consciencia y práctica en cuanto a entonación y acentuación.	Los estudiantes no demuestran conocimiento ni práctica de entonación y acentuación
Gramática	Los estudiantes demuestran un buen uso de la gramática inglesa durante el desarrollo del habla	Los estudiantes hacen uso de la gramática incluso ante la presencia de pequeños errores durante el desarrollo del discurso hablado	Los estudiantes no demuestran hacer uso de la gramática inglesa durante el desarrollo del habla.
Uso del vocabulario	los estudiantes demuestran un buen uso del vocabulario durante el desarrollo del habla	los estudiantes hacen uso del vocabulario incluso ante la presencia de pequeños errores durante el desarrollo del discurso hablado	Los estudiantes no demuestran hacer uso del vocabulario durante el desarrollo del habla.
Significado léxico de las palabras	Los estudiantes demuestran un alto grado de consciencia respecto al significado	Los estudiantes demuestran un grado medio de consciencia respecto al significado léxico de las palabras y su uso apropiado.	Los estudiantes no demuestran ningún grado de consciencia respecto al significado léxico de

	léxico de las palabras y su uso apropiado		las palabras y su uso apropiado.
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## ENTREVISTA

### Cuestionario de preguntas dirigidas al docente

1) ¿Cómo describiría la fluidez de los estudiantes?

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2) ¿Son los estudiantes capaces de usar oraciones completas con coherencia y precisión al momento de hablar?

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3) Desde su perspectiva docente, ¿cómo califica la pronunciación de los estudiantes?

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4) ¿Considera que los estudiantes hacen buen uso del vocabulario aprendido en clase?

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5) ¿Cómo calificaría el uso de la gramática inglesa por los estudiantes en ejercicios del desarrollo del habla?

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6) De acuerdo con su criterio, ¿cómo puntuaría la entonación y acentuación que presentan los estudiantes durante la expresión oral?

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7) Desde su perspectiva, ¿aplican los estudiantes conocimientos adquiridos en clases anteriores en temas nuevos?

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## ANEXO 2. RESULTADO DE LAS OBSERVACIONES

### FICHA DE OBSERVACIÓN

**Fecha:** Jueves, 19 de enero de 2023.

**Número de estudiantes:** 46 estudiantes    **Curso:** 1ero Bachillerato    **Paralelo:** “C”

Items	Observaciones		
	Bueno	regular	Insuficiente
fluidez de la pronunciación de los estudiantes			x
¿Cómo es el uso de oraciones completas con coherencia y precisión?			x
¿En qué nivel se muestra la pronunciación de los estudiantes?			x
¿En qué nivel los estudiantes muestran entonación y acentuación durante la expresión oral?			x
¿Cómo calificaría el uso de la gramática inglesa por los estudiantes en ejercicios del desarrollo del habla?		x	
¿Cómo señalaría el uso del vocabulario por parte de los estudiantes en su expresión oral?			x
¿En qué nivel son conscientes los estudiantes del significado léxico de las palabras y le dan un uso apropiado?			x

**Otras observaciones:**

**Los estudiantes se muesan apenados y cohibidos cuando se trata de demostrar el dominio de sus habilidades orales en idioma inglés durante las practicas controladas en clases**

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### ANEXO 3 . RESULTADO Y TABULACIÓN DE LA PRUEBA DIAGNÓSTICA PROCESAMIENTO POR PREGUNTAS DEL DIAGNÓSTICO

#### PREGUNTA 1: DIMENSIÓN 1 - FLUIDEZ (2,50 PUNTOS)

**Fórmula:** Suma de resultados / 46 = R//

**Escala de medición:**

Bueno	Regular	Insuficiente
2,50 - 1,50	-1,50 - 1,01	1 0 -1

**Fórmula:** 35,25 / 46 = **0,77**

Bueno	Regular	Insuficiente
		<b>0,77</b>

El promedio general de los estudiantes obtenido luego de la suma de las puntuaciones obtenidas en la pregunta uno correspondiente a la evaluación diagnóstica y dividida por el número de estudiantes (46) permite revelar que el nivel de fluidez en la expresión oral es insuficiente puesto que la escala de medición dicho promedio es inferior a un punto de los dos puntos y cincuenta décimas con la que los investigadores han decidido puntuar a este ítem.

#### PREGUNTA 2: DIMENSIÓN 2 - PRONUNCIACIÓN (2,50 PUNTOS)

**Fórmula:** Suma de resultados / 46 = R//

**Escala de medición:**

Bueno	Regular	Insuficiente
2,50 - 1,50	-1,50 - 1,01	1 0 -1

**Fórmula:** 48 / 46 = **1,04**



Bueno	Regular	Insuficiente
	1,04	

De la misma manera tras el uso de la fórmula estadística *promedio* en la cual deben sumarse todos los datos y dividirse para la cantidad de los mismos, es posible argumentar que la pronunciación de los estudiantes se encuentra en un nivel regular dado que lograron obtener un promedio total de un punto como cero cuatro décimas lo que en la escala de niveles y rangos propuesta por los investigadores es traducida a regular.

### PREGUNTA 3: DIMENSIONES 3 Y 4 - VOCABULARIO Y GRAMÁTICA (5 PUNTOS)

**Fórmula:** Suma de resultados / 46 = R//

**Escala de medición:**

Bueno	Regular	Insuficiente
5 - 3,50	3,49 - 2,45	2,44 a -1

**Fórmula:** 65,79/ 46 = 1,43

Bueno	Regular	Insuficiente
		1,43

En cuanto a vocabulario y gramática se puede discernir que los estudiantes muestran un nivel insuficiente dado que tras el análisis individual y promedial de las puntuaciones obtenidas en la actividad del diagnóstico propuesta para evaluar ambas dimensiones sobre una calificación de cinco puntos; los estudiantes han logrado obtener tan solo un punto y cuarenta y tres décimas lo que en calidad de nivel es considerado insuficiente de acuerdo con la escala de medidas provista por los investigadores.

### PROCESAMIENTO DIAGNÓSTICO

**Fórmula:** Suma de resultados obtenidos en el diagnóstico / nº de estudiantes = R//

### ESCALA DE MEDICIÓN

Bueno	Regular	Insuficiente
10 - 8	7,9 - 5,01	5 o -5

Fórmula:  $149,04 / 46 = 3,24$

Bueno	Regular	Insuficiente
		3,24

Tras la tabulación y análisis de los datos obtenidos gracias a la aplicación del diagnóstico mediante la fórmula aritmética ( $\bar{X}$ ), la cual reflejó que en cuanto a expresión oral los estudiantes lograrán un promedio de tres puntos coma veinticuatro décimas sobre una calificación de diez. Por lo cual, los indicadores de la escala de medición propuesta por los investigadores encasillan a dicho desenvolvimiento como insuficiente. Cabe recalcar que los estudiantes frente a los componente individuales de la expresión oral no demuestran altas capacidades, lo que da base y sustento a la determinación del nivel de expresión oral con el que cuentan los estudiantes del primer año de bachillerato paralelo "C" pertenecientes al Colegio de Bachillerato "Carmen Mora de Encalada"

#### **ANEXO 4. RESULTADO DE LAS ENTREVISTA**

##### **Cuestionario de preguntas dirigidas al docente**

##### **1. ¿Cómo describiría la fluidez de los estudiantes?**

La fluidez de los estudiantes del primer año de BGU paralelo C, para la comunicación en el idioma inglés es de bajo nivel, producto de dos años de acompañamiento virtual, sumado a la timidez que no permite el desarrollo de las habilidades del idioma extranjero.

##### **2. ¿Son los estudiantes capaces de usar oraciones completas con coherencia y precisión al momento de hablar?**

En la práctica diaria son pocos los alumnos que pueden usar oraciones completas con coherencia y precisión al hablar en el idioma inglés, existe inseguridad y siempre buscan la aprobación del docente.

##### **3. Desde su perspectiva docente, ¿cómo califica la pronunciación de los estudiantes?**

La pronunciación de los estudiantes se apega mucho al idioma español, es una práctica que se viene repitiendo año tras año lamentablemente y por otra parte con el uso del traductor que no ayuda a mejorar la pronunciación.

**4. ¿Considera que los estudiantes hacen buen uso del vocabulario aprendido en clase?**

No todos los estudiantes hacen buen uso del vocabulario o temática tratada en el aula, pocos son los estudiantes que denotan un gran interés por el aprendizaje de inglés como idioma extranjero.

**5. ¿Cómo calificaría el uso de la gramática inglesa por los estudiantes en ejercicios del desarrollo del habla?**

El aprendizaje de la gramática actualmente requiere de mucha práctica personal, pues según el currículo nacional el aprendizaje del inglés no se fundamenta en la gramática sino más bien en la comunicación básica, contraponiendo al alto nivel que debe evidenciarse según el Marco Común Europeo.

**6. De acuerdo con su criterio, ¿cómo puntuaría la entonación y acentuación que presentan los estudiantes durante la expresión oral?**

La puntuación en entonación y acentuación de los estudiantes es muy básica en realidad, hace falta mucha práctica para mejorar la entonación y acentuación.

**7. Desde su perspectiva, ¿aplican los estudiantes conocimientos adquiridos en clases anteriores en temas nuevos?**

La temática estudiada es una secuencia de la anterior, con este antecedente los estudiantes se ven forzados a aplicar los conocimientos adquiridos previamente para el desarrollo de las destrezas.

## ANEXO 5. PLANIFICACIONES



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 Pasaje – El Oro – Ecuador



<b>COURSE:</b> 1 <sup>st</sup> baccalaureate "C"	<b>SUBJECT:</b> English as a foreign language	<b>SCHOOL YEAR:</b> 2022 – 2023
<b>N° STUDENTS:</b> 46 students	<b>LEVEL:</b> Basic (A2.2)	<b>DATE:</b> Thursday, 26 <sup>th</sup> January, 2023
<b>TEACHERS:</b> Cueva Medina Kevin <u>Stewar</u> and <u>Quichimbo Campoverde</u> Andrés Jacinto		<b>TIME:</b> 80 minutes
<b>AREA:</b> Speaking Skills	<b>THEME:</b> Greetings and farewells + pronunciation	<b>TEACHING METHOD:</b> P-P-P Method
<b>OBJECTIVE:</b> By the end of the lesson, students will be able to use greetings/ farewells and pronounce them correctly through their practice using English Speaking Practice app.		

PHASES AND TIMING	ACTIVITIES	OUTCOMES	RESOURCES	INTERACTION PATTERN
Introduction: 05 minutes	<ul style="list-style-type: none"> <li>Brainstorm: English greetings and farewells?</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to name greetings and farewells that they know.</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard</li> <li>Markers</li> <li>Eraser</li> </ul>	<ul style="list-style-type: none"> <li>students</li> </ul>
Presentation: 15 minutes	<ul style="list-style-type: none"> <li>Introduce: English greetings and farewells – uses and meanings</li> <li>Present English greetings and farewells vocabulary</li> <li>Drilling practice: English greetings and farewells vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to recognize when and where use some English greetings and farewells.</li> <li>Students will be able to learn English greetings and farewells vocabulary</li> <li>Students will be able to listen and practice the correct pronunciation of English greetings and farewells items.</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Computer</li> <li>Projector</li> <li>Blackboard</li> <li>Markers</li> <li>Eraser</li> </ul>	<ul style="list-style-type: none"> <li>Teacher and students</li> </ul>
Practice: 30 minutes	<ul style="list-style-type: none"> <li>Classification exercise: greetings and farewells.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to recognize and classify greetings and farewells.</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard</li> <li>Markers</li> <li>Eraser</li> </ul>	<ul style="list-style-type: none"> <li>Teacher and students</li> </ul>

	<ul style="list-style-type: none"> <li>• Listen dialogue: meeting and old friend.</li> <li>• Read aloud dialogue: meeting and old friend.</li> <li>• Roll play + Recording: Meeting and old friend.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to listen and familiarize with greetings and farewells included in a dialogue.</li> <li>• Students will be able to practice the pronunciation greetings and farewells included in a dialogue through reading.</li> <li>• Students will be able to practice and check their pronunciation of greetings and farewells included in a dialogue through roll play activities and the recording option from English Speaking Practice app.</li> </ul>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Projector</li> <li>• English Speaking Practice app: Meeting an old friend</li> </ul>	
Production: 25 minutes	<ul style="list-style-type: none"> <li>• Speaking time: In pairs - Plan and create a short conversation using greetings and farewells learned in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to use the content learned in hypothetic real-life situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Student's notebook</li> <li>• Pencils</li> <li>• Eraser</li> <li>• Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Students</li> </ul>
Conclusion: 05 minutes	<ul style="list-style-type: none"> <li>• Feedback questions: <ul style="list-style-type: none"> <li>- What did you learn today?</li> <li>- What would you like to learn in the next class?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to reinforce content learned</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard</li> <li>• Markers</li> <li>• Eraser</li> </ul>	<ul style="list-style-type: none"> <li>• Students</li> </ul>

**Rubric:**

**Practice Nº 1**

**Date:** \_\_\_\_\_

**Student's Name:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_

<b>Items</b>	<b>Bueno (2)</b>	<b>Regular (1)</b>	<b>Insuficiente (-1)</b>
<b>Uso de oraciones completas con coherencia y precisión</b>	Los estudiantes hacen uso de oraciones completas con coherencia y precisión	Los estudiantes hacen uso de oraciones completas con coherencia, pero existe cierto grado de vacilación al expresarse.	Los estudiantes no hacen uso de oraciones que distan de ser completas, coherentes y precisas.
<b>Pronunciación</b>	Los estudiantes demuestran una buena pronunciación	Los estudiantes demuestran una pronunciación básica.	Los estudiantes no demuestran una buena pronunciación
<b>Entonación y acentuación</b>	Los estudiantes demuestran una buena entonación y acentuación en la expresión oral	Los estudiantes demuestran cierto nivel de consciencia y práctica en cuanto a entonación y acentuación.	Los estudiantes no demuestran conocimiento ni práctica de entonación y acentuación
<b>Gramática</b>	Los estudiantes demuestran un buen uso de la gramática inglesa durante el desarrollo del habla	Los estudiantes hacen uso de la gramática incluso ante la presencia de pequeños errores durante el desarrollo del discurso hablado	Los estudiantes no demuestran hacer uso de la gramática inglesa durante el desarrollo del habla.
<b>Uso del vocabulario</b>	los estudiantes demuestran un buen uso del vocabulario durante el desarrollo del habla	los estudiantes hacen uso del vocabulario incluso ante la presencia de pequeños errores durante el desarrollo del discurso hablado	Los estudiantes no demuestran hacer uso del vocabulario durante el desarrollo del habla.

### Evidencia fotográfica







## COLEGIO DE BACHILLERATO "CARMEN MORA DE ENCALADA"

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<b>COURSE:</b> 1 <sup>st</sup> baccalaureate "C"	<b>SUBJECT:</b> English as a foreign language	<b>SCHOOL YEAR:</b> 2022 – 2023
<b>N° STUDENTS:</b> 46 students	<b>LEVEL:</b> Basic (A2.2)	<b>DATE:</b> Thursday, 02 <sup>nd</sup> February, 2023
<b>TEACHERS:</b> Cueva Medina Kevin Stewar and Quichimbo Campoverde Andrés Jacinto		<b>TIME:</b> 80 minutes
<b>AREA:</b> Speaking Skills	<b>THEME:</b> Introductions and information questions + Fluency	<b>TEACHING METHOD:</b> P-P-P Method
<b>OBJECTIVE:</b> By the end of the lesson, students will be able to introduce themselves fluently and ask to other person for her/his personal information through the use of introductions and information questions using English Speaking Practice app.		

PHASES AND TIMING	ACTIVITIES	OUTCOMES	RESOURCES	INTERACTION PATTERN
Introduction: 05 minutes	<ul style="list-style-type: none"> <li>Brainstorm: What you ask to a person in order to know her/him better?</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to mention the information that they would like to know about an unknown person.</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard</li> <li>Markers</li> <li>Eraser</li> </ul>	<ul style="list-style-type: none"> <li>students</li> </ul>
Presentation: 15 minutes	<ul style="list-style-type: none"> <li>Introduce: Introductions and information questions– uses and structures</li> <li>Present English introductions and personal information questions + answers</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to recognize when and how introduce themselves and ask to other person for her/his personal information.</li> <li>Students will be able to learn English introductions and personal information questions + answers</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Computer</li> <li>Projector</li> <li>Blackboard</li> <li>Markers</li> <li>Eraser</li> </ul>	<ul style="list-style-type: none"> <li>Teacher and students</li> </ul>
Practice: 30 minutes	<ul style="list-style-type: none"> <li>Drilling practice: English greetings and farewells vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to listen and practice the correct pronunciation of English introduction and information questions.</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard</li> <li>Markers</li> <li>Eraser</li> <li>Computer</li> </ul>	



	<ul style="list-style-type: none"> <li>• Practice: I introduce me...</li> <li>• Listen dialogue: Introducing two people</li> <li>• Read aloud dialogue: introducing two people</li> <li>• Roll play + Recording: Introducing two people</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to Provide their persona information (name, age, where he/she is from, nationality, etc.)</li> <li>• Students will be able to listen and familiarize with introductions and information questions included in a dialogue.</li> <li>• Students will be able to practice the pronunciation introductions and information questions included in a dialogue through reading.</li> <li>• Students will be able to practice and check their pronunciation of introductions and information questions included in a dialogue through roll play activities and the recording option from English Speaking Practice app.</li> </ul>	<ul style="list-style-type: none"> <li>• Projector</li> <li>• English Speaking Practice app: Introducing two people dialogue <u>audio</u>.</li> <li>• English Speaking Practice app: Introducing two people dialogue script.</li> <li>• English Speaking Practice app: Introducing two people dialogue recording and check pronunciation option.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher and students</li> </ul>
Production: 25 minutes	<ul style="list-style-type: none"> <li>• Speaking time: In Groups - Plan and create a short conversation introducing yourselves using introductions and information questions learned in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to use the content learned in hypothetic real-life situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Student's notebook</li> <li>• Pencils</li> <li>• Eraser</li> <li>• Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Students</li> </ul>
Conclusion: 05 minutes	<ul style="list-style-type: none"> <li>• Feedback questions: <ul style="list-style-type: none"> <li>- Game: Match the information questions with their correct answers.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to reinforce content learned</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Computer</li> <li>• Projector</li> <li>• Blackboard</li> </ul>	<ul style="list-style-type: none"> <li>• Students</li> </ul>

Rubric:

Practice Nº 2

Date: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Items	Bueno (2)	Regular (1)	Insuficiente (-1)
<b>Fluidez</b>	Los estudiantes demuestran fluidez	Los estudiantes demuestran cierto nivel de fluidez y a su vez vacilación.	Los estudiantes no demuestran fluidez
<b>Uso de oraciones completas con coherencia y precisión</b>	Los estudiantes hacen uso de oraciones completas con coherencia y precisión	Los estudiantes hacen uso de oraciones completas con coherencia, pero existe cierto grado de vacilación al expresarse.	Los estudiantes no hacen uso de oraciones que distan de ser completas, coherentes y precisas.
<b>Pronunciación</b>	Los estudiantes demuestran una buena pronunciación	Los estudiantes demuestran una pronunciación básica.	Los estudiantes no demuestran una buena pronunciación
<b>Entonación y acentuación</b>	Los estudiantes demuestran una buena entonación y acentuación en la expresión oral	Los estudiantes demuestran cierto nivel de consciencia y práctica en cuanto a entonación y acentuación.	Los estudiantes no demuestran conocimiento ni práctica de entonación y acentuación
<b>Uso del vocabulario</b>	los estudiantes demuestran un buen uso del vocabulario durante el desarrollo del habla	los estudiantes hacen uso del vocabulario incluso ante la presencia de pequeños errores durante el desarrollo del discurso hablado	Los estudiantes no demuestran hacer uso del vocabulario durante el desarrollo del habla.

Evidencia fotográfica





**COLEGIO DE BACHILLERATO "CARMEN MORA DE ENCALADA"**

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<b>COURSE:</b> 1 <sup>st</sup> baccalaureate "C"	<b>SUBJECT:</b> English as a foreign language	<b>SCHOOL YEAR:</b> 2022 – 2023
<b>N° STUDENTS:</b> 46 students	<b>LEVEL:</b> Basic (A2.2)	<b>DATE:</b> Thursday, 09 <sup>th</sup> February, 2023
<b>TEACHERS:</b> Cueva Medina Kevin Stewar and Quichimbo Campoverde Andrés Jacinto	<b>TIME:</b> 80 minutes	
<b>AREA:</b> Speaking Skills	<b>THEME:</b> Arrangements and shopping+ Accuracy	<b>TEACHING METHOD:</b> P-P-P Method
<b>OBJECTIVE:</b> By the end of the lesson, students will be able to talk about future arrangements and check list using proper language through the use of English-Speaking Practice app.		

PHASES AND TIMING	ACTIVITIES	OUTCOMES	RESOURCES	INTERACTION PATTERN
Introduction: 05 minutes	<ul style="list-style-type: none"> <li>Exploratory questions: Do you have an arrangements for the next days? Which one?</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to mention their future arrangements for this or next week.</li> </ul>	<ul style="list-style-type: none"> <li>Blackboard</li> <li>Markers</li> <li>Eraser</li> </ul>	<ul style="list-style-type: none"> <li>students</li> </ul>
Presentation: 20 minutes	<ul style="list-style-type: none"> <li>Introduce: Arrangements: present continuous</li> <li>Present English vocabulary: shopping.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to learn how to talk about future arrangements using present continuous English tense.</li> <li>Students will be able to learn English vocabulary about shopping.</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Computer</li> <li>Projector</li> <li>Blackboard</li> <li>Markers</li> <li>Eraser</li> </ul>	<ul style="list-style-type: none"> <li>Teacher and students</li> </ul>



<p>Practice: 30 minutes</p>	<ul style="list-style-type: none"> <li>• vocabulary drilling practice: Check list + shopping.</li> <li>• My future arrangements Practice: On .... I'm ...</li> <li>• Listen dialogue: Angry costumer</li> <li>• Read aloud dialogue: Angry costumer</li> <li>• Roll play + Recording: Angry costumer</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to listen and practice the correct pronunciation of English vocabulary about check list and shopping.</li> <li>• Students will be able to talk about their future arrangements using present continuous tense.</li> <li>• Students will be able to listen and familiarize with future arrangements and shopping vocabulary included in a dialogue.</li> <li>• Students will be able to practice the pronunciation future arrangements and shopping vocabulary included in a dialogue through reading.</li> <li>• Students will be able to practice and check their pronunciation of future arrangements and shopping vocabulary included in a dialogue through roll play activities and the recording option from English Speaking Practice app.</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard</li> <li>• Markers</li> <li>• Eraser</li> <li>• Computer</li> <li>• Projector</li> <li>• English Speaking Practice app: Angry costumer audio.</li> <li>• English Speaking Practice app: Angry costumer dialogue script.</li> <li>• English Speaking Practice app: Angry costumer dialogue recording and check pronunciation option.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher and students</li> </ul>
<p>Production: 20 minutes</p>	<ul style="list-style-type: none"> <li>• Speaking time: In pairs - Plan and create a short conversation about yourselves arrangements using content learned in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to use the content learned in hypothetic real-life situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Student's notebook</li> <li>• Pencils</li> <li>• Eraser</li> <li>• Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Students</li> </ul>
<p>Conclusion: 05 minutes</p>	<ul style="list-style-type: none"> <li>• Feedback questions: <ul style="list-style-type: none"> <li>- What did you learn today?</li> <li>- Name your favourite part of the class</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to remember content learned</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Computer</li> <li>• Projector</li> <li>• Blackboard</li> </ul>	<ul style="list-style-type: none"> <li>• Students</li> </ul>

Rubric:

**Practice Nº 3**

Date: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Evaluator: \_\_\_\_\_

<b>Items</b>	<b>Bueno (2)</b>	<b>Regular (1)</b>	<b>Insuficiente (-1)</b>
<b>Fluidez</b>	Los estudiantes demuestran fluidez	Los estudiantes demuestran cierto nivel de fluidez y a su vez vacilación.	Los estudiantes no demuestran fluidez
<b>Uso de oraciones completas con coherencia y precisión</b>	Los estudiantes hacen uso de oraciones completas con coherencia y precisión	Los estudiantes hacen uso de oraciones completas con coherencia, pero existe cierto grado de vacilación al expresarse.	Los estudiantes no hacen uso de oraciones que distan de ser completas, coherentes y precisas.
<b>Pronunciación</b>	Los estudiantes demuestran una buena pronunciación	Los estudiantes demuestran una pronunciación básica.	Los estudiantes no demuestran una buena pronunciación
<b>Uso del vocabulario</b>	los estudiantes demuestran un buen uso del vocabulario durante el desarrollo del habla	los estudiantes hacen uso del vocabulario incluso ante la presencia de pequeños errores durante el desarrollo del discurso hablado	Los estudiantes no demuestran hacer uso del vocabulario durante el desarrollo del habla.
<b>Gramática</b>	Los estudiantes demuestran un buen uso de la gramática inglesa durante el desarrollo del habla	Los estudiantes hacen uso de la gramática incluso ante la presencia de pequeños errores durante el desarrollo del discurso hablado	Los estudiantes no demuestran hacer uso de la gramática inglesa durante el desarrollo del habla.

## Evidencia fotográfica



## ANEXO 6. ANÁLISIS DE DATOS POST-PROPUESTA PEDAGÓGICA

### Resultados de las observaciones aplicadas

#### FICHA DE OBSERVACIÓN N° 2

**Fecha:** Jueves, 26 de enero de 2023.

**Número de estudiantes:** 46 estudiantes    **Curso:** 1ero Bachillerato    **Paralelo:** “C”

Items	Observaciones		
	Bueno	regular	Insuficiente
fluidez de la pronunciación de los estudiantes			x
¿Cómo es el uso de oraciones completas con coherencia y precisión?			x
¿En qué nivel se muestra la pronunciación de los estudiantes?			x
¿En qué nivel los estudiantes muestran entonación y acentuación durante la expresión oral?			x
¿Cómo calificaría el uso de la gramática inglesa por los estudiantes en ejercicios del desarrollo del habla?			x
¿Cómo señalaría el uso del vocabulario por parte de los estudiantes en su expresión oral?			x
¿En qué nivel son conscientes los estudiantes del significado léxico de las palabras y le dan un uso apropiado?			x

**Otras observaciones:**

**Los estudiantes se muestran reacios a realizar la demostración de sus habilidades orales, incluso durante las actividades controladas diseñadas para practicar en clases**

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### FICHA DE OBSERVACIÓN N° 3

**Fecha:** Jueves, 02 de febrero de 2023.

**Número de estudiantes:** 46 estudiantes    **Curso:** 1ero Bachillerato    **Paralelo:** “C”

Items	Observaciones		
	Bueno	regular	Insuficiente
fluidez de la pronunciación de los estudiantes		x	
¿Cómo es el uso de oraciones completas con coherencia y precisión?		x	
¿En qué nivel se muestra la pronunciación de los estudiantes?		x	
¿En qué nivel los estudiantes muestran entonación y acentuación durante la expresión oral?			x
¿Cómo calificaría el uso de la gramática inglesa por los estudiantes en ejercicios del desarrollo del habla?			x
¿Cómo señalaría el uso del vocabulario por parte de los estudiantes en su expresión oral?		x	
¿En qué nivel son conscientes los estudiantes del significado léxico de las palabras y le dan un uso apropiado?			x

**Otras observaciones:**

**Fuera de los estadios ya calificados los estudiantes no muestran alguna otra observación relevante respecto al desarrollo de su habilidad de expresión oral**

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### FICHA DE OBSERVACIÓN N° 4

**Fecha:** Jueves, 09 de febrero de 2023.

**Número de estudiantes:** 46 estudiantes    **Curso:** 1ero Bachillerato    **Paralelo:** “C”

Items	Observaciones		
	Bueno	regular	Insuficiente
fluidez de la pronunciación de los estudiantes		x	
¿Cómo es el uso de oraciones completas con coherencia y precisión?		x	
¿En qué nivel se muestra la pronunciación de los estudiantes?		x	
¿En qué nivel los estudiantes muestran entonación y acentuación durante la expresión oral?			x
¿Cómo calificaría el uso de la gramática inglesa por los estudiantes en ejercicios del desarrollo del habla?		x	
¿Cómo señalaría el uso del vocabulario por parte de los estudiantes en su expresión oral?		x	
¿En qué nivel son conscientes los estudiantes del significado léxico de las palabras y le dan un uso apropiado?			x

**Otras observaciones:**

**Los estudiantes han demostrado una mejora en cuanto un tanto progresiva que si bien no es monumental, se puede asegurar que el sistema de clases ha surtido un pequeño avance en cuanto a su expresión oral y sus componentes de manera individual**

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## RESULTADO DE LAS RÚBRICAS APLICADAS EN EL DESARROLLO DE LAS CLASES

### Rúbrica 1 - Dimensión: Pronunciación

Rubric:

#### Practice Nº 1

Date: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Items	Bueno (2)	Regular (1)	Insuficiente (-1)
<b>Uso de oraciones completas con coherencia y precisión</b>	Los estudiantes hacen uso de oraciones completas con coherencia y precisión	Los estudiantes hacen uso de oraciones completas con coherencia, pero existe cierto grado de vacilación al expresarse.	Los estudiantes no hacen uso de oraciones que distan de ser completas, coherentes y precisas.
<b>Pronunciación</b>	Los estudiantes demuestran una buena pronunciación	Los estudiantes demuestran una pronunciación básica.	Los estudiantes no demuestran una buena pronunciación
<b>Entonación y acentuación</b>	Los estudiantes demuestran una buena entonación y acentuación en la expresión oral	Los estudiantes demuestran cierto nivel de consciencia y práctica en cuanto a entonación y acentuación.	Los estudiantes no demuestran conocimiento ni práctica de entonación y acentuación
<b>Gramática</b>	Los estudiantes demuestran un buen uso de la gramática inglesa durante el desarrollo del habla	Los estudiantes hacen uso de la gramática incluso ante la presencia de pequeños errores durante el desarrollo del discurso hablado	Los estudiantes no demuestran hacer uso de la gramática inglesa durante el desarrollo del habla.

<b>Uso del vocabulario</b>	los estudiantes demuestran un buen uso del vocabulario durante el desarrollo del habla	los estudiantes hacen uso del vocabulario incluso ante la presencia de pequeños errores durante el desarrollo del discurso hablado	Los estudiantes no demuestran hacer uso del vocabulario durante el desarrollo del habla.
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**FÓRMULA:** Suma de resultados obtenidos del grupo/ nº de estudiantes = R//

**ESCALA DE MEDICIÓN**

<b>Bueno</b>	<b>Regular</b>	<b>Insuficiente</b>
<b>10 - 8</b>	<b>7,9 - 5,01</b>	<b>5 o -5</b>

**Fórmula:** 217,50/ 46 = **4,73**

<b>Bueno</b>	<b>Regular</b>	<b>Insuficiente</b>
		<b>4,73</b>

**CONCLUSIONES**

Es posible notar que la pronunciación si bien figura aún en un nivel insuficiente las prácticas individualizadas por sub-habilidad del habla apoyadas en el uso de la TIC's como lo es la App *English Speaking Practice* juegan un papel importante para impulsar a los jóvenes a trabajar en estas áreas y mejorar.

**Rúbrica 2 - Dimensión: Fluidez**

**Rubric:**

**Practice Nº 2**

Date: \_\_\_\_\_  
 Student's Name: \_\_\_\_\_  
 Evaluator: \_\_\_\_\_

Items	Bueno (2)	Regular (1)	Insuficiente (-1)
<b>Fluidez</b>	Los estudiantes demuestran fluidez	Los estudiantes demuestran cierto nivel de fluidez y a su vez vacilación.	Los estudiantes no demuestran fluidez
<b>Uso de oraciones completas con coherencia y precisión</b>	Los estudiantes hacen uso de oraciones completas con coherencia y precisión	Los estudiantes hacen uso de oraciones completas con coherencia, pero existe cierto grado de vacilación al expresarse.	Los estudiantes no hacen uso de oraciones que distan de ser completas, coherentes y precisas.
<b>Pronunciación</b>	Los estudiantes demuestran una buena pronunciación	Los estudiantes demuestran una pronunciación básica.	Los estudiantes no demuestran una buena pronunciación
<b>Entonación y acentuación</b>	Los estudiantes demuestran una buena entonación y acentuación en la expresión oral	Los estudiantes demuestran cierto nivel de consciencia y práctica en cuanto a entonación y acentuación.	Los estudiantes no demuestran conocimiento ni práctica de entonación y acentuación
<b>Uso del vocabulario</b>	los estudiantes demuestran un buen uso del vocabulario durante el desarrollo del habla	los estudiantes hacen uso del vocabulario incluso ante la presencia de pequeños errores durante el desarrollo del discurso hablado	Los estudiantes no demuestran hacer uso del vocabulario durante el desarrollo del habla.

**FÓRMULA:** Suma de resultados obtenidos del grupo/ nº de estudiantes = R//

#### ESCALA DE MEDICIÓN

Bueno	Regular	Insuficiente
10 - 8	7,9 - 5,01	5 o -5

Fórmula:  $227 / 46 = 4,93$

Bueno	Regular	Insuficiente
		4,93

#### CONCLUSIONES

Las clases centradas en una sub-habilidad de la expresión oral apoyadas en el uso de la TIC's como lo es la App *English Speaking Practice* han logrado que los estudiantes mejoraran en cuanto a la fluidez ya que se nota un cambio significativo en comparación de los resultados en la primera evaluación de esta área. Se considera que esto es positivo.

### Rúbrica 3 - Dimensiones: Vocabulario y Gramática

Rubric:

#### Practice Nº 3

Date: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Items	Bueno (2)	Regular (1)	Insuficiente (-1)
<b>Fluidez</b>	Los estudiantes demuestran fluidez	Los estudiantes demuestran cierto nivel de fluidez y a su vez vacilación.	Los estudiantes no demuestran fluidez
<b>Uso de oraciones completas con coherencia y precisión</b>	Los estudiantes hacen uso de oraciones completas con coherencia y precisión	Los estudiantes hacen uso de oraciones completas con coherencia, pero existe cierto grado de vacilación al expresarse.	Los estudiantes no hacen uso de oraciones que distan de ser completas, coherentes y precisas.
<b>Pronunciación</b>	Los estudiantes demuestran una buena pronunciación	Los estudiantes demuestran una pronunciación básica.	Los estudiantes no demuestran una buena pronunciación
<b>Uso del vocabulario</b>	los estudiantes demuestran un buen uso del vocabulario durante el desarrollo del habla	los estudiantes hacen uso del vocabulario incluso ante la presencia de pequeños errores durante el desarrollo del discurso hablado	Los estudiantes no demuestran hacer uso del vocabulario durante el desarrollo del habla.
<b>Gramática</b>	Los estudiantes demuestran un buen uso de la gramática inglesa durante el desarrollo del habla	Los estudiantes hacen uso de la gramática incluso ante la presencia de pequeños errores durante el desarrollo del discurso hablado	Los estudiantes no demuestran hacer uso de la gramática inglesa durante el desarrollo del habla.

**FÓRMULA:** Suma de resultados obtenidos del grupo/ nº de estudiantes = R//

**ESCALA DE MEDICIÓN**

Bueno	Regular	Insuficiente
10 - 8	7,9 - 5,01	5 o -5

Fórmula:  $250,50 / 46 = 5,45$

Bueno	Regular	Insuficiente
	5,45	

### CONCLUSIONES

La implementación de la clase número tres basada en vocabulario y gramática ha demostrado que la utilización de las TIC's como lo es la App *English Speaking Practice* son beneficiosas en el desarrollo de las expresión debido a en esta ocasión se ha logrado observar cómo los estudiantes muestran un mejor desempeño en cuanto a expresión oral y al mismo tiempo constatar dicha información a través del análisis de las rúbricas.

### SUMA Y PROCESAMIENTO DE TODAS LAS RÚBRICAS POR DIMENSIÓN

**FÓRMULA 1:** Suma de todos los resultados de las rúbricas = R//

**FÓRMULA 2:** Suma de resultados obtenidos del grupo/ nº de estudiantes = R//

### ESCALA DE MEDICIÓN

Bueno	Regular	Insuficiente
10 - 8	7,9 - 5,01	5 o -5

**FÓRMULA 1 :**  $4,93 + 4,73 + 5,45 = 15,11$

**FÓRMULA 2:**  $15,11 / 46 = 5,04$

DIMENSIÓN	Nº Rúbrica	R// rúbrica	Nivel
Fluidez	Rúbrica 2	4,93	Insuficiente
Pronunciación	Rúbrica 1	4,73	Insuficiente
Vocabulario			

Gramática	Rúbrica 3	5,45	Regular
TOTAL/PROMEDIO		5,04	-Regular

La suma de los resultados obtenidos por clases mediante la evaluación de cada subhabilidad de la expresión oral reflejan que al final los estudiantes han sido capaces de obtener un promedio de cinco puntos coma cero cuatro décimas, lo que en la escala de medición propuesta por los investigadores estima la consideración de un nivel regular.

### COMPARACIÓN DE LOS RESULTADOS OBTENIDOS ENTRE EL DIAGNÓSTICO Y LAS RÚBRICAS

#### ESCALA DE MEDICIÓN

Bueno	Regular	Insuficiente
10 - 8	7,9 - 5,01	5 o -5

DIAGNÓSTICO		RÚBRICAS	
SUJETOS EVALUADOS	46 Estudiantes	SUJETOS EVALUADOS	46 Estudiantes
PROMEDIO OBTENIDO	3,24/10	PROMEDIO OBTENIDO	5,04
NIVEL	Insuficiente	NIVEL	Regular
DIFERENCIA	3,24 - 5,04 = 1,8		

Mediante el análisis comparativo de los resultados obtenidos en el diagnóstico y las rúbricas de evaluación aplicadas en igual medida a los 46 estudiantes que conforman la muestra, tomando en cuenta un nivel de significación de  $p > 0,5$ , es posible concluir que la inclusión de un sistema de clases basado en el uso de las TIC's como la App *English Speaking Practice* es una propuesta que puede llegar a ser útil en cuanto al desarrollo de la expresión oral debido a que tras la aplicación de dicho sistema en la población seleccionada para esta investigación se ha podido evidenciar que los estudiantes han obtenido un progreso significativo en dicha habilidad de la lengua inglés



puesto que pasaron de un nivel insuficiente a uno regular con una diferencia entre promedios de un punto con ochenta décimas, lo que va dos coma seis veces más allá del nivel de significación traducido porcentualmente este progreso representa un avance del 1,80 % en cuanto al desenvolvimiento oral de los estudiantes.

## **RESULTADOS DE LA ENTREVISTA APLICADA AL DOCENTE POSTERIOR A LA APLICACIÓN DE LA PROPUESTA PEDAGÓGICA**

### **1. ¿Actualmente cómo describiría la fluidez de los estudiantes?**

Puedo expresar que en las últimas cuatro semanas he presenciado que la fluidez de los estudiantes de primero bachillerato en el idioma inglés ha incrementado un poco, sin embargo, no al nivel exigido, pero se nota un ligero cambio.

### **2. ¿Ha notado algún cambio respecto a si los estudiantes son capaces de usar oraciones completas con coherencia y precisión al momento de hablar?**

Últimamente la cifra de estudiantes que participan usando pequeñas frases con coherencia cambió de un 5% a un 8% puesto que aún existe la inseguridad que había mencionado en un inicio.

### **3. Desde su perspectiva docente, ¿cómo califica la pronunciación de los estudiantes en estos días?**

Si bien la pronunciación de los estudiantes continúa en un nivel bajo y muy parecida a su idioma nativo, es posible destacar que está ha experimentado un cambio positivo tras las últimas interacciones en clases.

**4. ¿Desde la última vez considera que los estudiantes hacen buen uso del vocabulario aprendido en clase?**

La mayoría de los estudiantes no hacen buen uso del vocabulario o temática tratada en el aula aún, sin embargo, se han logrado sumar unos cuantos que ahora por lo menos hacen un intento junto a los pocos estudiantes que ya denotaban interés por el aprendizaje de inglés.

**5. ¿Cómo calificaría el uso de la gramática inglesa por los estudiantes en ejercicios del desarrollo del habla?**

El aprendizaje de la gramática continúa siendo un tema que genera conflicto ya que los estudiantes continúan viendo esta parte del idioma como aburrida o innecesaria; pero últimamente los estudiantes prestan un poco más de atención y hacen un intento por aplicarla en los pequeños espacios en donde deciden ser partícipes de las prácticas orales.

**6. De acuerdo con su criterio, ¿cómo puntuaría la entonación y acentuación que presentan los estudiantes durante la expresión oral?**

La puntuación en entonación y acentuación de los estudiantes sigue siendo básica, pero gracias a la práctica ha sido un tema que incremento en su mejora.

**7. Desde su perspectiva, ¿aplican los estudiantes conocimientos adquiridos en clases anteriores en temas nuevos?**

Ya que las últimas clases continuaron con la estructura secuencial con la que las temáticas han venido siendo desarrolladas, consideró que los estudiantes de igual manera continuaron con el sistema de aplicación de los conocimientos previos para poder desarrollar las actividades de los contenidos