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MENCIÓN INGLÉS

**INTERACTIVE STRATEGIES OF CONNECTIVISM APPROACH TO IMPROVE THE
SPEAKING SKILL OF ENGLISH LANGUAGE OF TENTH GRADE STUDENTS AT
“ALFREDO ALBUJA GALINDO” HIGH SCHOOL**

A Master Thesis Submitted in Partial Fulfillment of the Requirements for the Maestría en
Pedagogía de los Idiomas Nacionales y Extranjeros: Mención Enseñanza de Inglés

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The General Objective of this Thesis was: To incorporate interactive strategies of connectivism approach to improve the English speaking skill of tenth grade students at “Alfredo Albuja Galindo” High School, in Ibarra City, during the school year 2020-2021.

Among the Specific Objectives were: To underpin the research work through a wide theoretical framework to institute the strategies of connectivism for pedagogical practices of speaking skill, to define a clear diagnosis about strategies developed in the production stage of lesson plans that help students to learn speaking for communication that help students to learn speaking for communication, to create a didactic manual of learning and teaching activities based on connectivist interactive strategies to develop speaking for communication.

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Author

DEDICATION

This Thesis is lovingly dedicated to my son, Mauro who has been my constant inspiration to pursuit my dreams and accomplish my projects and to my caring father who has supported me with affection and tenderness. Their love has given me the drive to tackle difficult moments of pressure, also the strength to not failure, likewise, this present work is dedicated to my mom, my role model of discipline and determination, and the person who has taught me that never is late to start.

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RESUMEN

El presente estudio de investigación sobre las estrategias interactivas del conectivismo, se realizó por el acelerado cambio del sistema educativo de aprendizaje y también porque el inglés es una de las asignaturas que cobra mayor renombre en esta época de oportunidades para quienes dominan un segundo idioma, es así que la fusión del internet y el idioma inglés en esta era digital amerita el uso de estrategias innovadoras que prioricen su aprendizaje; sobre todo para alcanzar un nivel comunicativo y que mejore la destreza de hablar, misma destreza que en la población de estudio es escasa. Sobre todo, el principal objetivo de la investigación fue integrar las estrategias interactivas del conectivismo para mejorar el aprendizaje de la destreza de hablar, en función de la motivación, edad e interés de los estudiantes. Para lograr cumplir con los objetivos planteados se optó por aplicar una metodología mixta de investigación que radicó en el uso del método cualitativo para determinar cuáles son las estrategias del conectivismo más apropiadas para mejorar la destreza del idioma inglés a través de la aplicación del instrumento de la entrevista a los docentes y posteriormente, se realizó una triangulación juntamente con los datos recogidos después de la aplicación de la encuesta a los estudiantes de los 10mo año de Educación General Básica del colegio municipal “Alfredo Albuja Galindo”, que constó de un cuestionario, el cual fue aplicado a través de la herramienta de google.forms una herramienta muy útil para la recolección de resultados estadísticos posteriormente analizados bajo el método cuantitativo. Uno de los resultados más importantes encontrados fue que a pesar de la necesidad del uso de la internet en el aula, la población del estudio carece de conocimiento sobre los servicios y aplicaciones de la web útiles para desarrollar la destreza de hablar; los conocimientos básicos en estas herramientas han impedido innovar las estrategias para el aprendizaje de la misma por lo cual fue necesaria la creación de un manual didáctico con las estrategias, actividades y herramientas del conectivismo más apropiadas que le sean útiles a la comunidad para mejorar el aprendizaje de la destreza.

Palabras clave: conectivismo, estrategias, destreza de hablar, era digital.

ABSTRACT

This research study on the interactive strategies of connectivism was carried out due to the accelerated change of the educational learning system, also, because English is one of the subjects that has gained the greatest popularity at this age of opportunities for those who master a second language, therefore, the fusion of the internet and the English language in this digital age merits the use of innovative strategies that prioritize language learning; especially to reach a communicative level and to improve the speaking skill, the same skill that was poor in the studied population. Above all, the main objective of the research was to integrate the interactive strategies of connectivism to improve the learning of speaking skill, relying on the motivation, age, and interest of the students. To achieve the objectives, the mixed approach was applied in the research. The study used the qualitative method to determine which the most appropriate interactive strategies of connectivism were to improve speaking through the application of the interviews with teachers, after that, a triangulation was carried out together with the data collected after the application of the survey to the students of the 10th grade of "Alfredo Albuja Galindo" Municipal High School, which consisted of a questionnaire, which was applied via google.forms, a very useful tool for collecting statistical results, which later were analyzed under the quantitative method. One of the most important results was despite the imperative need of using the internet in the classroom, the target population lacked knowledge about the useful services and applications of the web to develop the speaking skill; the deficient knowledge of those tools has hindered the development of innovative interactive strategies. Therefore, it was necessary to create a didactic manual with the most appropriate connectivism strategies, activities and tools that are useful to improve the learning of the verbal skill.

Keywords: connectivism, strategies, speaking skill, digital age.

CHAPTER I

1 The Problem

1.1 Introduction

Language is the basis of communication. There are hundreds of languages in the world; all the countries have their official language additionally, few native groups speak local dialects, the relevance of English relies on the connection among all countries that commonly share this language broadly. It is leading the science field because most of the investigations are carried out in English. Similarly, it is also essential in education, thus many countries learn English as a second and various more as a foreign language.

In Ecuador, English as Foreign Language (EFL) has evolved gradually and sometimes irrelevantly due to policies that has left it aside from Educational Curriculum (Soto , et al., 2017); the consequence of such actions has created a misconception of English as an unimportant subject, not substantial to be learned by the future of professionals. Adversely, Ecuadorian students ought to reflect on learning the English language as a vast opportunity to succeed as a proficient worker, an equipped member of society, and a potential contributor to the country's progress and diversity.

Nowadays, almost the entire educational community in Ecuador must spread over different activities to cultivate the process of learning English. Hence, virtual learning of students has become the trend; teachers should apply a suitable approach to improve strategies to continue developing achievable skills of English Language that Ministry of Education of Ecuador has established in the Curriculum of General Education. The speaking skill of the English Language, which is a priority for the EFL Curriculum, requires plenty of efforts to be developed because it is a communicative skill that students are advised to improve (Hussain, 2020).

In such a context, the Connectivism is an important approach whose interactive strategies support the implementation of oral production for communication in the class. Such strategies can be of strong support to develop the online and face-to-face classes. After all, the main students' and teachers' role is to improve a community of learning that enables the members to learn from

each other, think creatively, develop a solving-problem awareness, and optimize the technology aid for English Language learning.

The research focuses on the group of 10th grade students of “Alfredo Albuja Galindo” High School, the learners are apprehensive to overcome the habitual problem of English learners, which is the poor production of speaking skill of English Language. In that regard, it is necessary to propose a didactical manual of connectivism that interactive strategies can effectively help improving the difficulty of speaking because its design is innovative and creative based on motivating activities aligned with the real context the population is facing.

1.2 Problem Description

This applied study involves a problem description which includes the origin and a practical solution. In the analysis of the problem, it is noticeable that students of the 10th grade of General Basic Education slightly acquire oral fluency in the school year 2020- 2021. This is a collective problem among high school students when they are required to perform an oral practice or to communicate an idea. Essentially, it is evident that students need a direction to overcome the problem of poor speaking. In particular, it is indispensable to create a suitable didactic manual that integrates connectivist interactive strategies to help them to improve speaking for communication while performing oral presentations or oral accomplishments.

The problem arises from the most recent change in the education of the country, where the online system was noticeably unknown for the middle school learners. In such background, a new estate that forces learners to improve speaking through wide unrestricted networks instead of a book as the only accessible resource to learn. As a result, it is strongly understood that the causes and consequences must be established to delve into the problem. Above all, a cause of the problematic was that students at school are conditioned to work with textbooks and notebooks, according to that, most of the time learners experience with a moderate traditional system of learning. So far, books in online learning might be used differently, due to the isolated activities that refer to content but not the interest of students (Thomas , et al., 2017).

Secondly, another cause of the problem is the lack of technological resources to develop speaking for communication in the classroom. In this new global era of technology, it seems that

many interactive strategies that connectivism offers can help to acquire speaking skills. It seems that interactive strategies are enough as a resource to encourage them to talk but more importantly, they give them the chance to surf while understanding knowledge and improving speaking. However, when they are applying activities from the book, in online environment they are not fully satisfying the concept of acquiring a communicative purpose as the speaking skill disposes of (Bušljeta, 2013).

Technology has opened the opportunity to raise students' interest and go deep of curiosity while they are learning what they found exciting and motivating. Currently, students do not speak to communicate an idea due to the written resource in the classroom is part of an old-fashioned way of scholarship and not attractive at all for them. Afterwards, the stage of affirming knowledge in lesson plans is almost not completely developed because of different circumstances like those related with the number of students, timing, or the fulfillment of content requirements. For instance, as another cause of problem most students do not have enough time to become immersed in the oral production, the activities of speaking are not meaningful enough, and learners are not trained collaboratively. Principally, this research aims to collaborate with students of tenth grade and teachers of the General Basic Education School in Ibarra City of Imbabura Province, during the school year 2020 – 2021.

Finally, **the formulation** of the problem appears as a question: what are the appropriate connectivist interactive strategies to develop the English speaking skill of tenth grade students of General Basic Education?

1.3 Background

Overall, education has changed due to the influence of technology. The curriculum of education has displayed the content and skills to be developed through the most suitable approaches. As well as learning English, requires new methodologies, technology has a fundamental role in the language acquisition. To support this research, it is essential to state theories and research works that establish connectivism as a strong approach to improve speaking skills for communication.

To begging with, in the line of Connectivism Learning Theory: Alberta Distance Education and Training Association (2005) mentioned:

The starting point of connectivism is the individual. Personal knowledge is comprised of a network, which fits into organizations and institutions, which in turn feedback into the network, and then continue to provide learning into the individual. This cycle of knowledge development (personal to network to the organization), allow learners to remain current in their field through the connections they have formed. (p. 17)

Perspectives of every individual conjugate a circuit of information; consequently, Connectivism approach codes rely on individual knowledge in a global society. In addition, that correlation discerns learning through experience and group working, because the content is for every person and public community. Including technology in the learning process embraces activities for learning concepts in the digital age that learners can derive their understanding forming association of learning community.

Behaviorism, cognitivism, and constructivism are the three broad learning theories most often utilized in the creation of instructional environments. These theories, however, were developed in a time when learning was not impacted through technology. Over the last twenty years, technology has reorganized how we live, how we communicate, and how we learn. (Siemens , 2004, p. 6)

Taking that illustration into account, technology enables gathering everyone' experiences to convey in a single understanding because appropriate content of knowledge resides in every single mind "Learning needs and theories that describe learning principles and processes, should be reflective of underlying social environments" (Vaill, 1996, p. 46). To carry on the theory, the following segment reviews undertakings that situated connectivism learning approach and networking learning as facilities to emerge with the acquaintance of learning.

In 2000, Users had the ability to aggregate many feeds from different favorite sites into one, central location, which allowed for a constant connection with desired content. Wikipedia came online, which provided the opportunity for users to collaborate on content through the medium of a fully editable, digital encyclopedia. In 2003 was a significant year in terms of the growth of online social networking with the development of the following sites: Del.i.cious, LinkedIn, Myspace, and Second Life. Del.i.cious popularized social bookmarking and provided individuals with a location to store, share and find Web bookmarks. The full influence of massive social networking sites like Myspace BLOGGING and Facebook, which was launched in 2004, has yet to be realized. In 2005, users were able to create their own social networks through the Website Ning and YouTube emerged as the premier location for uploading, viewing, sharing, and commenting on video clips. In 2007 mashups such as SadakMap which allows for blogging, combined with Google Maps and Facebook integration. (Wilding, Fray, Mackeown, & Molitorisz, 2018, p. 47)

So far, New Google applications are in constant development, they offer limitless flexibility in how the web can be used. Facilitators of these sources must be flexible in creating and sharing the ideas of activities that could easily help to progress every user. Siemens 2004 pointed Connectivism as a theory of sharing and getting knowledge in a digital age. One principle is that knowledge can reside even outside people. Many significant local papers also define the use of networking websites from connectivism: Rivera (2015) in her work “Usages of Interactive Media as Strategy to Improve Teaching process in Education for Sustainable Developing” argues:

Social networks are the result of virtual union through the internet, between various affected people from any country; it is formed through ramifications identified by friendship, family or work relationships. For the use of social networks, a group of guidelines are listed below: 1) Access and relevance.- Social networks must have easy and immediate access to information, which in turn must be timely, addressed to all users. 2) Dissemination and evaluation of information.- It consists of the search for the most suitable strategies to spread a social network. 3) Trust and leadership.- It means creating the degree of trust and leadership, through controlled content on social networks. 4) Organization and governance of networks.- Degrees of structuring 5) Ownership and authority.- The contents of various authors must be respected and original texts must be created. 6) Creation and structuring of content. (p. 7)

The use of digital media develops students’ interest as it is mentioned in “it is also pedagogically accepted according to the International Institute for Educational Planning (IIEP-UNESCO), ICTs are giving rise to profound socio-cultural and educational transformations, because they promote pedagogical advance, in front of the world scene” (Hernández Martínez, 2018, p. 20). As well as the importance of a theory, the approach that underpins this research determines interactive strategies to improve speaking for communication. It is pivotal to mention that “EFL teachers have the responsibility to research the factors influencing an effective speaking instruction based on the students’ needs, interest and teaching context” (Guevara Betancourt & Flores, 2020, p. 12). Based on last criteria, the virtual learning context urgently needs changes and learning strategies improvement to develop oral communication. According to methodological strategies to strengthen oral communication, Guerrero (2018) explains:

By method or strategy, it is understood that it is the chosen path to reach the proposed goal. This goal may be the learning of concepts and procedures, of interpretations on historical and geographical issues, the development of intellectual capacities typical of social thought or of communication and social skills the acquisition of values, attitudes, or habits. In fact, the methods guide a certain way of proceeding in the classroom, that is, organize and guide the questions, the exercises, the explanations, the social management of the classroom or the evaluation activities that are carried out according to an order of action oriented to achieve the proposed purposes. Strategies should be determined in such a way that they encourage students to observe, analyze, express

opinions, formulate hypotheses, search for solutions, and discover knowledge for themselves. (p. 35)

The academic work “Applying Interactive Strategies to motivate developing Speaking of students from Language Academic Center of Técnica Del Norte University, also exposes:

Interactive strategies, within a class, are pedagogical tactics through which the exchange of information between students is carried out, and to a lesser extent, with the teacher. Active participation focuses on the students, but not on the teacher. For this, the class is structured in small groups or societies, which generate collaborative learning, instead of a competitiveness that becomes individualistic. It should be added that this collaboration has a comprehensive and joint objective that is to promote interaction and oral communication in the English language. As target, this research will energize the classroom by implementing interactive strategies. This activity, first, quenches the coldness of large groups and creates an atmosphere of opinion and decision-making. On the other hand, it helps the student to potentiate the ability to analyze. It is clear to mention that within the application of this strategy it is essential to group students with more and less knowledge of English so that there is an equitable development of speaking skills. (Chuquín, 2016, p. 38)

During this final academic term, students have suffered a huge alteration in the way they perceived learning of English. Municipal “Alfredo Albuja Galindo” high school, following the implemented plan of the Ministry of Education of Ecuador, has changed from classroom environment to online learning. As a result, it is worth improving strategies to respond to the absence of teachers, foster student’s motivation, and master the use of networking websites.

1.4 Objectives

1.4.1 General Objective

To incorporate interactive strategies of connectivism approach to improve the English speaking skill of tenth grade students at “Alfredo Albuja Galindo” High School, in Ibarra City, during the school year 2020-2021.

1.4.2 Specific Objectives

- To underpin the research work through a wide theoretical framework to institute the strategies of connectivism for pedagogical practices of speaking skill.
- To define a clear diagnosis about strategies developed in the production stage of lesson plans that help students to learn speaking for communication.

- To create a didactic manual of learning and teaching activities based on connectivist interactive strategies to develop speaking for communication.
- To set appropriate conclusions and recommendations in order to have students improving the speaking skill.

1.5 Justification

Since education has suffered a renovation, going beyond classroom walls to virtual environments, it seems that an adaptation of the curriculum, the content and the evaluation is urgently as well as the applying of interactive strategies of a current approach of English learning. This research aims to improve the ability to speak with a communicative purpose, through the application of connectivism as a learning approach whose pedagogical base is the use of networking and websites as a dynamic way to introduce the practice of daily learning language and technology.

Substantially, the research is based on guidelines from the Ministry of Education to contribute to the exit profile of the Ecuadorian High School graduate and ideal citizen. One of those profiles pointed out in the Curriculum of compulsory levels of education is “We are driven by intellectual curiosity. Questioning both local and international realities, reflect on and apply our interdisciplinary knowledge to cope with problems in a collaborative and codependent manner, to take advantage of all possible resources and information” (Curriculum of Compulsory Levels of General Education, 2017, p. 311). The present work aims to provide good use of the internet benefits and its entire range of resources, especially those of access to interactive networks for learning the language and improve speaking for communication.

It strongly pretends to promote the acquisition of speaking and the use of English as a Foreign Language for educational and communicative development in the students and teachers of “Alfredo Albuja Galindo” High School. It also allows them to strengthen and apply their knowledge based on social networks that were only part of the consumerism of technologies. This research has enough bibliographic material and it is intended to investigate relevant documentation of the local environment, to involve the community in the development of research that is of total relevance and magnitude due to the fact of going through critical circumstances such as the current pandemic, which merits in-depth research to promote and correlate virtual learning.

It is a viable study since experts reinforced the viewpoints of the researcher within the investigative work, as well as the acceptance of the rector of the institution, who is fully predisposed to supply resources that could be necessary for the preparation of this work. When conceptualizing this research work, it is observable that the educational, social, and cultural impacts are going to contribute to the training of students for this digital era. Therefore, it provides the surrounded educational community the learning and teaching interactive strategies that connect processes of learning speaking with the use of networking websites for educational purposes. More important, it is to guide the direct beneficiaries in this new trend of learning. They are forty- five students of the tenth grade of middle school and three teachers of English Area of “Alfredo Albuja Galindo” High School located in Ibarra city, Province of Imbabura.

On behalf of this research, which is related to education and pedagogy of English learning as a foreign language, it is worth mentioning a brief description of the connection with the National Development Plan of 2017-2021 “Toda Una Vida” of Ecuador. Its relevance starts with the condition of the current system of learning that all students, teachers, and parents are facing due to the sanitary emergency. It seems that it is required a new perspective of teaching to apply a new approach with different learning, teaching, and assessing strategies. As it is stipulated in the first axes of the National Plan “Rights for everybody all along with life; it is specified that the human being is a subject of rights without discriminations” (Secretaría Técnica Planifica Ecuador, 2017). In that context, it is important to consider such unpleasant situation to innovate and build up activities combined with a suitable approach to provide English educators the opportunity to enhance learning.

As well as mentioned in objective one: “Guarantee a decent life with equal opportunities for all people, the State assumes challenges to strengthen the access to increase the quality of education, health, nutrition, water and social security to close breaches and give opportunities for everybody” (Secretaría Técnica Planifica Ecuador, 2017). In this context, substantially, the investigation will allow applying and evaluating the best strategies of connectivism to continue giving students the support to embrace learning as a new experience. Since they are advanced internet users, would surely value the content of the English language for creating their knowledge full of creativity and cooperation to apply in their lives.

There is a close relation between this investigation with the research line of Developing of Communicative Abilities of English Language, which has an important significance in the field of investigation for Técnica Del Norte University. Additionally, the study intends to contribute with strategies to improve speaking to have learners motivated to communicate among the community using the internet as technological support.

CHAPTER II

2 REFERENTIAL FRAMEWORK

2.1 Theoretical Framework

The three main theories that are discussed in this work are behaviorism, cognitivism, and constructivism. Only after reviewing those peculiar features of the aforementioned theories, it would be possible to continue with the founding of cognitivism, later to understand the selection of that approach and its strategies to improve the process of teaching-learning English as a Foreign Language (EFL) focusing on speaking skill.

2.1.1 Behaviorism

Behaviorism originated in the latest years of the nineteenth century, one of the notable psychologists Ivan Pavlov (1927) investigated “animals’ automatic and involuntary responses to stimuli” (p. 248). Such behaviorists’ argument represents the age of conditioning of learning. Skinner (1965) suggests “People (as in the animal world) tend to respond external stimuli operant conditioning, and learning new behavior is subject to external environmental conditioning” cited on (Firend, 2019, p. 12).

2.1.1.1 Classical Conditioning

“Traditional behaviorists believe that all learning imitates scientific laws governing behavioral associations and patterns; the learner simply responds to external stimuli in a deterministic manner” (Jordan , Carlile, & Stack , 2008, p. 21). The belief of conditional reaction supports the behavior alteration named ‘classical conditioning’, which is at the soul behaviorism. Behaviorists used ‘conditioning’ instead of ‘learning’ to say that the knowledge change externally rather than through a cognitive process.

2.1.1.2 Reinforcement

Subsequently to Pavlov, the American psychologist Edward Thorndike (1911) presented a model or theory of learning that accentuated the part of practice in the establishment or dwindling

a stimulus–response pledge, “the principle of reinforcement is defined as any event that increases the probability that an associated behavior will be repeated” (p. 67). Thorndike suggests that a reward is fundamental for learning, it was considered important to relate the significance of today’s behaviorism. His experimentations delivered evidence about the nature of intentional or self-directed behavior, in distinction to the unassuming responses highlighted in classical conditioning. Even though Thorndike did not consider the word cognition in his studies, “his revisions on trial and error suggested that subjects undertake some level of mental information-processing” (Jordan , Carlile, & Stack , 2008, p. 22).

2.1.1.3 Drives

Clark Hull (1943) defines behavior with a sequence of exact rules with numerous variables and difficult calculations. His theory characterizes the scientific method of psychology that was predominant in his time. He was persuaded by the Darwinian Theory that emphasizes behaviorism as a system for survival mechanism. For this author, behavior is particularly an intention for survival. His theory rotates around the satisfaction of biological needs, including hunger, thirst, and sleep, which are indispensable to survival (Jordan , Carlile, & Stack , 2008).

As it was suggested, organisms own two important features: drive and habit strength. The drive is an interior sense of provocation, which stimulates behavior; “habit strength measures the association between a particular stimulus and response. An organism will usually choose the response connected to the strongest habit” (Hull, 1943, p. 345). To sample, rats in the maze will always choose the only route that they find familiar. As stated by the classical behaviorist vision, the stimuli lead to a response. In contrast, between the stimulus and response, Hull interjects the organism whose drive and habit skill could differ, so that “the response depends not only on the stimulus but also on the characteristics of the intervening organism” (Jordan , Carlile, & Stack , 2008, p. 21).

2.1.1.4 Operant Conditioning

Frederic Skinner was a central psychologist in the US behaviorist institution. In the 1930s, he assumed a cautiously organized approach named ‘operant conditioning’ in which the “behavior of the subject determines the response to the subject’s own actions” (Skinner, *The Behavior of*

Organisms, 1938, p. 227). Skinner considers the term ‘reinforcer’ instead of ‘reward’ since ‘reinforcer’ ensures a relationship with behavior while ‘reward’ does not. A reinforce reply is further likely to happen more frequently than without using it. The better reinforcer, the faster a reaction or response will be knowledgeable. A response that is not encouraged with reinforcement has less probability to occur again.

So far, the relation between stimulus and response progressively turns weaker and afterward expires; by way of illustration, rats recurrently pushing a pedal without receiving the food will finally abandon that behavior. Consequently, the extinction is imminent. For that reason: Anticipated behaviors are satisfied producing their rate to rise; unanticipated behaviors are penalized causing their incidence to decline. Though Skinner did not contemplate punishment as operational as strengthening in adapting behavior, it is still generally used as a warning.

2.1.1.5 Later Developments in Behaviorism

In the mid-twentieth century, there was a noticeable reason to believe that conditioning involves cognition. Neo-behaviorists recognize that classical and operant conditions do not clarify behaviorism by themselves; for example, the American psychologist Tolman (1946) confirmed, “Rats could go beyond simple stimulus-response behavior and could learn, remember and use facts about a maze” (p. 221). Tolman (1948) then defined “the mental coding, storing and accessing of spatial and other information as a cognitive map” (p.189).

Nevertheless, this investigation broke down with the impact of behaviorists such as Skinner who disputed that studying behavior was more valuable than examining psychological conditions (Skinner, 1950) Behaviorist and the theory of external behavior presumably led the field of psychology until the 1960s since the expectation of a renovated approach that impulses the mental cognition of learners.

2.1.1.6 Learner Behavior

Neo-behaviorists accepted the significance of learners’ internal cognition, such as character, stimulus, and habit. Hull (1943) “factored in incentive and conducts as variables in his systematic laws” (p. 170). Skinner (1953) debates about “pupils evolving self-control and self-

monitoring programs where they recognize their own strengths and relate behaviorist philosophies to themselves” (p. 186). Such as a learner might categorize inclinations to tardiness, monitor presentation, choose which stimuli are effective, set objectives, and contemplate reinforces.

In the 1960s, the studies of the cognitive discipline of perception, memory and mental process give another sense to behaviorism, the process of learning also transmutes. “Whereas classical behaviorism focused only on the external manipulation of the organism, the development of cognitive science led to a stronger awareness of the importance of internal as well as external behaviors” (Jordan , Carlile, & Stack , 2008, p. 22).

2.1.1.7 Teachers’ Role in the Classroom

The correct performance of curricular procedures controls the correct sequence of classroom events and the teacher’s role in motivating learners’ behavioral reactions. Gagné (1996) accentuates the importance of positioning stimuli to build the most suitable and desirable behavioral arrangements. He stated nine “internal processes and their corresponding instructional events” (Gagné & Medsker, 1996, p. 289). These events can be used to create lesson plans or materials for the classroom, Table 1 contains a summary of them.

Table 1

Internal process and their corresponding instructional events

Teacher action	Learner response
1 Gaining learner’s attention	Reception and attentiveness
2 Stating session objectives	Knowing what to expect
3 Remaining was done before	Stimulation of long-term memory
4 Highlighting key features	Perceiving what is important
5 Structuring learning	Creating links and associations
6 Encouraging activity	Performing
7 Providing feedback	Learning awareness and satisfaction
8 Evaluating progress	Strengthening learning
9 Enhancing attention and signaling future learning	Gaining learning overview

Note: From “The Conditions of Learning: Training Applications”. Gagné and Medsker. 1996. (p. 140).

2.1.1.8 Curriculum Planning

Jordan, Carlile and Orison (2008) outlined a behaviorist sequential curriculum- planning ordinarily displayed at different levels of education:

- Identify the need for the programme
- Determine the aims and instructional objectives of the programme;
- Define the characteristics of the target group;
- List the precise learning outcomes;
- Categorize learning outcomes according to Bloom's taxonomies;
- Break the material down into small units;
- Carefully sequence these units;
- Provide frequent practice to strengthen the stimulus–response bond;
- Ensure that the learner responds (does things);
- Observe and assess any behavioral changes;
- Provide opportunities for frequent learner feedback;
- Reinforce 'correct' behavior with immediate rewards;
- Evaluate the effectiveness of the programme;
- Modify and improve the programme. (p.21)

Behaviorist theory conceptualizes that learning is only possible because demanding correct stimuli that connects the behavior; however, reinforcement is required to enhance that learning. Behaviorists understand learning as a mechanical process that sustains objectives. According to behaviorism, the personality of a human is not defined at birth so that the experiences outline someone's personality. According to them, the human brain is compared with a black box, it is not necessarily important the input or output, but the only imperative situation is what is taking place in it. "Outputs are objective, can be observed and measured. Inputs and outputs can be adjusted, arranged, and controlled. The senses of a person are not important, what is important is their feature reflecting to outside" (Akdeniz, et al., 2016, p. 2).

Today it can be understood that behaviorism took an essential place in the development of technology and learning, it might be the first theory that implied technology in the learning field. Later behaviorism, many educative applications followed its philosophy of working such as tutorials, simulators, and self-evaluation applications. It is noticeable that the purpose of those is to solve close-ended questions whose answers are already defined by the system. To illustrate, there is assessing material that students need to remember information to answer yes or no for multiple choice.

2.1.2 Cognitivism

It can be appreciated as “The theory that explains human behavior related to the objectives of the subject” (Tarpy, 1999, p. 42). This theory is founded on the purpose that is constantly tried to be reached by the human being; it determines the achievement or limitation of the learning. Learners immerse in a restricted knowledge; the objectives are already established; the content is not flexible, and the timing is regulated by the teacher’s conception.

Cognition is the sum total of processes carried out by human mind in order to understand the events and situations going on around. Cognition is a very comprehensive concept. Some of the activities related to mental processes that are included in the scope of cognition perceive the stimulants coming from outside, comparing these stimulants to previous information, forming new information, memorizing, and remembering the gained information, evaluating the mental products in terms of logic and quality. (Akdeniz, et al., 2016, p. 2)

A perspective from Piaget (1991) is that learning takes part in social reality, establishing some process of adaptation, assimilation, and accommodation. Thus, the relationship between people and the language “is the stable communication between individuals” (p. 54). In the same way as behaviorism, cognitivism is a pioneer of the use of technology and innovation for education. Thus, learning goes through a virtual channel from the discovering and the surprise is a mind that spread potentialities from the side of interaction and technological tools. Some of them are considered as cognitive tools that allow a chance to be part of a virtual highway where social networks are updated every day.

2.1.2.1 Practical Implication of Cognitivism for Educators

Cognitivism solidly founds that learning involves a serial of schemes that acts in the mental process. Though recognizing how learners implicate mental plans in the brain, would be helpful to know what the appropriate system of learning is. For cognitivism, teacher regulates learning, educators allow canals for learning, and at the same time, they provide a method to supply student’s needs while learning. Even though the teacher controls the process, it can be necessary to convey materials and resources to motivate learners to make mental associations by themselves. It is important to outline some of the practical educational implications of cognitivism as they correspond to a) sensation, b) perception, c) attention, d) encoding and memory (Jordan , Carlile, & Stack , 2008).

2.1.2.2 Sensation

Paivio (1986) argues, “The mind processes visual and auditory material along different channels and in different ways for encoding, storage and later retrieval” (p. 114). To take account of processes of sensation, educators manage a limited competition in class and avoid distractions, create material that involves all senses in order to create new experiences, conceptualize data to facilitate double encoding, focus handling of sensory knowledge.

2.1.2.3 Perception

Information processing is both ‘bottom up’ and ‘top down’. Top-down processing is perhaps the most important which emphasizes key elements that can be directed for arising perceptual attention by mightily clear material for Paivio (1986):

- Emphasize the distinctiveness of material in processing;
- Point out patterns in materials;
- Present material in a structured form – e.g. diagrams or stories;
- Place learning in context and take contextual factors into account;
- Review knowledge and assist learners to see relationships between old and new;
- Explore attitudes and emotional responses to a topic and deal with any of them. (p.118)

2.1.2.4 Attention

A central point is about how to convey pupils’ attention when the competing sensory impressions alternate with memory. One fact that teachers can consider to manage students’ attention is to address Howard Gardner’s work on multiple intelligences (MI). He advises that “any rich, nourishing topic – any concept worth teaching – can be approached in at least five different ways that will map onto the multiple intelligences” (Gardner, 1991, p. 245). Gardner considers any subject as a means of entry to access for attention. They are described as narrational, logical quantitative, foundational, aesthetic, and experiential.

Attention is related to learner motivation. The motivational model proposes that motivation includes four categories – attention, relevance, confidence, and satisfaction (Keller & Koop, 1987). It is suitable to enhance student’s attention through initial interest, present the topic as the most pertinent, alternate methods with activities that preserve attention and use some listening activities that emphasize active participation in presentations or texts.

2.1.3 Constructivism

Constructivism is the theory that holds how a person acquires knowledge and its nature in every individual's mind. "This theory claims that people can create new understandings, or they can combine things, ideas, events and activities they already know and believe in a manner of mutual interaction" (Canella & Reiff, 1994, p. 56). It is suggestible that this theory combines a wide range of similar theories that support the process of how an individual learns. Likewise, constructivism has an important connection among some fields counting social science, philosophy, politics, history, and anthropology; they united look to have the answer of the relation between knowledge of the people and their experiences.

The different kinds of constructivist discerning are classified to put the main emphasis ahead. On one hand, there is the belief that a person situates the general knowledge according to the previous or experienced one. On the other hand, Ernst von Glasersfeld (2007) claims, "knowledge is a process and product of the human brain and that the extent to which knowledge reflects external reality cannot, therefore, be determined. We are responsible for the world we are experiencing" (p. 12).

This theory enhances students' abilities rather than memorization as behaviorism does. The suitable implementation of resources in the classroom must drive students' development of competencies, classifying and processing of information. Students take part in the active construction of the knowledge. It is worth mentioning that virtual tools and programming language are substantial for teaching using schemas like mind maps and graphic organizers, they can improve their cognitive capacities (Coll, 1998).

This constructivist learning involves a Learning Management System (LMS), which is a package of tools that consist of collaborative and individual learning strategies. It allows the teacher to take control over the content and individuals. Besides, LMS use to integrate forums, wiki, debate sites, e-mail, chat, files, and tutorials. Furthermore, it is important categories to mention constructivism: trivial constructivism, social constructivism, and critical constructivism.

2.1.3.1 Trivial Constructivism

Jean Piaget is a referent of Constructivism, who chiefs the theory of cognitive development. This grounds on the notion that students are actively engaged with the environment, which leads them to build substantial learning. Furthermore, it has imperative attention because it is when children actively develop the cognition process. Piaget (1969) argues, “Cognitive development and conceptual change occur as a result of interactions between existing cognitive structures and new experience” (p. 253). For example, children of five may think that mousse can only grow in soil, but certainly, they will change minds in an herbarium where they may realize that they are on threes or stones.

Subsequently, the cognitive conflict that students struggle with when they realize opposing ideas to their original opinion leads to instability or weakening of present constructs; learners may discover how to integrate their constructed knowledge and create a new one to re-establish the equilibrium. This process occurs internally and is later manifested externally by talk and actions; it has been called an inside-out theory (Garton, 2004).

Regarding Piaget, the child must go by him/ herself through the process of reconfiguration of schemas to create his/ her own experience even though the student will accept the teaching authority, “the educator should not interfere by stating ready-made solutions” (Piaget, 1972, p. 78). Such a view led to the ‘discovery learning’ school movement of the 1960s, in which students were captivated to discover the principle of math and science by discovering or exploration.

According to Piaget’s principals, activities that teachers apply may focus in:

- Pupil nature curiosity about the environment.
- Provide creative materials for pupils to move touch and discover.
- State objectives in lesson plans that achieve the level of analyze and create.
- Accept the autonomy of students.
- Encourage constructive discussions among the group.
- Stimulate solve- problem thinking.

In the report of Jerome Bruner (1960) learning is acquired by curiosity. Bruner agreed with Piaget’s ideas about “active learning to form the basis of his principles of instruction and discovery learning” (p. 84). Over his long career, Bruner (1956) moved from a “cognitivist investigation of the principles underlying concept-formation to a more sophisticated constructivist point” (p. 135). Such principles examine the social importance of language and culture in meaning-making. For Bruner (1996) this process may include:

- Knowledge acquisition, in which the learner asks, ‘Does this confirm or refine my previous knowledge?’ or ‘Does this challenge my previous knowledge?’;
- Knowledge transformation, in which the learner asks, ‘What other things can this knowledge now do?’;
- Knowledge review, in which the learner asks, ‘Is the knowledge relevant?’;
- In addition, Is this knowledge adequate for the job in hand?. (p. 42)

The American Psychological Association Magazine (2020) deliberates Bruner’s conception; it is mentioned that there are major intellectual skills for conceiving the world and the knowledge that is directly related with the reflective thinking; they can be specified in a sequence that commonly is identified in children at early ages and each representation has special features for demonstration of knowledge. It is exposed in Table 2.

Table 2

Three major intellectual skills for conceiving the world.

Mode	Representation	Example
Enactive	This is direct knowledge of how to do something.	A child sees herself in a mirror.
Iconic	Knowledge is represented by internal images that stand for an idea.	An older child (5 to 7 years) may draw a mirror including a reflection.
Symbolic	More abstract and reflexive thought occurs. Language is the main tool for reflective thinking.	An adolescent may describe the physics of reflection for a plane mirror.

Note: From the “American Psychological Association [APS]”. Bruner, J.S; Oliver, R and Greenfield, P. October 19. (2020).

2.1.3.2 Social Constructivism

Social constructivism highlights the importance of culture and society in the students' learning. This category of constructivism accentuates the role of cultural and social environments in shaping the way of students recognizing, understanding, and connecting meaning to their previous experiences and language is the most important resource to interact with society and connect among others. Language is an outer tool that children use first for association:

Society determines how people appreciate the knowledge. The knowledge is constructed according where it is contended. Particularly, the understanding is a result of using the language in society. According to this position, it is possible for individuals to obtain the knowledge through discussions. It is clear that a conversation is not the same with two people, it permits that multiple knowledge will happen. This view has a lot in mutual with Von Glaserfeld's (1997) radical constructivism, taken from (Hardy & Taylor, 1997), but Social constructivism is most closely associated with the work of Lev Vygotsky (1986) who says that human activity is distinguished by the extensive use of tools.

For example, with their parents – and next to 'think out loud'. Eventually, children begin to carry on discussions internally, developing concepts or 'self-talk'. In this way, language becomes a tool for and of self-regulation. This is what Vygotsky (1978) meant when he argued that all higher mental functions are internalized social relations: Schools are another cultural tool with a function of providing theoretical or scientific knowledge as opposed to the empirical and unstructured knowledge that people acquire naturally. This scientific knowledge has been fashioned over centuries and does not have to be reinvented by every child unaided. (Vygotsky, 1986, p. 171)

Opposing Piaget, Vygotsky emphasizes the importance of the guidance of the teacher in the process of learning. The concept, for which Vygotsky is best known, is the Zone of Proximal Development (ZPD). In the author's words guided learning combines information built and assisted by perceptive teacher-managed dialogues, while scaffolding supports which help learners to construct new knowledge. (Vygotsky, 1978, p. 76)

2.1.3.3 Critical Constructivism

Paulo Freire (1970) the author of "pedagogy of the Oppressed" was particularly influenced by liberation theology, Marxism and Anti-colonialism. This author proposed a new model of pedagogy, in which the individuals may recognize the different circumstances that allow them to learn and attain knowledge. It possibly conducts in a type of daily usage due to people's understanding of the factual situation that is associated with current actions of discrimination with the possibility of an improvement; here comes a liberation of education:

Liberating education consists in acts of cognition, not transferals of information. It is a learning situation in which the cognizable object (far from being the end of the cognitive act) intermediates the cognitive actors—teacher on the one hand and students on the other. Accordingly, the practice of problem-posing education entails at the outset that the teacher-student contradiction to be resolved. Dialogical relations—indispensable to the capacity of cognitive actors to cooperate in perceiving the same cognizable object—are otherwise impossible. (Freire, 1970, p. 80)

2.1.3.4 Educational Implication for Constructivism

Due to the fact Constructivism is a theory that focuses on how people learn, it can be said important principles in education as well as considered that those fundamental pedagogical statutes have been evolving into the background of learning theories. According to them, there are specific epoch and general backgrounds that attach strong principles: Conductivism, Cognitivism, Constructivism, and Connectivism, which earn special importance because of the impact of technology in the scholar environment.

- A diagnosis about learning styles.
- Recognition of students' strengths.
- Micro-curricular plans.
- Student's inclusion.
- Innovation of learning, practices like problem- based learning helps students to develop abilities and criticism.
- Community- based learning for immersing the community in the process of education.
- Assessment and feedback.

2.1.4 English Language Learning/ Acquisition

To understand the process of emerging English in high schools it is important merely to know the different approaches of foreign language the first one is acquisition and the remaining one is learning. “Naturalistic and instructed foreign language acquisition and learning. Naturalistic approaches explain language acquisition through communication and social interaction, while instructed approaches explain language learning through study, the help of the instructor and other assistive materials” (Ellis, 1994, p. 236).

At this point, it can be assumed that language acquisition and learning are not similar terms when using them in classrooms. To highlight, language acquisition means to become skilled in English in a natural environment, unconsciously acquired from the context, society, and exposure. Distinctly, language learning refers to the process of mastering the language through a curriculum, planned goals, methodology and applying a variety of sources and materials to facilitate the process. “Even though these terms intersect and have blurred borders, language acquisition is generally informal or non-formal while language learning is relatively more formal” (Bozkurt & Murat , 2015, p. 150).

Foreign language learning is differentiated from language acquisition commonly within the context of the classroom, Language acquisition does not talk about pedagogy because it can affect the course of acquisition. “Some language learning methodologies are based exclusively on rule and translation exercises; a student in a language class is expected to memorize rules and then translate sentences from the native language to the language being learned, and vice versa” (Gass, Behney , & Plonsky, 2013, p. 1). Nevertheless, “the important point is that learning in a foreign language environment usually does not take place with considerable access to speakers of the language being learned” (Gass, Behney , & Plonsky, 2013, p. 3).

However, it coexists some important analysis that points toward motivation as a valuable instrument that plays a key role in the education procedure (Khastgir & Susmita , 2017). Sometimes the age factor is also extremely important to implement motivation and provide sufficient language exposure opportunities even in classrooms of the learning journey as well as among the context where they share social cultural and emotional experiences.

For Krashen (1984), the verbal ability that people acquire subconsciously is the one that can be simply applied in unplanned talks since it is instantaneously accessible when it is needed. In language that is learned, on the other hand, means taught and studied as grammar and vocabulary it is not available for spontaneous use in that way. Therefore, for Krashen’s view, the acquisition and learning of a language vary not only by function but also like the process. Fortunately, the Connectivist approach fulfills mutually both of those variations in the mentioned lines; it engages the instructed approach and the naturalistic approach of the English language.

Lately, for instructed approach the Web 2.0 platform, tools and services can be used to assist formal learning and to carry learning beyond the classroom walls. Web 2.0 also eliminates the deficiencies of teacher centered instructed approaches by giving learners more autonomy and by meeting their individual needs. On the other hand, for naturalistic approaches, Web 2.0 platform, tools and services can be used for self-regulated and self-directed learning. Web as a primary source of the knowledge presents a vast amount of knowledge, communication, and practice opportunities. Language learning through naturalistic approaches using Web 2.0 resembles to first language acquisition. Learners explore language on networks and makes meaningful connections to practice their language skills and improve knowledge areas. (Bozkurt & Murat , 2015, p. 155)

2.1.5 English Language Teaching and Learning

One of the sights of the teaching-learning relationship “Relies on the presumption that students not only learn on their own but also take responsibility for that learning” (Harmer, English Language Teaching, 2007, p. 107). Distinctly, the teaching and learning language field have many factors to be discussed. However, when talking about that process, it may have important different points of view to be mentioned. Initially, it is imperative to consider the traditional definitions in contemporary dictionaries, it reveals that learning is “acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. In contrast, teaching is to give someone’s knowledge or to train someone: to instruct” (Cambridge, 2020).

Noticeably, an educational psychologist defines learning even more concisely “A change in an individual caused by experience” (Eslavin, 2003, p. 168). Likewise, for this author, teaching, which is implied in the first definition is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning, from this perspective, teaching context will establish the theory of education, the teaching style, the approach, methods, and classroom procedures.

Otherwise, thinking of learning as deductive processes seems that students will focus on a paradigm or deal with perceptions rather than allowing them reinventing or discovering. Moreover, this will influence a choice of certain methods and techniques. “A theory of teaching, in harmony, will integrate the understanding of the learner and the subject to be learned, will point the way to successful procedures on a given day, under limitations of the particular context of learning” (Brown, 1941, p. 6).

On the other hand, Jenkins (2004) suggests that what is currently taught should be changed: “Instead of conforming to a native standard such as British English. Learners need no to learn a variety of English but how to communicate in English, their similarities and differences, issues

involved in intelligibility; the strong links between language and identity and so on” (p. 109). She mentioned for example that, it only had to be taught core phonology and it should be avoided idiomatic practice within lexis. Even though there are extreme discussions about the last statement, the simply focal point here is that learners are nonnative speakers; in particular, students need neither that form nor want them. So far, learning in EFL classrooms involves a more complex undertaking, the entire person is affected, students engage in a new culture, a new way of thinking of expressing feelings and performing them. Learning English is not a follow-up step; contrary, a total commitment, purpose constraint, intellectual and emotional immersion is relatively necessary.

2.1.6 EFL in Ecuador- Challenges of Teaching English in Ecuador

English Language as a subject in Ecuador has evolved through years; there were obscure decades that the English Language was unconnected with Ecuadorian educational goals. The implementation of EFL struggles since 1992 with CRADLE, the English program that unfortunately, any of the public schools of the country was part of. Therefore, as exposed in the curriculum approved in 1996, “EFL did not exist for the kindergarten, basic elementary, or basic intermediate levels of primary schools” (UNESCO, 2020).

However, with the aim to insert EFL learning in Ecuador, CRADLE administrators point toward introducing EFL in the curriculum for primary public schools, but the Ministry of Education implemented it in high schools seven years later of that plan. Earlier, the Ministry of Culture and Education (2000) included EFL from the first to the seven years in primary schools in March 2000, under agreement 000015054; however, the academic hours for developing EFL in classrooms were not exclusive for the English language because it was an elective subject, so the institutions could either choose Manual arts, Music or EFL.

Opportunely, in 2007, as a guide of primary school teachers, CRADLE and Foreign Language Administration, improved the “EFL Program for grades one to seven of EGB: Curriculum design by competences: Philosophy, foundation, and guidelines for the teaching of elective EFL” in grades 1st up to 7th (Ministerio de Educación , Dirección Nacional de Currículo , & División de Idiomas Extranjeros , 2007). Nevertheless, this program was not compulsory, and few schools adopted it.

In December 2009, “The Ministry of Education threw a new curricular framework for primary schools and in its structure for second time it is seen the incorporation of the aforementioned elective subject” (UNESCO, 2020). Another change that involved EFL was seen in August 2011 in agreement 306-11 (Ministerio de Educación, 2011). Considering this agreement, the last three elective academic periods were changed to five per week, those extra periods of complementary activities could be used to instruct EFL, but it was necessary to have qualified staff and materials to impart it, again it was not mandatory at primary levels.

Fatefully, “the academic hours assigned for complementary subjects, where English could be taught were eliminated from second to seventh grade and Clubs take its place”; according to the agreement 0041-14 published on March 11, 2014 (Ministerio de Educación, 2014). In view of this, the Ministry of Education stated that those schools that have been teaching EFL could continue offering its instruction. However, that disposition would last until the Ministry of Education “displays the EFL Curriculum for Elemental and Intermediate General Basic Education, therefore, English as a foreign language would be taught as a subject in public schools” (Ministerio de Educación, 2014).

Lastly, on February 17, by agreement MINEDUC- ME 52016-00020, EFL was incorporated into the curriculum and the Ministry of Education declared it as a compulsory subject in order to be approved from second grade to the last of public and private high schools (Ministerio de Educación , 2016). By the time EFL became a core subject, the Ministry of Education implemented textbooks and a program for B2 certificated teachers that let students from schools and high schools can learn the English language. Hence, B2 certification is a barrier, programs like “It is time to teach in Ecuador” helps to supply the demand for teachers all over the country (Soto , et al., 2017).

2.1.7 EFL 2016 Curriculum for Superior Sublevel

It is central, to begin elucidating the significance of the curriculum of EFL to achieve the general objectives of the subject area for this Sublevel. Since, it has been set considering the fact that students from 2nd to 7th grade did not have contact to the learning in the past years due to political and educational different visions, the 8th grade of high school starts in level A1.1 to end with A2.1 in 10th grade.

As learners enter the sublevel EGB Superior, it is important to remember that language is principally about interacting with others and expressing meaning. English is an important communication tool in today's globalized world, one that allows learners to communicate beyond their own linguistic and geographical boundaries. Learners in EGB Superior are becoming more mature and more expressive. Being able to communicate in English the international language will let them to choose for a plenty of career opportunities, responsibilities and experiences they will surely encounter in the coming years. The EGB Superior Curriculum is clearly aligned to CEFR standards. Through these international standards, the curriculum intends to develop learners who are effective listeners and speakers, learners who can evaluate and analyze information in a variety of ways using a range of skills, learners who can respond appropriately in a scope of social interactions and students who are critical and creative thinkers. Along these lines, the EFL curriculum for EGB Superior has taken into consideration the cognitive, social, emotional, and physical growth of the students, as well as their language abilities, as they progress from level A1.1 to A2.1 of the CEFR. (Ministerio de Educación, 2016, p. 2)

Even though the Curriculum bases on CLIL Methodology (Content and Language Integrated Learning) and identifies that macro- skills are relevant to cultivate communication through a foreign language according to international standards of the Common European Framework of Reference for language (CEFR), oral production has been limited to a Curricular Tread "Oral Communication". Therefore, the strong emphasis on verbal communication has been blocked because of diverse practices of real situations in the classroom.

2.1.7.1 Curricular Thread 2: Oral Communication

At this point, middle school students are willing to use language to communicate and share their ideas and opinions with others. They can look for learning strategies by themselves; they become more reflective than their counterpart's learners do in lower school years. In addition, they also are capable to manage the metacognition of language, so they can easily understand other cultural meanings. "They are excited to communicate with others, share their opinions, and generally like giving and taking direction and asking for and denying information. Although they are interested in communication, however, they are generally not very interested in being accurate" (Curtain & Dahlberg, 2010, proposed in Ministry of Education of Ecuador, 2016, p 7). Consequently, teachers may use activities based on listening and speaking skills to develop fluency not accurately. It is evident that higher order thinking skills are present in learners' minds; it is comfortable to emphasize complex grammar not being necessary to teach it directly but to use it in real context for purpose of oral communication.

2.1.8 Connectivism Approach

2.1.8.1 Historical Background

Founded on the last early knowledge of learning theories such as behaviorism, cognitivism, constructivism; connectivism can be defined as the theoretical current approach that involves technology with the purpose of learning, the one that not only requires practicing but also possibilities of storage the knowledge in the virtual brain. To begin with, Siemens (2006) is the pioneer of the groundbreaking work, “Connectivism: a learning theory for the digital age”, there he states important principles:

- Learning and knowledge require diversity of opinions to [re]present the whole... and to permit selection of best approach.
- Learning is a network formation process of connecting specialized nodes or information sources.
- Knowledge rests in networks.
- Knowledge may reside in non-human appliances, and learning is enabled/facilitated by technology.
- Capacity to know more is more critical than what is currently known.
- Learning and knowing are constant, ongoing processes (not end states or products).
- Ability to see connections, recognize patterns, and make sense between fields, ideas, and concepts is the core skill for individuals today.
- Currency (accurate, up-to-date knowledge) is the intent of all connectivist-learning activities.
- Decision-making is learning. Choosing what to learn and the meaning of incoming information is seen through the lens of a shifting reality. While there is a right answer now, it may be wrong tomorrow due to alterations in the information climate affecting the decision. (p.36)

Although Siemens reveals on the Internet earlier than Downes (2005) “An introduction to connective knowledge”, Downes’ theory of distributed knowledge formulates the framework foundation for Siemens’ theory of connectivism. Connectivism defines that “knowledge and cognition are distributed across networks of people and technology and learning is the process of connecting, growing, and navigating those networks” (Siemens & Tittenberger, Bucks.edu, 2009, p. 11). The effect is that users are continually adjusting to the changing aspects of the setting and co-generating fresh configurations of information (Siemens, 2006). Networks display liveness and

receptiveness in a sphere focused on frequent modifications, for instance, learning is observed as commonly a process and outcome of this dynamic.

2.1.8.2 Characteristics of Connectivism

Following Siemens' (2006) explanation, connectivism covers a new idea of learning, which is suitable to understand the new generation concept, in which "learning is a process of connecting specialized nodes or information sources" (p.12). Bates (2015) suggests that "Knowledge in networks is not controlled or created by any formal organization, although organizations can and should plugin" to this world of constant information flow, and draw meaning from it" taken from, (Herlo, 2016, p. 335).

Another characteristic of this theory is that "knowledge is distributed across a network of connections into its nodes, and therefore, learning consists of the ability to construct and traverse those nodes connected into networks" (Downes, 2012, p. 9). A network joins an unlimited number of connections, virtually linked between entities, such entities can be described as nodes, such nodes must contain information that later would become knowledge. To make it clearer, nodes are a person, a group of people, a community, or a computer; after the data is transformed, the understanding develops knowledge.

An additional feature of connectivism is the assumption that information distributed between nodes of knowledge comes from individuals or organizations with some expertise in a particular field that can induce learning. Moreover, students cannot stop learning, they can acquire information in every contact that they have between the network and the relationship with the world (Downes, 2007).

For Downes (2012) other connectivism traits are based on knowledge, learning and community. For him, the three aspects are structures of what is fundamentally the same manifestation, exemplifications of communications and configurations that are formed by people interrelating and switching experiences. He realizes that these concepts should exist as a sequence. Knowledge allows learning, such learning informs the community; finally, the community recreates knowledge. "Each of these represents an aspect of network theory: the first, examining

the cognitive properties of networks, the second, looking at how networks learn and thirdly, tracing the properties of effective networks” (Herlo, 2016, p. 336).

A connectivism approach idea to learning surged with the first massive open online course (MOOC). Nevertheless, the core principles of connectivism do not mean that MOOCs or distance learning settings represent the postulation of this theory; they are only examples of this philosophy. Siemens (2006) likewise highlights the wide dimension of learning as ecologies “the space in which learning occurs” (p.63). He similarly points to the nature of the relation of learning with ecologies as “an environment that brings up and supports the creation of communities” (p. 17). It is considered that learning that occurs in a particular space belongs to that space (Thomas, 2010).

Correspondingly “learning ecology is informal, not structured, tool-rich, consistent and evolving along time, highly social, decentralized, connected and experiential” (Maina & Garcia, 2016, p. 73). His assumption for ecology is alike to the concept of networking or community. Communities create a learning ecology by performing as nodes in a personal learning network; if ecologies are the residences of learning, then networks are the settings of learning.

Connectivism would as a result be the structured approach to understand networks as the basis of learning, which would be an activity that is essentially centered on the construction, student center and assertively in this new scenario, the metaphor for the educator comes to be: master, artist, network administrator, concierge, and curator (Siemens, 2008). On the other hand, for Downes (2010), the construction of networking learning promotes autonomy, diversity, openness and interactivity; it is synthesized in Table 3, because the network learning encourages students to guide themselves; this learning does not force students to be a duplication of each other, it allows the interaction and discussion of the student among the community.

Table 3

Operationalizing connectivism using social technologies.

Four principals of social technologies	Learning environment
Agency or Autonomy	Students are expected to be aware of choosing the best resources, settings, and tools to improve learning.
Openness	Students have a wide range of resources like various formats, platforms, websites, etc.
Connectivity	Students can share each other's experiences and build collaborative knowledge that social networking tools permit them.
Diversity	Knowledge resides in every individual; it can be distributed through different tools and educational settings.

Note: From "Learning networks and connective knowledge". Downes. (2010).

Even though Massive Online Open Courses (MOOC) are the representation of connectivism principles, web 1.0, web 2.0 and web 3.0 offer different technologies and digital platforms to carry out such learning interaction. Web 1.0 points to a read-only informational web that attaches information and manages to develop search devices (Thomas, 2009), while Web 2.0 means to be able to read and write social Web that establish some ways of people communication and interaction through digital technologies (Pegrum, 2009). In contrast, Web 3.0 is a semantic Web; it means that technological tools are developed to be more open, collaborative, and able to produce the language Spivack (2006). In contrast, Web 3.0 is a semantic Web; it means that technological tools are developed to be more opened, collaborative, and able to produce the language Spivack (2006). This web will display more opportunities to connect tools with language learning, that in other terms it will track, record, and evaluate activities interactively.

"Language users will not need to learn what they already know; instead of this, with backs and forwards in their learning quest, they might get what they need: specific targeted and process-

oriented language learning” (Bozkurt & Murat , 2015, p. 120). As it was announced, “they are reflecting on how learning has changed and the accompanying implications to how it is designed the spaces and structures of learning today” (Siemens, 2006, p. 39). Hence, there is a new role for teachers to design, organize, achieve, assess, and modify the fact of learning for current generations, it is imperative to take into consideration connectivism theory likewise the impact of information technology (IT) in the current system of education.

2.1.9 Connectivism – Speaking

Speaking skill is a productive skill whose basic assumption is learning how to communicate through actual linguistic components of the target language. It is important to consider some Web tools and services to state the appropriate ones that could be significant to develop the affirming stage of production considering the optimal content progress, timing, objectives and the activities for generating interactive strategies of connectivism approach to improving the speaking skill of English Language.

2.1.9.1 VoIP and Vlogs for Speaking Skill

Voice over Internal Protocol (VoIP) let the access for formal and informal communication and interaction even with native speakers synchronously in real-time and a natural interface (Kern, 2013). Video Blog (Vlogs) **YouTube** facilitates self-evaluation for learners; they can easily record a conversation and playback to check how well it was. Mainly while students are improving fluency through feedback, they can improve accuracy. Moreover, YouTube can collaborate with the speaking skill because students can interact with a tutorial and follow a conversation as an alternative for virtual conversation (Bozkurt & Ataizi, 2015, p. 161). Besides, through the karaoke-style approach, students can improve their phonological skills, they can imitate movements and sing freely their favorite songs.

To continue with those services **Facebook** is a social network or a huge community that grants interaction all over the world through video or video calls. Among other services, Live Producer offers a broader interface, easy ways to directly administer the videos in any gadget and easy access to virtual tools. In other words, students may feel eager to share learning experiences using this popular service (Facebook, 2004).

For chatting unrestrictedly, **Messenger Lite** is one of the most common apps that allows students to make virtual calls and discuss any kind of topic such as debates, lectures, presentations, or simply imitating a natural conversation, fortunately, teachers may create the community to participate in the process of the interaction. One challenge of these services applied in education is that some factors like timing or shyness of students can limit conversations.

2.1.9.2 Digital Tools for Developing Speaking in Classroom

Among connectivist alternatives to contribute to the development of speaking skills for students, it can be listed the most relevant web sites; first, **PowToon** an e-tool where people can create animated videos for different purposes; it is a free web-based with the option to upgrade to obtain better sources. Students and teachers can easily organize and produce videos through simple steps writing a draft, recording voice, and adding visuals. The advantage is that students can work in individually on a suggested topic or work by groups. (Powtoon, 2020).

Moreover, **spark. Adobe** is a huge community of comic- strips, where users can add a sequence of photographs looking forward to creating a novel, a comic, or history; they can also add their own voice for the comic. Such web site is toughly interesting for students due to the production of the language take place collaboratively and creatively after watching the construction, the class can emerge with recommendations or reflections s (spark.adobe, 2006).

Likewise, **FlipGrid** is a tool that lets students to record video discussion experiences and upload them to fulfill an assignment, but the artistic and originality of the final product depend on the students. The teacher also must be very resourceful when posting the topic or question to be developed; this activity should let students talk critically, purposefully, and creatively (FlipGrid, 2020).

Furthermore, **Vocaroo** is a platform where students can record their voice in order to submit any speaking activity, Students will orally develop a topic, a narrative, a story, a bibliography, plans, etc. Because of the platform permits students to save the link they can playback and get into a self-evaluation, another idea is to share the link with the class and drive for a peer- evaluation, the teacher previously may submit a rubric (Vocaroo, 2015).

Another website that allows users to improve speaking is **voicenotebook.com**. That application recognizes the voice, it records and lets the users download the document that finally appears as a script. Fundamentally, these transcripts the speech in written text. (Voicenotebook, 2015). Additionally, **Voicethread.com** is a useful e-tool that students can easily be engaged due to the dynamicity of presenting videos and photos, once the resource is uploading the whole community can comment orally through audios and videos (Voicethread, 2020).

2.1.10 Interactive Strategies of Connectivism

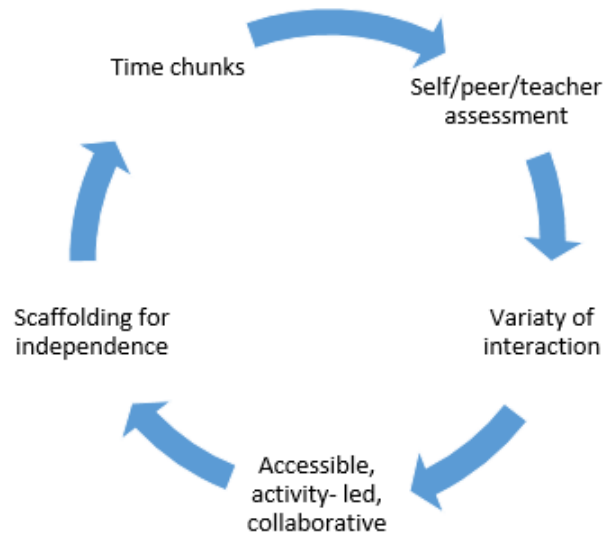
It is worth mentioning that students and teachers must be familiar with the perception of millennial definition, a special feature that characterizes the changing aspects of the current era such as the increase of the internet and interconnectivity under the influence of connectivism in learning (Hallman, 2016). For Hallman (2017) “the social, economic and technological conditions afford and constrain teacher’s identities and in the context which they work” (p.1). In such a situation, they must construct a process where the strategies to improve speaking would rely on digital implementations of the connectivism approach as well as the current environment.

To improve the oral production for communication it is suitable that interactive strategies of connectivism be immersed in the productive stage of the lesson plan, affirming the acquaintance of the language oral production, which previously was reinforced with different digital resources. In view of Staffordshire University (SU) (2011), there are some steps to construct that learning process based on connectivism:

- It is designed for one assignment that takes place as an alternative of jouncing between different, smaller tasks considering important expectations for the tasks.
- Virtual assessing bases on self/peer/tutor and option/ choice.
- Even though it considers students center approach, there is a variety of interaction between students/tutors, student/ peers and peers/ externals.
- The process is widely opened, collaborative; it allows students activity-led and encourages learners to achieve the phases of the activities that scaffold them for independence. To illustrate such process of class development, see Figure 1.

Figure 1

Characteristics of connectivist learning process for class development



Now it is imperative to remark that interactive strategies are mere opportunities for improvement or actions that students follow intending to accomplish any activity; such strategies would simplify the process of the speaking activity, but they should fit the implied commitment for communication (Kabirzadeh, 2015). Kabirzadeh (2015) divides speaking strategies for communication into five groups; however, only two types of strategies are considered in this framework that might be combined and adapted with the interactivity of connectivism to better develop students' speaking for communication. a) The social affective strategies are concerned about effectiveness of communication in social context continuously enjoying the process of communication, b) negotiation for meaning while speaking is related with nonstop interaction avoiding communication breakdown.

Based on the last founding, thinking objectively in the proficiency of A2.1 users, and following the main suggestions of the EFL curriculum, it is possible to appreciate the most significant interactive strategies of connectivism. All of them are especially emphasizing the communication purpose and involving into a process of implementation that can merely achieve the goal of each lesson and fulfill the significance of a connectivism environment:

Recording yourself for playback: the strategy of recording for playback later helps learners identify structural errors and impreciseness of communicating the message, it allows the student to improve while having self-assessment, and of course, the teacher can orally give some suggestions that previously were synthesized in a rubric. Another strategy of the same author is **filming live performances**; for this strategy, some resources such as poems, songs, and parodies can be practiced as a whole class through an interactive whiteboard. Afterward presenting a live performance in an e-tool that permits collaborative work could be helpful. A third strategy is **narrating traditional storytelling**, it is about talking photo albums and comics that are greatly beneficial to produce verbal personal narrations, non-fiction stories and cultural experiences that reinforce oral communication (Pim, 2013).

The combination of two or more strategies probably gives learners the possibility to increase learning gradually but efficiently, connectivism strategies are certainly flexible that learners are free to use them and feel inspired grouping the strategies according to the attempted objective and the design of the activities. The study of Steils, Decrop and Crie (2019) reveals three strategies:

- **Adopting a visual learning strategy:** learners can incorporate new experiences through imitation from peers and experts, they can watch a video on YouTube and personalize their arguments and opinions to recreate scenes that are interesting for them.
- **Learning from error strategy:** students navigate the network following a simple link to interact and learn how to use it by themselves; they would look for the most interesting services on the site and use them by practicing oral production.
- **Schema-based learning strategy:** this kind of strategy bases on previous experiences. Learners are more confident when they compare information already learned and establish a relationship in which individuals may feel secure and able to foster new perspectives.

Concerning strategies, they would be more effective if students take part in real performances considering their aims toward styles, age, and genre, therefore becoming a very useful source for greater oral performances. The listed strategies ought to enrich student's fulfillment as an energetic contributor of experiences and learning immersed in the process of learning along connectivism center:

- **Debates:** learning through social interactions, collaborative, challenging discussions, debates etc. this strategy can include online discussions, group collaboration on a wiki, interviews in a web-conference, and twitter message in a web-conference.
- **Creating and Posting:** creating something new, producing work, essays, projects, etc. those learning activities can include creating websites in pebble pad, creating and/or sharing creation of a wiki, writing a personal blog, creating mind maps, creating a digital story, creating a podcast or digital video, and posting to a sharing site...
- **Role-playing Virtual:** learning from observation and imitation, modelling, simulation, practicals, role-plays etc. It includes online web-conference, web-quest, and virtual world simulations. (Staffordshire University, 2012, p. 4)

2.1.11 English Language – Communication

Communication means “to put less emphasis on structural and cognitive characteristics of communication and more on the myriad social, cultural, and pragmatic implication” (Brown, 2000, p. 196). English communication enables people to speak interactively and functionally, in words of Cummins, 1980 from (Street & Hornberger, 2008), communication is the capacity that a child acquires with the purpose of function in every different conversational scenery, but when children come to school that language in use is not the same that face-to-face communication.

The school-oriented language would operate with series of resources and strategies that the teacher should provide in such context the nonverbal or combining talk with speaking is a manner that students correspondingly would assume the role of interactive speakers and remain immersed in the process of construction of the communication. However, for Gass and Plonsky (2013) there are some expectations that teachers have referring to a group; such expectations would not be part of a stereotype because the personality of students also are part of the cross-cultural communication due to the social and cultural background that nonnative speakers come from.

2.1.12 Speaking

Speaking is an act of using voice tract to produce the vocal sounds. It can be said that speaking means to reproduce feelings, desires, judgments, believes, thoughts and ideas through words. In other sense, to speak is the act to transmit information; it may be formal or informal.

Specifically, speaking is a productive skill of English Language that goes beyond pronouncing words and it gives people the ability to communicate effectively. “This skill allows the speaker, to convey his message in a passionate, thoughtful, and convincing manner. Speaking skill also help to assure that one won't be misunderstood by those who are listening” (Hadi, 2015, p. 112). From the perspective of Hadi (2015), people find themselves in three kind of speaking situations: interactive, partially interactive, and non-interactive.

At school, the speaking act must deal with daily routines that help children to predict events and thus to learn the expected language, keep the message simple and talk about present circumstances, related activities with daily life promote their interest (Araujo, 2020). It is a central factor to realize that speaking, like written language, needs to be processed. Most processing models Kormos (2006), agree on the need for four main phases of processing:

Conceptualization (including access of long-term memory, tracking of the discourse, tracking of interlocutor, overall pragmatic purpose, and specific pragmatic-conceptual content of utterances); formulation (involving principally lexico-grammatical selection, sequencing, phonological priming); articulation (the physical process of segmental and suprasegmental processing); and, throughout the different phases, both covert and over monitoring the speech. (Laver, 1970, cited Doughty & Catherine, 2009, p.212)

2.1.13 Development of Speaking

2.1.13.1 Learner across Age Level: Teenagers

Whereas adolescents would be the more predictable ones to learn another language easiest, it is noticeable that for most cases they seem like the trouble fellows in classrooms. Yet, with their perspicacious manner of thinking, they easily understand the importance of speaking English and assume the expected inner and outer class commitments. That is the age that teens find themselves bounded for personal and external factors that interfere with their identity, self-esteem and singular changes of body and mind. Consequently, it happens in class that they need the teacher's and peers' approval to feel safe, of course when it does not occur, they face school vulnerable and with a lack of confidence.

In such a context, what may be important is to prevent such behavior in class making students pursue learning goals with enthusiasm. Particularly making material according to the

students' level and topics that they may find interesting, relating simple real situations activities to respond with their own experiences and challenging activities that they can solve using the abstract thought, which is unlimited (Harmer, 2016). One of the most important concerns for a secondary school teacher when working with adolescents it is to maintain self-esteem high.

Brow (2001) provides some factors to consider when working with teens of 10th grade of nearly 15 years old: “avoiding the embarrassment of students at all costs, affirming each person's talents and strengths, allowing mistakes and other errors to be accepted, de-emphasizing competition between classmates, and encouraging small-group work where risks can be taken more easily by a teen” (p.91). Trigueros (2018) remarks some suggestions when putting in practice the production step for either grouping or individual spoken activities:

- Lay out enough opportunities for being immersed in the target language, supply collaborative work and enhance students with authentic material, activities and practices.
- Students may feel involved in any kind of spoken activity. It is necessary to let them know that their opinion is important.
- Decrease the teacher's discourse and increase students speaking in class, so they rarely have the chance to speak in the outdoors classroom.
- Have students to think critically. Make them to think about questions like why would it be important to learn that? Alternatively, what would it be your conclusions of that topic?
- When giving feedback of the oral presentation, deliver written compliment like for example continue improving, nice presentation, good tone of voice, great organization, etc.
- Keep correction at the end of students' presentation. Overcorrecting would have them confused or distracted from their point.
- Always, try to promote speaking activities beyond the classroom. Family and parents would support free activities like conversations, making videos or interviews.
- Monitoring students easily will help teacher to realize what they are struggling with. Teacher's walking around the class would give students a perception of supporting and caring.
- Use different kind of authentic material in order to let learners know vocabulary in advance.

- Make a brief diagnosis on those students that face speaking problems. Offer them more opportunities to improve speaking with topics that they found interesting and useful.

2.1.13.2 Learner across Proficiency Level: Elementary

It must be mentioned that 10th grade middle school students are effective listeners and speakers; they can evaluate the process of learning in social interactions through their creativity and criticism. In that sense, “the EFL curriculum for 10th grade has taken into consideration the cognitive, social, emotional, and physical growth of the learners, as well as their language abilities, as they progress from level A2.1 of the CEFR” (Ministerio de Educacion del Ecuador, 2016, p. 2). Regarding the CEFR, the level of those learners is elementary, as it appears in Table 4.

Table 4

Common reference level: global scale

Levels		Ability
Proficient User	C2 <i>Mastery</i>	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1 <i>Expert</i>	C1 Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
Independent User	B2 Upper intermediate	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1 <i>Intermediate</i>	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Ba	A2 <i>Elementary</i>	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping,

local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

A1 Starter Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Note: From “CEFR: Learning, Teaching, and Assessment”. S.G.T Del MECD- S.G. de Información y Publicaciones. Grupo ANAYA S.A. (2002).

Conforming to elementary level, students are expected to satisfy certain standards regarding speaking, for instance, to have a limited number of interactions socially oriented, they can ask controlled questions using a certain pattern, they can answer informative questions using a very short opinion statement, they can keep face-to-face conversations even though the accuracy has many restrictions. This last characteristic may cause interference and the counterpart may have to repeat some instructions, orders, directions, advice, notions, etc. to avoid common misunderstandings (Brown, 2001).

2.1.13.3 Developmental Tasks for Adolescents

Proposed tasks for connectivism practices in a certain manner should develop, reinforce, and keep network connection and human grounds. However, teenagers require special attention in such speaking activities because they ought to complement some aspects of the age, condition and attitude. For taking advantage of the strategies of the connectivist approach, the task considerably should encompass reciprocal characteristics:

- They are motivating and permit apprentices to create a valuable product in personal networks but have access unrestricted for the community of learning.
- Those tasks stand on meaningful dialogue and communication.
- They are likely synchronous and asynchronous having the feasibility to contribute for learning with experiences and connections with the class and the teacher as well as to share material and forums at any time available (Siemens , 2004).

2.1.14 Connectivism in Elementary EFL Students of Ecuador

One of the most recent studies in the country confirms that technology is not commonly used in schools, most of them located in the south region of Ecuador. It was well defined that in certain institutions, technology was not correctly applied. Thus, that inconvenient it was emphasized that the use of technological tools would be promoted for effective EFL learning because students strength different skills and curiosity. Most learners feel motivated when using diverse digital tools that let them explore the dynamic process of this ever-changing world (Solano, Cabrera, Ulehlova , & Espinoza , 2017).

When planning lessons based on technological tools, it is highly recommended that teachers consider student's level, age, content, learning styles and teaching methods to develop their English skills. In this regard, free and user- friendly software programs like YouTube are very efficient. (Solano, Cabrera, Ulehlova , & Espinoza , 2017, p. 85)

Connectivism as a learning approach of the digital era trains how learning occurs through networks, it offers Web 2.0 tools for individuals to practice and improve their English. Web 2.0 platform, tools and services provide “active participation, cooperation and collaboration; increasing independence and autonomy; empowering creativity and connectivity; enabling personalization and customization; facilitating learning with flexible and ubiquitous opportunities and giving power to the self” (Bozkurt & Murat , 2015, p. 162). Nevertheless, web 2.0 is effective; tools and sources are excellent to propitiate interaction; and for language learning, there are considerable spaces that allow that process. Furthermore, in the case of learning EFL the individuals would first recognize the complete needs to look for the appropriate digital tool (Bozkurt & Murat , 2015).

The most relevant advantage of web 2.0 is for those Ecuadorian pupils that consider themselves unable to express thoughts, sometimes due to shyness or fearfulness that they suffer standing up in the class. Thus, they can record themselves and make a previous self-correction before the final oral production using online dictionaries, voice recorders among others (Obando, Guevara Betancourt, & Andrade, 2017).

Due to networks are the setting of the connectivist approach, it could be said that Web 2.0 can determine meaningful learning to recognize the unlimited formal and non-formal spaces that institutions, language educators and learners can take in advance for education practices and

learning opportunities. Obando, Guevara-Betancourt and Andrade (2017) advise, “Activities designed with these Web 2.0 tools may help students develop important skills in addition to language learning skills such as communication, collaboration, and problem-solving” (p. 148). On the contrary, Web 3.0 is a semantic Web, which technological resources are more open, cooperative and with the possibility to produce the language Spivack (2006). Surely, this semantic web allows people to conjugate speaking ability like vocalizing, recording, and assessing with the recreation of digital resources. According to connectivism, Ecuadorian learners not only would grow autonomous but also their aims would be different from each other because there is a wide unexpected content in the digital network. It fosters not being consumers of the digital content but to base learning on democracy and diversity; students would form connections ahead to solve real life problems and be able to be active agents (AlDahdouh, Osório , & Caire Portugal , 2015).

CHAPTER III

3 METHODOLOGICAL FRAMEWORK

3.1 Description of the Study Area and Group

The study area took place in “Alfredo Albuja Galindo Municipal High School”, located in Pilanqui neighborhood, in Ibarra City, Province of Imbabura. The school has been evolving since 1987 under the administration of Lic. Fernando Proaño, Mayor of Local Government of Ibarra City (G.A.D.I) in that year. It started as a nursery to get GAD-I employees’ children secure. In 1993, the first year of primary education appeared for children of every place in the city. Later, in 2005, it had until eighth grade. Then, in 2021, it offers all the educational grades until senior year of high school and currently there are 837 students in total.

The English language is taught in every classroom from the first grade of elementary school to the senior year of high school. Students from elementary school take two hours of English subject, middle school students take five hours and high school students take three hours in total per week. Each teacher used to develop different strategies inside the classroom for sharing knowledge but for addressing online classes it was urgently to look for an alternative approach to apply in online lessons, besides of integrating interactive strategies for learning the English-speaking skill.

The study group relied on 10th grade students of General Education and the English Area teachers. Students were around 14 and 15 years old, they were elementary or basic A2 users of English according to the Common European Framework that defines international linguistic competence (Cambridge University, 2020). All of them share similar characteristics and competencies such as “team workers, effective participators, creative thinkers, self-managers”, those characteristics are established in National Educational Curriculum objectives when describes homogeneous group (Curriculum of Compulsory Levels of General Education, 2017).

3.2 Research Approach and Type of Research

For the investigation, it was necessary to apply an approach of searching to carry out different processes; the researcher considered the mixed approach to support the study theories,

process, and analysis for setting the appropriate strategies to develop speaking skill of English Language of 10th grade students at “Alfredo Albuja Galindo” High School. On the first hand, the quantitative research was applied from the establishment of the initial idea, the problem statement, objectives, and the research questions that were responded in the literature review of this work. Moreover, it served as the instrument to measure questionnaires results and to be able to present the discussion whether the appropriate strategies or activities to improve speaking:

Review the literature and build a framework or a theoretical perspective. The questions hypotheses are established, and variables are determined; a plan is developed to test them (design); variables are measured in a given context; measurements are analyze (often using statistical methods), and a series of conclusions regarding the hypothesis (s). (Hernández , Fernández , & Baptista Lucío, 2010, p. 4)

After all, the investigation was grounded in mixed-method research approach to conjugate the features from quantitative and qualitative. The mixed approach stood on developing the most suitable scheme to sustain the initial idea as a hypothesis testing, method, and data collection through attaining the results and conclusions. On the other hand, the qualitative research was presented in the investigation according to some important aspects like those to serve for the interpretation of data, principally it was used to determined teacher’s appreciation regarding the connectivism approach implementation in online class since the shift of EFL teaching:

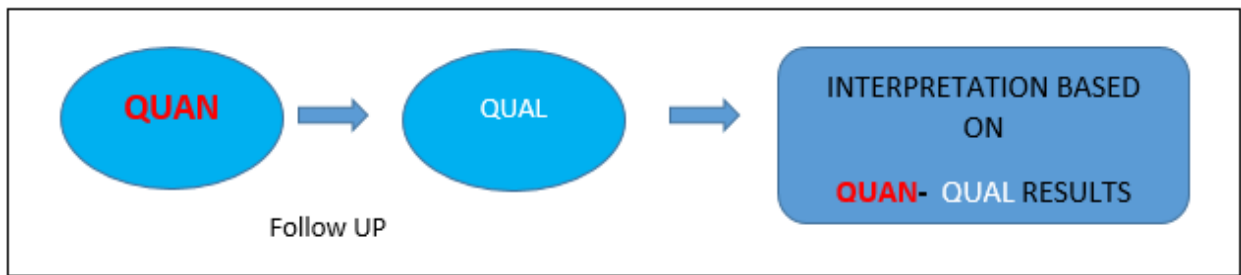
The qualitative approach it is also guided by significant research areas or themes. However, instead of clarity on research questions and hypotheses preceding collection and data analysis (as in most quantitative studies), qualitative studies can develop questions and hypotheses before, during or after data collection and analysis. These activities often serve, first, to find out what the most important research questions are, and then to refine and answer them. The investigative action moves in a way dynamic in both directions: between the facts and their interpretation, and it is a rather “circular” process and the sequence is not always the same, it varies according to each study in particular. (Hernández , Fernández , & Baptista Lucío, 2010, p. 7)

After that, it was essential to base experiences to apply the narrative in the description of results to corroborate teachers and student’s information. In addition, it was used the objective statistics, to obtain the final proposal using both dynamic interactions of the qualitative and quantitative research. In other words, they were necessary to accomplish the objective of implementing the academic proposal directed to help teachers’ practices and students’ learning about the speaking ability. Considering the wide range of foundations, Documentary Sources were necessary to obtain the principal concepts to develop the investigation. Such resources could be primary, secondary, or tertiary: like dissertations, books, bibliographic, among others.

The type of research instituted in both exploratory and explanatory. To sample, the analysis of the results sustained the process of selecting participants which in this study were an homogeneous group of students who share the issue of speaking practicing, likewise the teacher's modification of EFL teaching, applying the instrument and later, describing the interpretation according to mixed approach using qualitative and quantitative approaches. To better illustrate, Creswel and Plano Clark in their work explained "how exploratory and explanatory incorporate data building upon the other" (2007, p. 293). See figures 2 and 3.

Figure 2

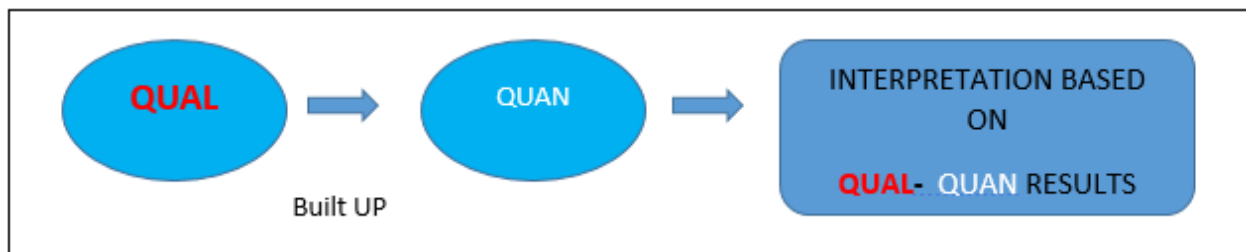
Sequential mixed method design



Note: From (Creswel & Plano Clark , 2007, p. 293)

Figure 3

The exploratory mixed method design



Note: From (Creswel & Plano Clark , 2007, p. 294)

3.3 Procedure

To some extent the investigation was transversal likewise non-experimental, reflecting on the words "in a transversal design data will be collected in a single instant, with the purpose to

describe variables and its correlation in a given moment” words (Hernández , Fernández , & Baptista Lucío, 2010, p. 151). The population was taken from two classrooms “A- B” of the tenth level of General Basic Education of “Alfredo Albuja Galindo” High School, forty-five students in total and the three English Area teachers.

The sample was non-probabilistic because of the short number of students. “A sampling technique where the odds of any member being selected for a sample cannot be calculated” (Statistic How to, 2020), the researcher assumed the sampling objectively but considering the standardized features of the group. At collecting data, it was worth applying a survey structured with closed-ended questions, a questionnaire for students but an interview for teachers. To conclude, the questionnaire was practical and structured with 7 closed-ended questions; students completed it digitally using a good known platform to facilitate the process which was google.forms, the questionnaire was opened on April 24th and closed on April 26th, 2021 because of the some students’ limitation of internet connectivity. In contrast, teachers were required to have a meeting by means of Zoom conducted on March 26th, 2021 to obtain strong and valid information from interviews which were structured by seven opened-ended question, because of the construction of the interviews, the three participants took turns to participate, always collaborating and supporting each other which was an advantage for the researcher who could slightly participate in the conclusions.

3.4 Bioethical Considerations

One of the major values the researcher applied was the autonomy; an original creation was developed as the main purpose to intend to solve one of the most relevant problems of English Learning. Correspondingly, showing respect when using different quotations, denoting to the authors’ words using American Association Psychological (APA) referring system. When constructed the instruments, they were very clear, avoiding offensive vocabulary and respecting anonymity. At collecting the data, participants knew the purpose of the intervention, also, the results from teachers’ interview like opinions and thoughts were carried out for investigative purposes only.

Lastly, the authorization from authorities was asked in advance every time it was required, for instance; to explain the purpose of the action at the very beginning. Furthermore, to collect

general information of the populations such as the number of students, the students' genre, and the age of the students and to apply the instruments for collecting data to finally share the proposal with the teachers to strengthen knowledge for students and future research in this field.

CHAPTER IV

4 RESULTS AND DISCUSSION

The present study was conducted in “Alfredo Albuja Galindo” Municipal High School, where students and teachers contributed with the researcher to obtain information by means of an interview and a questionnaire. All the results are presented and interpreted with ethics and in articulation to the triangulation of results. Every instrument to gather data was aligned to the variables of the research along with the set of objectives.

4.1 Interview

The interviews were applied to the three teachers of the English Area, who responded sincerely to seven questions, regarding the problematic of the new system of teaching English language online. They were invited to a meeting that was carried out applying a virtual platform Zoom. All the teachers participated in the interview taking turns according to how motivated or familiarized they felt with the questions. The interview was structured and every time it was possible the researcher took part in the conclusions.

The first question was about how much time is spent to develop students’ speaking skill in the classroom.

Teacher’s A answer was that senior high school students need more time producing the language because of their level and age, in fact they practice speaking lessons one academic hour in the class and the remaining hour was destined to complement the language learning.

Teacher’s B responded that one academic hour per class is good for elementary students to practice, she also pointed out that the virtual environment is not always suitable for some school grades to apply speaking.

Teacher’s C response was that it depends on how motivated middle school students are to fulfill speaking activities, sometimes they need ten minutes to make an oral chain or half an hour to perform a discussion. Araujo (2020) highlights that at school, the speaking act must deal with daily routines that help children to predict events and thus to learn the expected language, keep the

message simple and talk about present circumstances. Activities related to daily life promote students' interest to talk, the importance there is to appear communicative even for a short time or a long period.

The second question was about when it is the suitable moment to practice speaking in the class.

Teacher A mentioned that students practiced speaking after warm-up activities, he considers that learners are motivated and fresh to talk after a game or a dynamic.

Teacher B stated that the speaking skill is better to practice as an introduction to activate experiences.

Teacher C pondered that the possible moment to practice the oral skill is in the application of knowledge after the practicing activities. Even though every educator has been acquiring expertise at teaching their groups, Trigueros (2018) suggests that the teacher ought to promote enough opportunities for students' immersion in the target language, besides students can always give their opinion and negotiate the oral activities.

The third question was concerned about what aspects of connectivism the teachers knew.

Teacher A and Teacher B declared that they are not very familiar with the methodology of connectivism; to add, teacher A explained that however he was not sure if he was applying connectivism in his lessons, he reflected that social networks and some applications let students to get communicated and informed about topics of English subject and daily circumstances.

Teacher C said that connectivism is the approach that focuses on digital connections to improve learning, it seemed that students would be able to discriminate what information, web pages, or social networks are worthy for their learning. In such a view Siemens (2006) classifies some principles of connectivism which clarify that the process of connecting, growing and navigating across networks let users enhance learning, there, surfers of the web appreciate that knowledge not only resides in human beings but in communities or web spaces where freely users share experiences and information.

The fourth question was focused on the activities that the teacher did to enroll students in the development of their speaking skill in class.

Teacher A believed that oral presentations of essays and compositions are good, also songs and dialogs were a great activity because students liked to talk about current music and news.

Teacher B agrees that those activities are commonly used for practicing speaking but early age students enjoyed video imitations to improve pronunciation.

Teacher C claimed that speaking activities sometimes are difficult to practice in online class due to some of the students evidenced issues in audio and video, however, she tries to assign three minutes videos for speaking practice. Such comments showed that online speaking lessons are not largely effective because teachers training anticipated a lack of knowledge as Siemens (2004) specifies that those tasks stand on meaningful dialog and communication likewise, teachers have the possibility to assign synchronous and asynchronous speaking activities, having the feasibility to contribute for learning with experiences and connections with the class and the teacher as well as to share material and forums at any time available.

Question fifth referred to what applications of the Internet the teachers used to improve students speaking.

Teacher A exposed that there were some web pages that students could visit and practiced listening and speaking, also that the Zoom platform is amazingly used by the students to record their videos.

Teacher B assumed that YouTube is certainly good to practice the production of the language.

Teacher C answered that she was unfamiliar with those applications, but she usually visited lyricstraining to practice pronunciation, she admitted to surf the web for personal interest only. In view of technological tools implementation for speaking activities development, Solano, Cabrera, Ulehlova and Espinoza (2017) recommend planning what application could be appropriate for developing speaking because not every tool fit student's needs. Since most of the e-tools on the Internet seem applicable, the teacher as a curator recognizes the viability to use whereas or not the applications for attaining the objective of the lesson.

In question sixth, teachers discussed about the possibility to use the same activities for speaking development with 8th, 9th, 10th year students.

Teacher A, Teacher B, Teacher C admitted that they are used to planning the same activities for a complete sublevel 8th, 9th and 10th grades because it was a suggestion from the Ministry of Education in order to achieve a set of goals when students finish 10th grade. In contrast, teachers adapted the level of difficulty according to the real situation that students face. In such a situation teacher looked motivated to improve the suggested statement of making a single lesson plan for different groups, in this regard Solano, Cabrera, Ulehlova and Espinoza (2017) replicate that it is important to take into consideration the student's level, age, content, learning styles and teaching methods to develop their English skills, they also point out that free and user- friendly software programs are very efficient for online lessons.

According to the last question, teachers expressed the desire to obtain a didactic manual for speaking improvement by means of didactic strategies of connectivism.

Teacher A, Teacher B, Teacher C agreed that it is necessary to bear in mind the use of a didactic manual to help them improve students' speaking due to the digitalization of learning in this technological era. They also exposed that there is a wide range of information on the internet and the non-training and the lack of searching about the proper methodology to apply during online lessons has been sometimes a condition of not employing the time in class correctly.

4.2 Survey

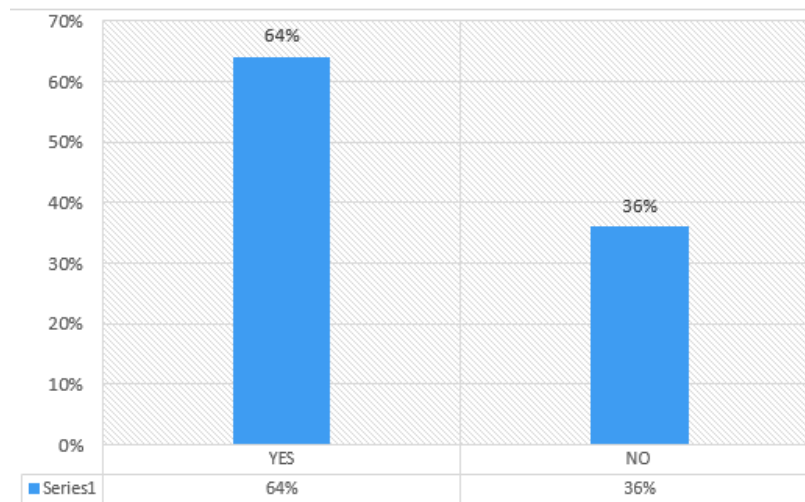
After the analysis of the teachers' opinions given by means of the interviews, one questionnaire was designed for students of 10th grade which was about seven closed-ended questions with regard to the strategies used in the classroom to carry out speaking activities that would help with the investigative purpose. The questionnaire was applied employing google.forms, a digital tool that permits gathering information efficiently and easily.

According to **question one**, 36% of students answered that they did not practice the speaking skill in the class but 64% stated that they did practice, see figure 4. Even though most students affirmed that they had the opportunity to practice the oral production with the teacher in class there is a representative percentage of learners that assumed not to practice the speaking skill. It might be because in some cases the time for applying such activities is not well conducted or students lose the interest. In the words of Obando, Guevara-Betancourt and Andrade (2017)

valuable activities may be retained in students' minds when they are integrated essentially by collaboration, communication and problem-solving.

Figure 4

The speaking skill in English class

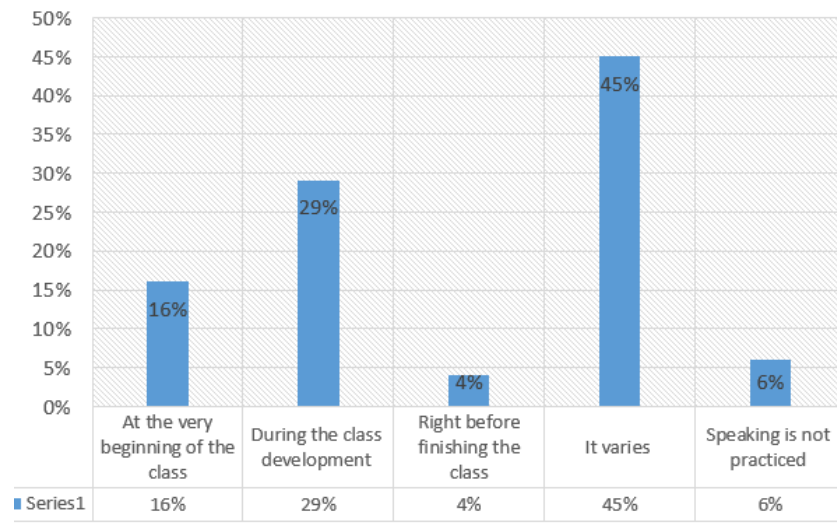


Note: From the students' survey, May 27, 2021

Regarding **question two**, almost half of the students, 45% declared that the speaking practice occurred in different moments of the class. The 29% of the class expressed that the oral activities are practiced during the class after the introduction but before the production stage; the 16% of the class answered that the same practice happened at the very beginning as an introduction, very few students 4% responded that the oral production took place at the end of the class, at last, there was a short percentage, 6% of students that stated they did not practice speaking at any time. Even though the teacher is focusing on the learners' achievement of communication making them increase their speaking skills every moment in the class (Kurum, 2016), it is noticeable that almost 10% of students need to increase motivation for speaking.

Figure 5

Concerning time for practicing the speaking skill in the class



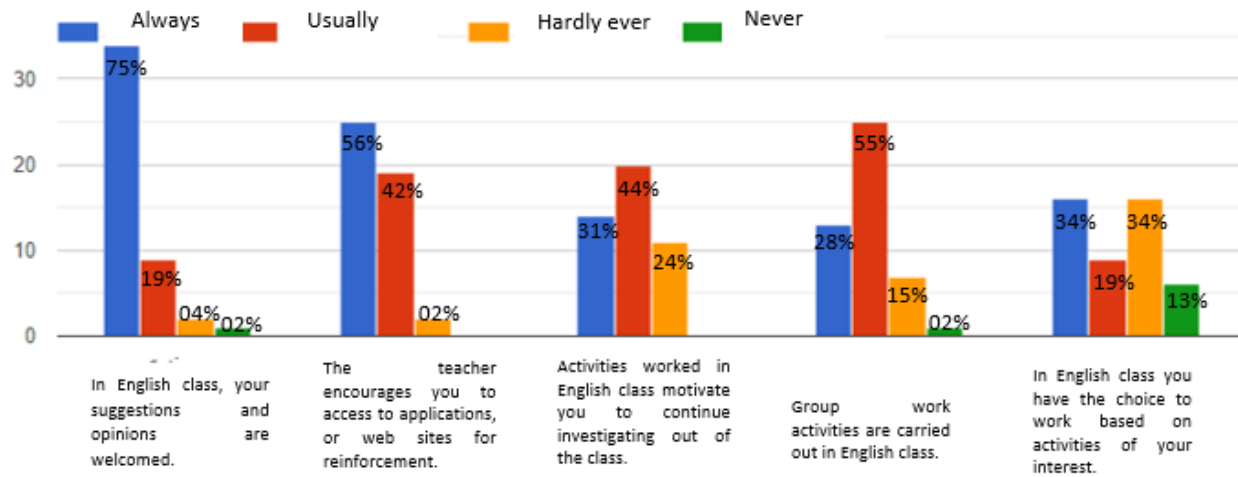
Note: From the students' survey, May 27, 2021

There were five components displayed in **question three** which the students pointed out how often the teacher promoted them to be done in the class. Even though there was a 19% of students that said that they **usually** could suggest in class, a 04% of learners said that it was **hardly ever** possible to give suggestion and a 2% of pupils that said it was never probable to give recommendations to the teacher, interestingly the teacher **always** respected and accepted suggestions and different criteria according to the 75% of the remained students according to the results of component one. For component two, 56% of students' perception was that the teacher **always** promoted academic reinforcement in websites, applications and platforms. The 42% of the group expressed that the teacher **usually** encouraged them to have reinforcement in digital platforms while the reminded 2% of the students said that the teacher **hardly ever** did such activity. A different situation is displayed on component three because only 31% of students believed that the activities implemented in class were **always** worthy for later research, remarkably 44% of the population thought that the activities were **usually** done in class have an investigative extension at home, in contrast, the 24% of the learners mentioned that the activities never have such dilatation. In agreement with component four, just 28% of the population said that the teacher **always** motivated the class to work in groups, more than a half of students 55% stated that the teacher

usually adopted such strategy but the **7%** specified that the educator **hardly ever** let students work in groups, in the same line a **2%** of pupils declared they have **never** worked in groups. Whith regard to component five, in equal proportion students said that the teacher **always** let them choose activities of their interest and the other **34%** of the class said that it **hardly ever** happened in the classroom; around the **19%** percent of students said that it **usually** happened in English lessons development and a **6%** established that the teacher **never** allowed them to choose activities of their interest.

Figure 6

Activities performed in class based on principles of connectivism



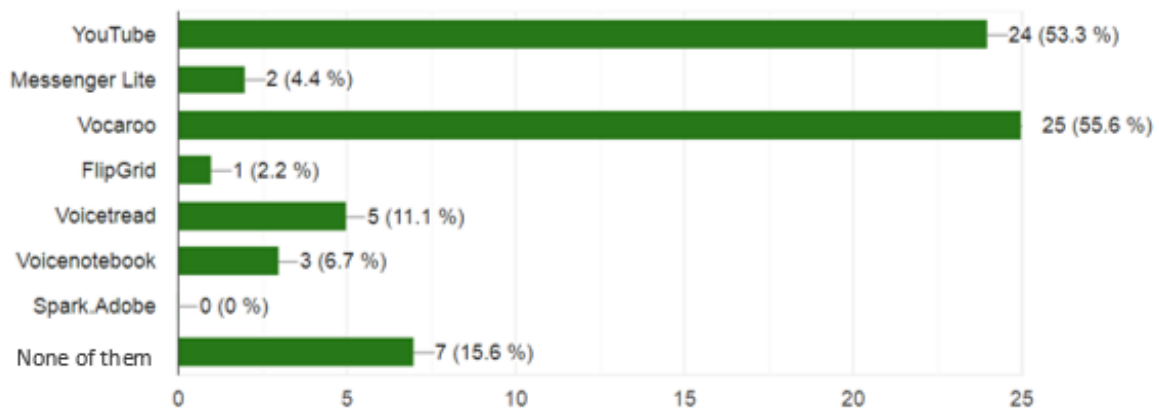
Note: From the students’ survey, May 27, 2021

As stated in **question four**, students were asked to choose the applications of the Internet that they employed to practice oral production. Over a half of all respondents mentioned that Vocaroo is one of the most utilized applications with a **55%** as well as YouTube that declined only to **53%**; in contrast, Spark.Adobe is not used at all. A minority of students **11%** affirmed that Voicetread is another application for the oral practice. A very small number established that Messenger lite **4.4%**, FlipGrid **2.2%** and Voicenotebook **6.7%** are also used with the purpose of practicing speaking. However, the teacher applied YouTube and Vocaroo applications largely, less than a fifth **15%** remarkably considered not to use any of them. For Hallman (2017) the technological conditions, the current environment and the growing access to the Internet constrain

the teacher to implement digital applications for building an efficient process of learning which the learners do not focus on acquiring digital skills but on language learning improvement.

Figure 7

Applications of the internet for the speaking practicing

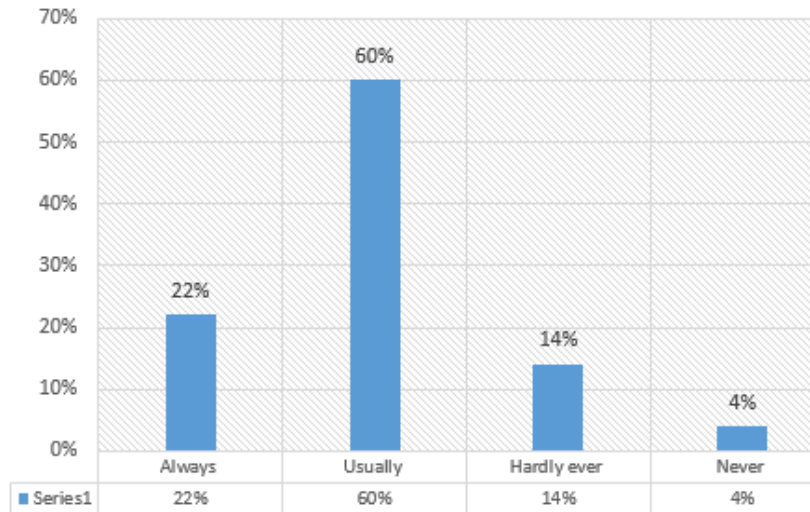


Note: From the students' survey, May 27, 2021

About **question five**, three-fifth 60% of respondents said the teacher **usually** used the Internet applications to develop the speaking skill and almost a fifth 22% said that the teacher **always** used them in the English class. It seemed that the teacher was using the Internet applications dynamically, however not very significant because almost a quarter of people 14% appreciated that they are **hardly ever** applied and the remained 4% affirmed the teacher **never** used them. Therefore, in online English classes, the Internet is used for more than teachers' lectures, teacher guidance is important especially for motivating students to develop integrated learning for building the 21st-century skills such as problem-solving, critical and creative thinking (Thohir, 2017).

Figure 8

Frequency of teacher's use of applications of the internet for the speaking practicing

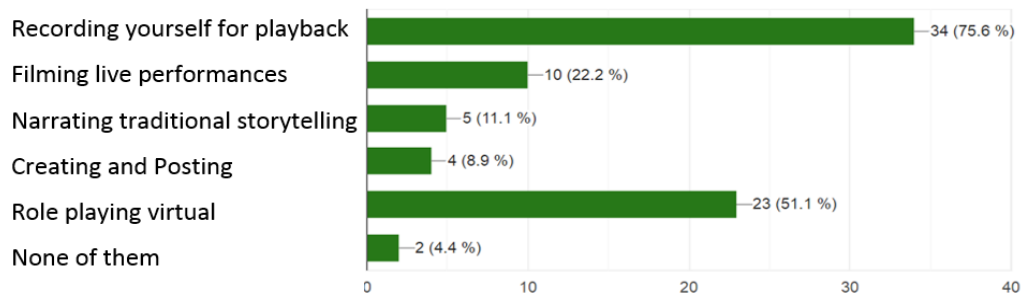


Note: From the students' survey, May 27, 2021

Respecting **question six**, students reflected on the strategies to practice the speaking skill used in the class. The largest proportion of the population 75.6% preferred **recording yourself for playback** as the most used strategy, more than a half 51.1% stated **role-playing virtual** as a significant strategy. Besides, **filming live performances** was another slightly popular strategy among students with a 22.2% of agreement. For an almost equal proportion of students, their choice was 11.1% for **narrating traditional storytelling**, 8.9% for **creating and posting**. Eventually, a very small number of students 4.4% revealed not used any of those strategies before. So far it could be suggestible that interactive strategies are mere actions that students follow intending to accomplish any activity; such strategies would simplify the process of the speaking activity, but they should not be excessively repetitive as well as fit the implied commitment for communication (Kabirzadeh, 2015).

Figure 9

Strategies to facilitate the speaking learning

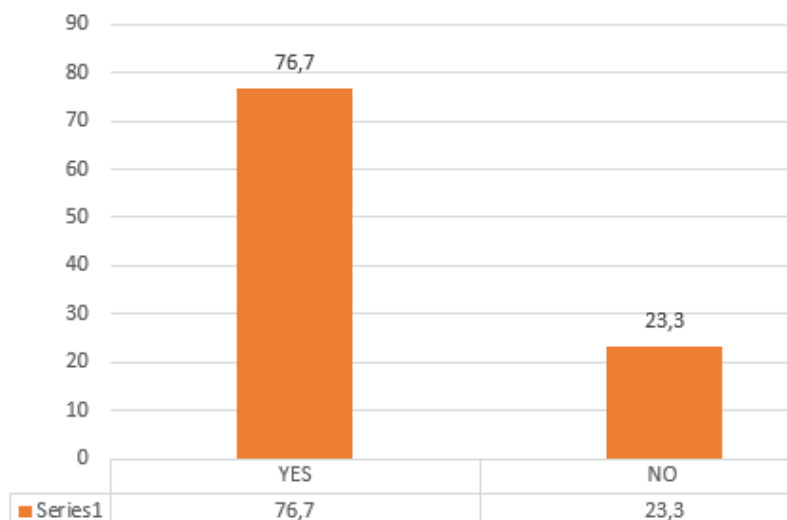


Note: From the students' survey, May 27, 2021

As a final point, in **question seven**, the highest proportion of the students 76.7% confirmed the need to have in hand the didactic manual based on interactive strategies of connectivism to improve their speaking skill of the English language. However, the 23.3% of learners expressed their disagreement in using the didactic manual, they surely appreciated it because it was focused on their necessities including the essential connectivism principles such as diversity of opinions at learning, learning from connections, digital learning facilities, team working and decision-making which are some of the chief skills for this 21st-century (Siemens, 2006).

Figure 10

Didactic manual for speaking improvement



Note: From the students' survey, May 27, 2021

4.3 Discussion of Results

Interviews and questionnaires findings showed that in this digital era the development of the speaking skill of the English language enrolled applications and sources that the Internet offers. Nonetheless, it is still experiencing obstacles since the studied group was not user for achieving learning objectives to improve the English language. One of those obstacles is that teachers and students have been surfing the net only for consumerism, such lack of interest in developing instructional skills may cause poor training in English language learning through connectivism. From Bates' (2015) view, the role of the teacher is imprecise, to some extent, it is because connectivism focuses on individuals, networks and the current form of getting knowledge occurs when sharing information, but the assumption of learning depends severely on social media accessible to all participants and the ultimate purpose of constructing their personal learning.

Another important finding was that EFL online classes were conducted by the traditional method of teaching, in such case, teachers have observed that the timing in speaking activities was duplicated, but they did not obtain significant results; that situation is perceptible because students were no longer users of technology to succeed in the communication ability. Bauman (2011) allusions the connectivism emerging as an educational theory in response to the contemporary and shifting world, which necessarily enhance learning through interconnected communities to reduce the negative impact of traditional procedures.

In addition, current practices of EFL lessons suffered a lack of speaking strategies implementation based on connectivism, even though the condition of online classes firmly request its use, the deficiency of network immersion has caused that YouTube and Vocaroo were the unique e-tools more often used in the online class. Clearly, more digital resources to be integrated with the speaking activities need to be explored. Dede (2014) emphasizes that “digital age strategies can be used in deeper learning. If used strategically, they can help prepare students for life and work in the 21st century, mirroring in the classroom powerful methods of learning and doing that pervade in society” (p. 6). Evidently, more research is needed on how to integrate the connectivism strategies with pedagogical practices since technology, methods, and academic objectives are constantly increasing.

CHAPTER V

5 ACADEMIC PROPOSAL

5.1 Title

Learning Speaking Interactively through Strategies of Connectivism

5.2 Rationale

The speaking skill of English Language most of the time is quite unpracticed in class due to the system of education; virtual learning not only means remaining in a videoconference but also innovating strategies to motivate students to be part of the process, enhancing their learning and focusing on alternatives to obtain the verbal ability. It is factual that speaking for communication goes beyond the classroom walls and emphasizes on the virtue of a natural process, taking advantage of the era and its resource.

Nowadays, it is necessary a change of vision of the expression “learning how to do” which comes from constructivism theory, because students are part of the digital era, an era that provides technological tools and network connections for their academic performance as well as for their daily life context. In that setting, it is the opportunity to renew the content, process and evaluation of virtual classrooms.

5.3 Theoretical Foundation

For Siemens (2008) connectivism is the structured approach to understand networks as the basis of learning, in the author’s words, such a learning is founded in the ability of learners to manage networking connections among communities along with their personal contribution of knowledge, which earlier would be the knowledge of others. On the other hand, for Downes (2010), the construction of networking learning promotes autonomy, diversity, openness and interactivity because the network learning encourages students to guide themselves; in that context learners are autonomous individuals who perceive their learning as the opportunity to emerge aptitudes for the digital era, in which the role of every individual depends on their own goals.

5.3.1 Interactive Strategies of Connectivism

The millennial perception of education has evolved significantly since the need of interconnectivity and curiosity from student's immersion in the network (Hallman, 2016). For Hallman (2017) "the social, economic and technological conditions afford and constrains teacher's identities and in context which they work" (p.1). Currently, the changing aspects of this era force educators to innovate strategies, which includes the EFL learning with technological sources.

Kabirzadeh (2015) proposes interchanging; the social affective strategies which are concerned about effectiveness of communication in social context continuously enjoying the process of communication, and the negotiation for meaning while speaking strategies to avoid communication breakdown, altogether with connectivism strategies to better attain communication of English language proficiency.

Connectivism strategies especially emphasize on communicative purposes associated with a process of networking implementation that can merely achieve the goal of each lesson and fulfill the significance of a digital environment. Based on the characteristics of the A2.1 users and following the main suggestions of the EFL curriculum, it is possible to appreciate the most significant interactive strategies of connectivism.

Recording yourself for playback: the strategy of recording for playback focus on learners' ability to identify errors and impreciseness when communicating the message, it permits the students to self-assess their performance but not to produce an overcorrection during the speech. Another strategy of the same author is **filming live performances**; about that strategy it is necessary to implement some resources such as poems, songs, and parodies, they can be practiced as a whole class through an interactive whiteboard. Later, students dynamically can present a live performance using either a digital application or a web resource which students can emit comments collaboratively. A third strategy is **narrating traditional storytelling**, it is about talking photo albums and comics that are strongly necessary to develop the communicative skills for fiction and non-fiction stories and cultural experiences (Pim, 2013).

Because of the combination of two or more strategies, students would increase learning gradually but proficiently, connectivism strategies are positively malleable that apprentices are free

to use them considering grouping the those according to design of the activities and the goals to be reached. Steils, Decrop and Crie (2019) describe three strategies:

- **Adopting a visual learning strategy:** learners can integrate roles or experiences through imitation from peers and experts, they can watch a video on the internet and imitate gestures and try to attempt the natural way of communicating to recreate scenes that are interesting for students.
- **Learning from error strategy:** learners would look for the most interesting services on the internet for practicing oral production after the teacher has curated the appropriate ones for them, students would explore them by simply opening a link.
- **Schema-based learning strategy:** this kind of strategy bases on previous experiences. Learners compare information in groups which they feel more comfortable, then, they establish a relationship to foster new perspectives and finally then can recreate a discourse.

Strategies would be more effective if students' performances rely on real events or aspects that seem interesting for them. Considering their aims toward styles, age and genre, strategies are a very useful source for developing oral communication. The listed strategies ought to enrich student's fulfillment as an energetic contributor of experiences and learning immersed in the process of learning along connectivism approach:

- **Debates:** this strategy can include on line discussions, group collaboration on a wiki, interviews in a web- conference, and twitter message in a web-conference. The pair work or group work objectives are accomplished by collaboration, team-work and making-decisions skills.
- **Creating and Posting:** producing original works, essays or projects is a form of free learning activities, they can include creating websites in pebble pad, creating and/or sharing creation of a wiki, writing a personal blog, creating mind maps, creating a digital story, creating a podcast or digital video. The interesting point here is that after accomplishing a task learners would post the creation and obtain some feedback or positive comments from the community not only from the teacher.
- **Role-playing Virtual:** this strategy bases on learning from observation and imitation, modelling, simulation, practicals, role-plays etc. It includes online web-conference, web-quest, and virtual world simulations. The role plays dynamicity depend on how unrestricted the students behave. (Staffordshire University, 2012, p. 4)

5.3.2 Digital Tools for Developing Speaking in Classroom

The internet offers a huge number of applications or web sites which are connectivist alternatives to contribute with development of speaking skills for students, so far, the most relevant for speaking development is **YouTube** “marked the transition of the Internet, it was enriched with a large number of videos. It is considered appropriated since it allows trainees to watch videos relevant to their learning goals, make comments and assess their context” (Arvanitidou, Panagiotis, Michalopoulou, Diggelidis, & Serbezis, 2015, p. 86). Another e-tool is **PowToon**, “it is an online software-based animation service that allows users to more easily understand making short videos by including images, music, writing, and other animation effects” (Heryanto & Rahay, 2021, p. 87). The advantage is that students can work individually in a suggested topic or work by groups. After watching the construction the class can emerge with recommendation or reflections.

Moreover, **spark. Adobe**, is a community of comic- strips, where users can add a sequence of photographs looking forward to creating a novel, a comic or a history, they can also add their own voice for the comic as well as using some extra details that are free to use in the application, the production of the language take place collaboratively and creatively. “ Adobe Spark Video is a free educational video-making tool that can be accessed by both Mac and Windows devices, based on a multimodal (verbal, visual and textual) and transmedia (from abstract text to digital production) approach” (Chung & Wang, 2020, p. 2).

Likewise, **FlipGrid** is a “video discussion platform in which the instructor creates a grid similar to the starter thread in discussion boards. The instructor can specify what topic students are to discuss and how long the video lasts. Students share short video responses to ignite dialogue” (Agan, et al., 2019, p. 36). In other words it is a tool that let students to record video discussion experiences and upload them in order to fulfill an assignment, but the artistic and originality of the final production depends on the students. The teacher also must be very resourceful when posting the topic or question to be developed; this activity should let students to talk critically and purposefully.

Furthermore, **Vocaroo** is a platform where students can record their voice in order to submit any speaking activity, Students will orally develop a topic, a narrative, a story, a bibliography, plans, etc. Because of the platform permits students to save the link they can playback and get into

a self-evaluation, another fact is that student engagement can be increased by including vocal teacher's feedback (Swanson, 2015).

Another useful e tool is **Voicethread.com**, students can easily engage with speaking improvement due to the dynamicity of presenting videos and photos, once the topic is uploaded the whole community can comment orally through audios and videos. There is the option to search about other subjects in the same application be knowledgeable and contrast ideas and opinions from other experts or peers (Voicethread, 2020).

5.4 Objectives

5.4.1 General Objective

To boost speaking improvement, through connectivist strategies that generate interactive learning.

5.4.2 Specific Objectives

-To select the most appropriate interactive strategies to enhance students' oral communication skills.

-To integrate interactive strategies of connectivism with practical activities that contribute with improvement of speaking for communication.

-To enable learner's self-assessment after every lesson that conducts to speaking improvement.

5.5 Beneficiaries

The present didactic manual is available for those students and teachers that aim to learn and contribute with EFL learning. More direct, this job is for those forty-five students of tenth grade of middle school and the English teachers of "Alfredo Albuja Galindo" High School who collaborated with the investigation and kindly were part of the statistics to carry out the purpose that contributes to speaking improvement.

5.6 Impacts

One of the most important impacts of this manual is to contribute with the development of education because of the urge to reinvent English classes, due to the digital age and the accelerated used of the internet as a resource to create authentic material likewise virtual environments to share experiences and transform learning with daily practices.

Evidently, English is a tool that has become a mere necessity of communication worldwide, this age provides an unlimited number of opportunities for those who speak English. So far, the learning income that students receive from the teachers in classroom and the alternative goals that they achieve every day are essential to develop the oral ability for communication in a social real setting.

5.7 Proposal Development



**LEARNING SPEAKING
INTERACTIVELY THROUGH
STRATEGIES OF
CONNECTIVISM**





INDEX

<https://i.pinimg.com/originals/a8/9a/8b/a89a8b8fcfe29069f8fac182e9b0a176.jp>

Lesson A: take action, activate and be part of a personal change

Strategy: **Recording Yourself for Playback**

- Skill towards speaking development
- Indicator Descriptor
- Digital Tool: Voicetread

Topic 1: my favorite vacations

Self-Assessment

Teacher's Procedure/ Answer sheet

Lesson B: for a healthy atmosphere, an awareness of life and environment

Strategy: **Filming Live Performances**

- Skill towards speaking development
- Indicator Descriptor
- Digital Tool: YouTube

Topic 2: the countryside a peaceful place to live

Self-Assessment

Teacher's Procedure/ Answer sheet

Lesson C: responsible choices save my planet

Strategy: **Narrating Traditional Storytelling**

- Skill towards speaking development
- Indicator Descriptor
- Digital Tool: spark. Adobe

Topic 3: enjoying free time at home

Self-Assessment

Teacher's Procedure/ Answer sheet

Lesson D: interlacing Knowledge to build a better world

Strategy: **Role Playing Virtual**

- Skill towards speaking development
- Indicator Descriptor
- Digital Tool: FlipGrid

Topic 4: street art

Self-Assessment

Teacher's Procedure/ Answer sheet

Lesson E: solving problems let me live in harmony

Strategy: **Creating and Posting**

- Skill towards speaking development
- Indicator Descriptor
- Digital Tool: PowToon

Topic 5:

Self-Assessment

Teacher's Procedure/ Answer sheet



<https://i.pinimg.com/236x/4e/b3/88/4eb388b793ff1258ce2ce2970ac5bacd--winnie-the-pooh-nursery-owl-photos.jpg>

Dear student

In your hands, you have a very exceptional manual that aims you to enjoy and develop your oral communication. The activities displayed in this job were specifically thought for you, recognizing your interests, likes and your ability to handle digital learning.

Dear teacher

This didactic manual was created especially for your daily pedagogical practices; here you find a resourceful material that contains strategies, lessons and activities as well as web links as samples to enhance your students learning in this digital era. Go through this material as a guide to use strategies and e-tools of connectivism for improving speaking.

<https://i.pinimg.com/originals/2c/73/2e/2c732e2bd7f205213f5c62c88cbec151.png>

Lesson A:

TAKE ACTION, ACTIVATE AND BE PART OF A PERSONAL CHANGE

Strategy:

“RECORDING YOURSELF FOR PLAYBACK”

The strategy of recording for playback later helps learners identify structural errors and impreciseness of communicating the message, it allows student to improve while having self-assessment (Pim, 2013)

Objective:

At the end of this lesson, students will be able to post a spoken comment in order to give some pieces of advice to take care of national touristic places using Voicetread, in addition they will use connectors for organizing their speech to sound natural for different audiences.

Skill and performance criteria:	Indicators for the performance criteria:
EFL 4.5.4. Create personal stories by adding imaginative details to real life stories and situations, using appropriate vocabulary and elements of the literature learners have read or heard.	Learners can create short, original texts in different genres, including those that reflect Ecuadorian cultures, using a range of digital tools, writing styles and appropriate vocabulary. (I.EFL.4.20.1.) (I.1, I.3

MINEDUC, Curriculum Priorizado para la Emergencia, Área de Ingles, (2020)

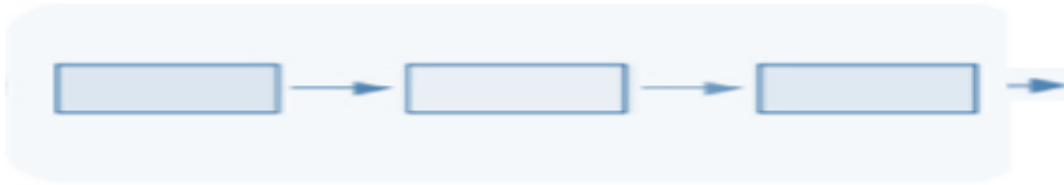
Topic 1: my favorite vacations



ACTIVATING STAGE:

1. Think about the best vacations you have ever had, imagine a visual sequencing of the activities you most enjoyed.

2. Complete the schema, write cue words, orally present your ideas. Use (Vocaroo.com)



CONNECTING STAGE:

Promote thinking and discussion

3. Read the text. Dispose your attention to connectors of addition.

Pete's Vacation

I remember my first trip to the beach with my best friends. A year ago, my friends and I went to Montañita Beach to rest and enjoy our vacation together. We spent three incredible days there. We arrived on Friday, and **first** we began to look for a hotel. **When** we found it, we went to the beach and started a fun soccer game. **After this**, we watched the sunset together, and we shared stories of our lives.

Then, we swam in the pool until it got late. **The next day**, we took a tour around the beach and met other teens. We all enjoyed the breathtaking views. **The last day**, we decided to stay at the beach all day long playing, eating, and swimming. **At the end**, we made a fire, sang some songs, danced and had a great time until the day was over. It was an excellent experience we are never going to forget. I hope to repeat the trip again next year.

<https://brainly.lat/tarea/28221151>

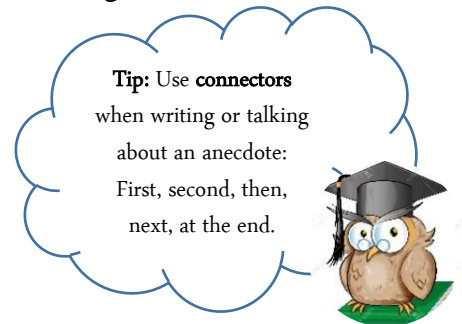
4. Complete the following statements according to the reading. Write your answers in the chat box.

1., Pete visited Montañita Beach.

2. Pete and his friends remained in that place for 3 days

3. they met other teens and delighted the incredible sight.

4. They enjoyed some outdoor activities



AFFIRMING STAGE:

FACILITATE DEMONSTRATION OF LEARNING:

5. Propose how to keep our Ecuadorian beaches secure, make sure you use connectors of sequence to sound organized. Use (Voicetread.com)

Example: <https://voicethread.com/share/16490958/>



SELF-ASSESSMENT

LESSON A



Apply the KWL Chart in order to analyze the process of your learning.

What I know	What I want to know	What I learnt	How I used the information

<https://cdn.storyboardthat.com/storyboard-srcsets/es-examples/plantilla-kwl4.webp>

Teacher's Procedure/Answer Sheet

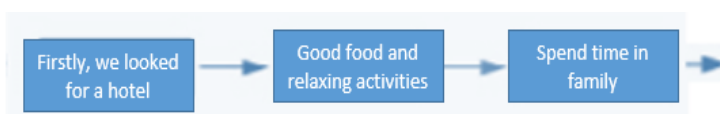


Lesson A

Apply the Biographic- Driven Strategy to guide students learning: Lesson A.

Activating

- Give some minutes to students to remember their most fantastic vacation.
- Motivate them to value the time that they spend with the family, encourage them to organize the ideas in sequence.
- Share the enlace Vocaroo.com to tell their experience orally. Suggest them to work in a minute recording.



Connecting

- Let your students have a silent reading about "Pete's vacation", send the link to visit the blog.
- Allow them to look for new vocabulary and redirect their attention to the **Tip**.
- Students would like to read aloud, let them to do this, taking turns and giving suggestions in how to improve pronunciation if the next student realizes any mispronounce word.
- Encourage everybody to participate in the chat box answering according to the text, give them some minutes to analyze the text before to participate.

1. **One year ago**, Pete visited Montañita Beach.
2. **First**, Pete and his friends remained in that place for 3 days
3. **Then**, they met other teens and delighted the incredible sight.
4. They enjoyed some outdoor activities **at the end**

Affirming

- Direct your students' attention to Voicetread.com, there they will record themselves in front of the camera. They will talk about some suggestion to maintain Ecuadorian beaches safe.
- Establish some rules like: record for about 2 minutes, present your ideas naturally; everybody can give support through comments in the same website.
- Remain them that honesty is an appreciated value to consider while recording.



Self-Assessment

Encourage students to fill in the gaps of the KWL chart in order to evaluate their learning. Let them know that it is a very good idea to contrast what they knew previously with the input that they received during the lesson development.

Lesson B:

FOR A HEALTHY ATMOSPHERE, AN AWARENESS OF LIFE AND ENVIRONMENT

Strategy:

“FILMING LIFE PERFORMANCES”

For this strategy, some resources such as poems, songs, and parodies can be practiced as a whole class through interactive whiteboard. Afterwards presenting a live performance in an e-tool that permits collaborative work. (Pim, 2013)

Objective:

At the end of this lesson, students will be able to talk about local, national, and worldwide breaking news in order to give opinions in everyday interaction.

Skill and performance criteria:	Indicators for the performance criteria:
EFL 4.3.5. Use everyday reference material in order to select information appropriate to the purpose of an inquiry and relate ideas from one written source to another.	Learners can employ a range of reference materials and sources, both online and in print, in order to select ideas, answer inquiries, find relationships and relate ideas between different subject areas. REF. (I.EFL.4.12.1.) (I.1, I.2, J.2)

MINEDUC, Curriculum Priorizado para la Emergencia, Área de Ingles, (2020)

Topic 2: the countryside a peaceful place to live



ACTIVATING STAGE:

1. Look at the photos.

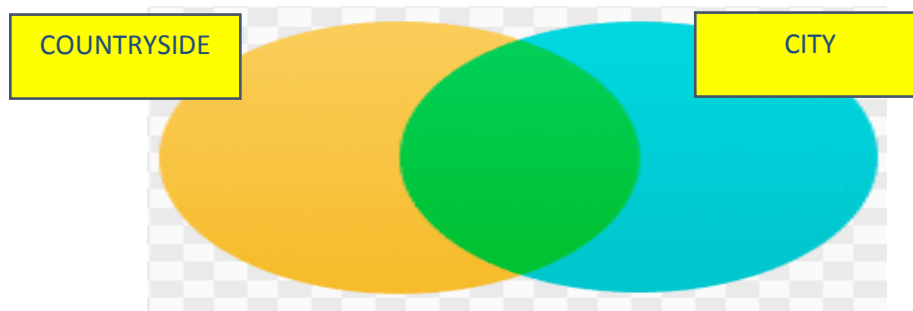


https://static.dw.com/image/16433178_303.jpg



<https://bit.ly/3cUX4RU>

2. Complete the Venn diagram about similarities and differences of living in a countryside and living in the city, present your ideas orally use (Vocaroo.com).



<https://static-cse.canva.com/blob/174415/venn-union.png>



CONNECTING STAGE:

Promote thinking and discussion

3. Read the text.

Ecuador's culture

Most of Ecuador's cultural richness is in its countryside. There are still some tribes that don't have any human contact in Ecuador's Amazon region, and some of them do not even wear clothes as we know them. They wear clothes made from materials found in nature such as ropes and leaves, not like we see in the city every day. Some students in the countryside learn Quichua at schools. Ecuador has protected areas and they are in Ecuador's countryside.

<https://brainly.lat/tarea/24125093>

4. In pairs, answer the following questions:

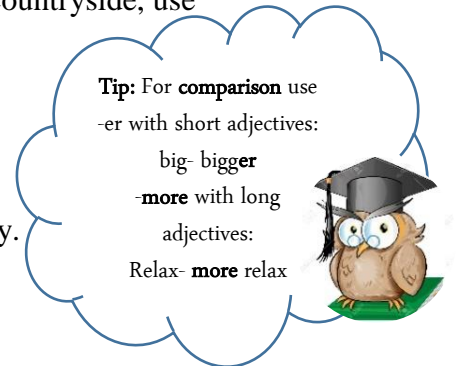
1. What other languages do Ecuadorian people speak?
2. What are some characteristics of Ecuadorian tribes?

5. Say 2 sentences comparing a city of Ecuador with a town of the countryside, use (Vocaroo.com)

e.g.

Cuenca city is more expensive than La Esperanza town in Ibarra city.

<https://voca.ro/1adEE8GSyoWV>

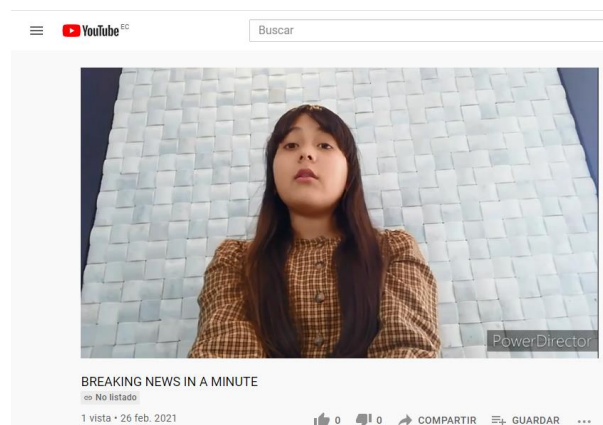


AFFIRMING STAGE:

FACILITATE DEMONSTRATION OF LEARNING

6. Choose a country and present the breaking news of that place. Use (YouTube)

Example: <https://youtu.be/GhDDn1USN4I>



SELF-ASSESSMENT

LESSON B



Apply the KWL Chart in order to analyze the process of your learning.

What I know	What I want to know	What I learnt	How I used the information

Teacher's Procedure/Answer Sheet



Lesson B

Apply the Biographic- Driven Strategy to guide students learning: Lesson B.

Activating

- Give your students the time to pay attention to some important features of the photographs.
- Explore some previous knowledge asking them to complete the Venn diagram.
- Students should contrast similarities and differences of living, studying or working in the countryside; the option is up to them.



Connecting

- Let your students have a silent reading about "Ecuador's Culture", send the link to visit the blog.
- Encourage students to work in pairs, give them the option to contact each other through whatsapp, messenger or zoom to discuss the questions, give them enough time to make a pair review as well as to make a pair-assessment (CARES template, see appendix 1) to support their ideas, lately they will exchange charts.
- Promote them to use Vocaroo in order to make comparative sentences between small towns and big cities of Ecuador.



Affirming

- Direct your students' attention to YouTube, there they are going to make a video, talking about breaking news, suggest they can simulate a journalist or a TV presenter.
- Establish some rules like: record for about 1 minute, present your ideas naturally; everybody can give support through comments in the same e-tool wall.
- Remind them that honesty is an appreciated value to consider when recording.



Self-Assessment

Encourage students to fill in the gaps of the KWL chart in order to evaluate their learning. let them know that it is a very good idea to contrast what they knew previously with the input that they received during the lesson development.

Lesson C:

RESPONSIBLE CHOICES SAVE MY PLANET

Strategy:

“NARRATING TRADITIONAL STORYTELLING”

Talking photo albums and comics are greatly useful to produce verbal personal narrations, non-fiction stories and cultural experiences that reinforce oral communication. (Pim, Emerging technologies, emerging minds: digital innovations within the primary, 2013).

Objective:

At the end of this lesson, students will be able to narrate cultural experiences and festive activities that are traditional in their hometown to share those ideas in real context like school, social events, and conventions. Besides, they will put some important emphasis in how to care the environment.

Skill and performance criteria:	Indicators for the performance criteria:
EFL 4.2.3. Follow and understand short, straightforward audio messages and/or the main idea/dialogue of a movie or cartoon (or other age appropriate audio-visual presentations) if delivered slowly and visuals provide contextual support. (Example: an announcement of a bus delay, an intercom announcement at school, a dialogue supported by facial expressions/gestures and appropriate intonation, etc.)	Learners can follow and understand short straightforward spoken audio texts set in familiar contexts when the message is delivered slowly and there is other contextual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. REF (I.EFL.4.7.1.) (I.2, I.3, S.4)

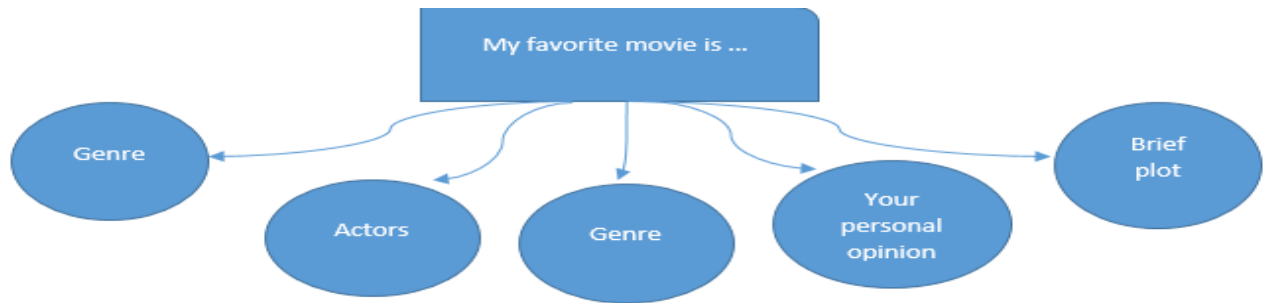
MINEDUC, Curriculum Priorizado para la Emergencia, Área de Ingles, (2020)

Topic 3: enjoying free time at home



ACTIVATING STAGE:

1. Think about your favorite movie, organize its characteristics, you can use the following mind map as suggestion.



CONNECTING STAGE:

Promote thinking and discussion

2. Go to the following link and watch the upcoming movie trailers 2021

<https://www.youtube.com/watch?v=59GzfGLqL7k>

3. In pairs, discuss what the possible genre of the movies are. Write the name of the movies and the possible genre in the chat box.

Tip: movies are usually **classified** for their genre:
Romantic, drama, comedy, Science fiction,
horror, animated, fantasy, thriller...





AFFIRMING STAGE:

FACILITATE DEMONSTRATION OF LEARNING

4. Design a narrative comic expressing how you enjoyed the last carnival festivity in your hometown. Use (script. Adobe)

Example: <https://spark.adobe.com/video/2laSYcwh13ZOK>

 Adobe Spark

Compartir ▾

[Crea la tuya](#)

Carnival Festivity in Ecuador



SELF-ASSESSMENT

LESSON C



Apply the KWL Chart in order to analyze the process of your learning.

What I know	What I want to know	What I learnt	How I used the information

Teacher's Procedure/Answer Sheet

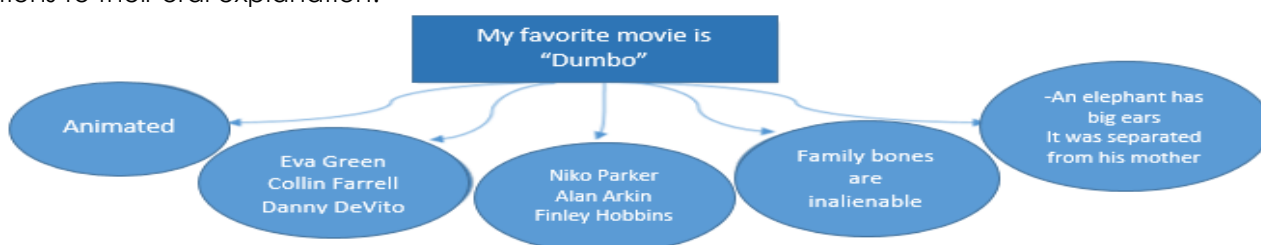


Lesson 6

Apply the Biographic- Driven Strategy to guide students learning: Lesson 6.

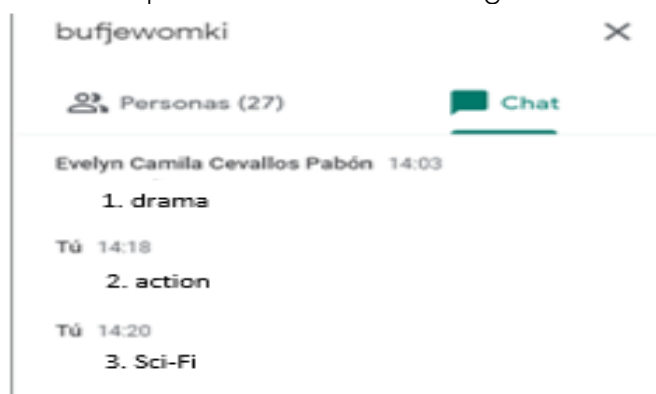
Activating

- Give students some time to think about their favorite movie and search about some aspects like actors and so on, later on, they should generate ideas as the ones mentioned in the example, if you prefer you can add questions to their oral explanation.



Connecting

- Draw your students' attention to the "upcoming movie trailer" video, have them discuss orally about what is their most expected movie, their impacts and the genre. Use the **Tip** of the lesson to clarify doubts.
- Let them use the chat box to write the possible answers according to the number of the trailer and its genre.



Affirming

- Direct your students' attention to script. Adobe, there they will create a narrative comic expressing how they enjoyed the last carnival, propose them to talk about good decisions taken to save the planet.
- Establish some rules like: record for about 1 minute, present your ideas naturally; everybody can give support through comments in the same e-tool.
- Remind them that honesty is an appreciated value to consider when recording.

Carnival Festivity in Ecuador



What are those boys doing?

Self-Assessment

Encourage students to fill in the gaps of the KWL chart in order to evaluate their learning. Let them know that it is a very good idea to contrast what they knew previously with the input that they received during the lesson development.

Lesson D:

INTERLACING KNOWLEDGE TO BUILD A BETTER WORLD

Strategy:

“ROLE PLAYING VIRTUAL”

Learning from observation and imitation, modelling, simulation, practicals, role-plays etc. It includes online web-conference, web-quest, and virtual world simulations (Staffordshire University, 2012, p. 4).

Objective:

At the end of this lesson students will be able to imitate real communicative sceneries and interpret other's speech in Flip Grid, to make good decisions and contribute with daily learning at school, home and neighborhood.

Skill and performance criteria: Seek and provide information and assistance, orally or in writing and in online interactions, for personal, social and academic purposes. REF EFL 4.1.6.	Indicators for the performance criteria: Learners can demonstrate an ability to give and ask for information and assistance using level-appropriate language and interaction styles online (Ref. I.EFL.4.4.1.)
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Source: MINEDUC, Curriculum Priorizado para la Emergencia, Área de Ingles, (2020)

Topic 4: street art



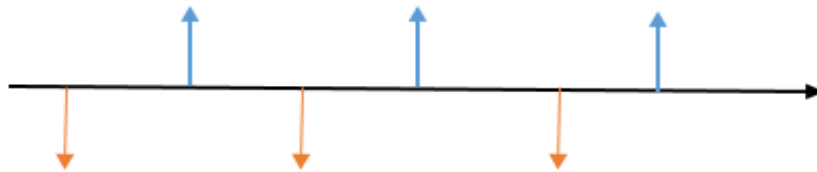
ACTIVATING STAGE:

1. Look at the picture; how do you think the art has changed over the years?



<https://cooltourspain.com/wp-content/uploads/2020/04/xemayo-street-art-graffiti-art.jpg>

2. Complete the timeline. Share your ideas (use the chat box).



CONNECTING STAGE:

Promote thinking and discussion

3. Read the e-mail below, in pairs answer to the following questions (use Messenger):

Who is the emitter/ receiver?

What is the letter about?

When do you use just/ already/ yet?

Dear Louis,

I have **just** read your letter and I'm so excited about the great news. I'm really happy you have made your dream come true. An art gallery is what you have always wanted since high school.

I hope I can visit you soon and see all the great ideas you have had to start your new business. I have not asked you **yet**: Have you **already** contacted some artists? I have a friend in your city who may be interested. She has **already** worked as a graphic designer for a long time and her digital art has been shown in some famous galleries. Her artwork has been influenced by Andy Warhol, the creator of Pop Art, and it is amazing. I have not talked to her since last summer, but I can call her if you are interested. Let me know.

Well, I'll talk to you soon and congratulations on this new project! Love,

Camila.

Tip: the present perfect describes actions that occur in the past but still have connections in the present.
Subj+ aux. have+ p. participle. Verb+ Comp



<https://brainly.lat/tarea/31274895>



AFFIRMING STAGE:

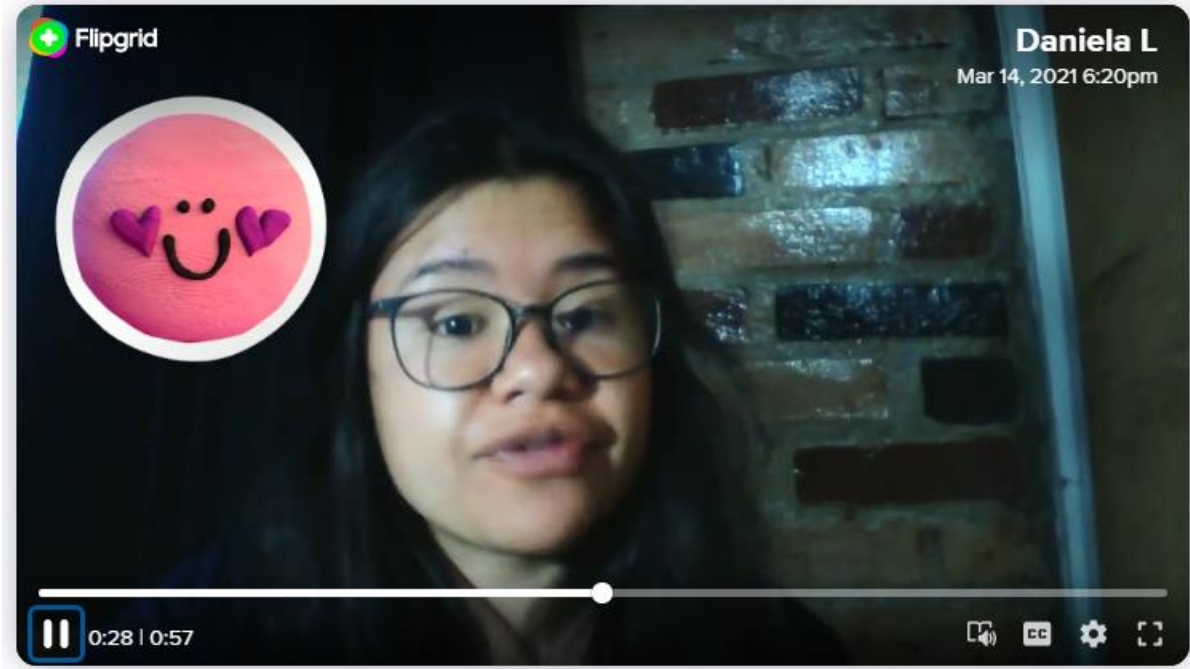
FACILITATE DEMONSTRATION OF LEARNING

4. Go to the following link, pay attention how the actress uses the language to convey people to think differently.

<https://www.youtube.com/watch?v=jG-4kBIDAzA>

5. Simulate you are giving a famous talking on TV; consider ideas about you, your family, your art preferences, citizenship ...Record yourself on (FlipGrid); remember to use Present Perfect tense samples.

Example: <https://flipgrid.com/s/vziyeHbxso4XHMsZ>



SELF-ASSESSMENT

LESSON D



Apply the KWL Chart in order to analyze the process of your learning.

What I know	What I want to know	What I learnt	How I used the information

Teacher's Procedure/Answer Sheet

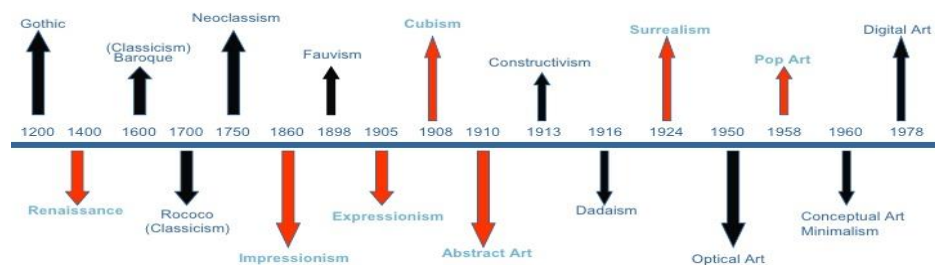


Lesson D

Apply the Biographic- Driven Strategy to guide students learning: Lesson D.

Activating

- Give students some time to think about the art, how it has changed over the world, they can search some ideas, later on they should generate ideas in the chat box as the ones mentioned in the example, if you prefer you can request them to do an oral explanations.



<https://bit.ly/3rPKGrr>

Connecting

- Draw your students' attention to the letter, after they finish reading they will answer in pairs; they can use messenger to share ideas, the possible answer are:
 1. Camila,
 2. Luis,
 3. Art Gallery Project,
 4. According to the example the adverbs are **just** to talk about things happened at a short time unexpectedly with affirmative sentences, **already**; to talk about actions that happened at a short time with affirmative or interrogative sentences, **yet**; the adverb used for negative sentences to express not happened in the present. Use the **Tip** of the lesson to clarify doubts.
- Let them use the chat box to write the possible answers.

Affirming

- Direct your students' attention to YouTube. In the link, they can find a famous girl talking about self-esteem and being a good citizen.
- After that, students will visit <http://flipgrid.com/> and look for the activity about present perfect talking. Students should post their answers through a video recording, in the application they can add some extra effects that may motivate them to speak freely.
- Remind them to comment in their classmates' answers respectfully and communicatively.



Topics Students

Topics (2)

[Export Data](#) [Create a Topic](#)

<input type="checkbox"/> Actions	Title	Last Response	
<input type="checkbox"/>	Present Perfect Tense 1 Response	Mar 14, 2021	Active Share Actions

Self-Assessment

Encourage students to fill in the gaps of the KWL chart in order to evaluate their learning. Let them know that it is a very good idea to contrast what they knew previously with the input that they received during the lesson development.

Lesson E:

SOLVING PROBLEMS LET ME LIVE IN HARMONY

Strategy:

“CREATING AND POSTING”

Creating something new, producing work, essays, projects, etc. those learning activities can include creating websites in pebble pad, creating and/or sharing creation of a wiki, writing a personal blog, creating mind maps, creating a digital story, creating a podcast or digital video, and posting to a sharing site... (Staffordshire University, 2012, p. 4).

Objective:

At the end of this lesson students will be able to solve daily life, real problems which appear in different sceneries like school, house or in a street conversation, they will express their ideas with honesty to contribute with their personal growth as well as the others' through posting their PowToon videos for the community.

Skill and performance criteria:

EFL 4.4.4. Write to describe feelings/ opinions to effectively influence an audience. (Example: persuade, negotiate, argue, etc.) Make use of main points in texts (authentic and semi-authentic, oral and written) to understand short simple everyday stories, especially if there is visual support. REF EFL 4.5.1

Indicators for the performance criteria:

Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience. REF I.EFL.4.15.1. (I.3, I.4, S.3, J.2)

Source: MINEDUC, Curriculum Priorizado para la Emergencia, Área de Ingles, (2020)

Topic 4: same rights for every body



ACTIVATING STAGE:

1. Describe the scene. Use the virtual hand to participate.



<https://bit.ly/2PFTZfG>

2. Listen to the song “If I were a boy”; give your opinion about the video.

<https://www.youtube.com/watch?v=AWpsOqh8q0M>



CONNECTING STAGE:

Promote thinking and discussion

3. Watch the video from an episode of “Friend Serie”, but first share with the class what you know about this Serie.



<https://busyteacher.org/22347-second-conditional-integrated-skills-video.html>

4. What do you think the video is about?

- a. A girl who stole money from the bank
- b. A girl who found money on the road
- c. A girl who found 500 extra dollars in her bank account

5. If you found 200 hundred extra dollars in your account, what would you do? In pairs, use the assigned breakout room and discuss the question.

Tip: When you express an unreal condition, the result is an imaginary situation, the order of the clauses do not change the result
 If+ subj+ verb (simple past) + Compl, Subj+ would + verb (participle) + Comp



AFFIRMING STAGE:

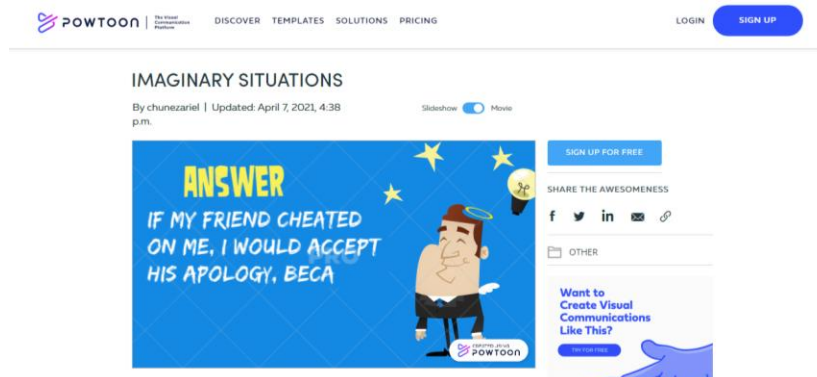
FACILITATE DEMONSTRATION OF LEARNING

6. Read the questions below, in pairs answer them. (Use PowToon):

- Do you consider relationships are now more equal than the ones in your mother's time?
- If you discovered, your best friend had cheated on you, would you receive his/her apology, or would you break up?
- From your point of view, is it more difficult being a woman than being a man?

Use Second Conditional to present some responses.

EXAMPLE: <https://www.powtoon.com/s/fEXCjSaKFSO/1/m>



SELF-ASSESSMENT

LESSON E



Apply the KWL Chart in order to analyze the process of your learning.

What I know	What I want to know	What I learnt	How I used the information

Teacher's Procedure/Answer Sheet



Lesson E

Apply the Biographic- Driven Strategy to guide students learning: Lesson E.

Activating

- Give students some time to organize ideas in order to describe the photo; every volunteer should participate making use of the virtual hand.
- Let students enjoy the music "If I were a boy "while they analyze imaginary situations that occur in the video. When they finish watching the video, let them express their opinion about the video.

Connecting

- Draw your students' attention to the episode of Friends Serie; they brainstorm some ideas about that Serie. If they feel unfamiliar, with that Serie, you can ask them to look for the actors in google or you can give them some cues like the country where it comes from: USA.
- After watching the video, ask them to talk about what it was about, let them use the chat box to write the possible answers or they can participate orally.
- To answer the question, what would you do if you found 200 extra dollars in your account? Draw students' attention to the grammar **Tip** of the lesson. Then assign every pair of students to a single breakout room to make a discussion, you can monitor their progress.

Affirming

- Ask students to read the three questions, let them some minutes to organize their responses by pairs.
- After that, students will visit <https://www.powtoon.com/>.
- Encourage them to listen to each other's opinion and to record the video including both ideas of the members, in the application they can add some extra effects that may motivate them to speak freely.
- Remind them to post their final production in the same digital community and to comment on their classmates' works respectfully and communicatively.



Self-Assessment

Encourage students to fill in the gaps of the KWL chart in order to evaluate their learning. Let them know that it is a very good idea to contrast what they knew previously with the input that they received during the lesson development.

APPENDIX 1

CARES PEER REVIEW

This is an effective chart, to develop students' assignment. It will help them to make a review always using helpful comments.

Speaker:

Reviewer:

FEEDBACK FORM	
CONGRATULATE	
ASK FOR CLARIFICATION	
REQUEST MORE	
ENCOURAGE TO CONTINUE	
SUMMARIZE	

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

- The investigation was supported by several literal sources which made possible to describe and define the strategies of connectivism; based on the emerging guidelines of that approach, some skills evolved to drive connectivist principles. Moreover, important authors who widely explored the interconnection of the web with pedagogical practices contributed with some exemplifications of strategies and their procedure since the application of the internet in current EFL classrooms.
- Regarding the strategies utilized in the production stage, something important was that educators alternated the spaces of practicing speaking, thus learners could easily understand when they developed a task as an introductory activity or as the one for producing the language, however, the practices of speaking were very traditional because the studied group only used songs and dialogs with the purpose of training pronunciation.
- Opportunely, the group of study shared homogenous characteristics, which was adequate for creating the didactic manual to improve the speaking skill of English where it was implemented the familiar strategies and applications of the web as well as the new interactive ones of connectivism, which were chosen according to students' interest, age and educational curriculum. Because of the dynamism of the manual, teachers and students would adjust timing when applying speaking activities and mix the digital tools if it is considerable.
- In addition, this investigation for speaking improvement was conducted in which the target population of the study suffered a huge alteration in the system of education since different factors forced them to perceive and practice oral activities under the influence of the connectivism approach. Noticeably, EFL learning requires the interconnections of the communities to enhance English learning for communication.

RECOMMENDATIONS

- The learning community should take into consideration some specifications of the connectivism approach to enhance EFL learning in this digital era as the resources on the web are limitless, and most of the students are interested in surfing the web to come into the applications for improving the language, especially because nearly all speaking e-tools are free for educational purposes.
- Affirming the communicative oral acquisition requires a process that begins with the implementation of strategies that deal with competencies of the current era, connectivism approach offers a huge number of strategies that could be managed by students and teachers, since their millennial characteristics, is undemanding to focus more in the language learning and exposition rather than in the technological immersion.
- Immersion in the English language involves firm work since methods of learning have been changing over the years, students' needs are also evolving, and digital sources are essential for teaching. In such a context, it is suggestible to implement new strategies for accomplishing the communicative verbal goals of the language, otherwise, students will not be able to compete in the pressing 21st Century.
- Despite the commitment to provide a suitable resource for speaking improvement employing interactive strategies of connectivism, it is recommendable to go beyond traditional practices for English learning, to be aware to adapt the pedagogical practices according to the present-day conditions, also to continue researching about those strategies that are appropriate for different levels of Education as not all of them are recommended to be applied with different groups.

ANNEXES

ANNEX A: Teacher's Interview



UNIVERSIDAD TECNICA DEL NORTE
INSTITUTO DE POSTGRADO



MAESTRIA EN PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCION INGLES

English teacher's interview at "Alfredo Albuja Galindo" High School

The following interview has the purpose to gather pretty important information about connectivism methodology used in EFL classroom, to determine the most suitable strategies to tackle speaking skill learning hindrances. The information you provide is very valuable to carry out this activity, therefore i ask you to be as much sincerely as possible.

1. How much time do you assign approximately for speaking practices in the EFL Classroom?

Response.....

2. According to your experience, what is the most suitable moment of the class to do oral practices?

Response.....

3. What aspects of connectivism do you know?

Response.....

4. What are some of the activities that you do in the EFL classroom in order to practice the speaking skill?

Response.

5. What are some of the online resources that you use to let your students practice speaking?

Response.....

6. Do you consider that the same activities you use for 8th Grade Students for practicing the oral ability are good to apply with 9th and 10th? Why?

Response.....

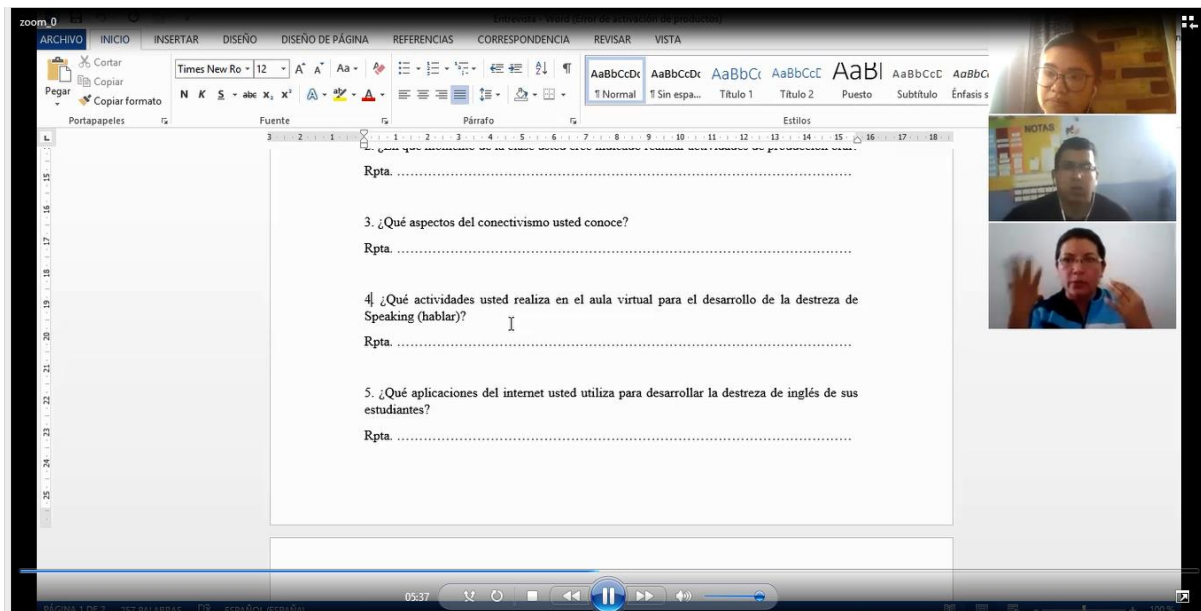
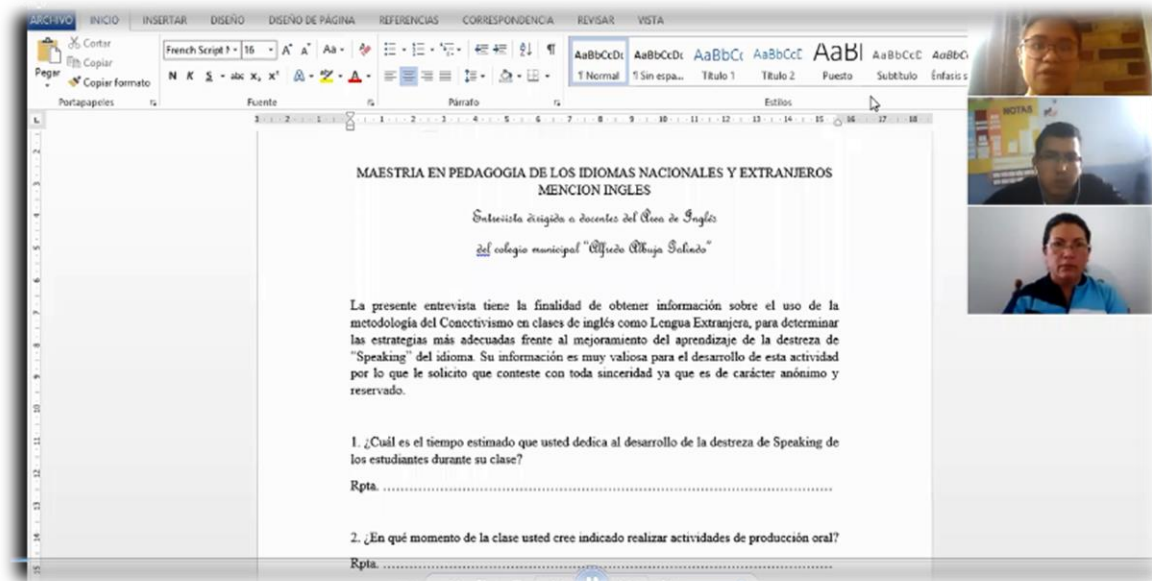
7. Would you like to obtain a handy didactic manual for students' speaking improvement by means of interactive strategies of connectivism? Yes/ No. Why?

Response.....

Thank you.

ANNEX B: Interview's Video Recording and Photographs

https://drive.google.com/file/d/1HSbXjH_4FtrnWI7rj8L2t2iqkxLKBQpe/view?usp=sharing



ANNEX C: Students' Survey



UNIVERSIDAD TECNICA DEL NORTE



Instituto de
Posgrado

INSTITUTO DE POSTGRADO

MAESTRIA EN PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
MENCION INGLES

Encuesta dirigida a estudiantes del décimo año de E.S.B "A-B"

del colegio municipal "Alfredo Albuja Galindo"

La presente encuesta tiene la finalidad de obtener información sobre el uso de la metodología del Conectivismo en clases de Inglés como Lengua Extranjera, para determinar las estrategias más adecuadas frente al mejoramiento del aprendizaje de la destreza de "Speaking" del idioma. Es de carácter anónimo y reservado por lo que le solicito que conteste con toda sinceridad.

1. Conteste ¿Usted practica la destreza de speaking (hablar) en clases de inglés?

Si

No

2. Seleccione, ¿En qué momento de la clase de inglés usted práctica la destreza de hablar?

Al comienzo de la clase

En el transcurso de la clase

Aproximadamente cerca de finalizar la clase

Es variable

No practico la destreza de hablar.

3. Marque con una X la frecuencia con la que se desarrollan las siguientes actividades en su clase de inglés.

Actividades:	Frecuencia			
	Siempre	Casi siempre	Casi nunca	Nunca
En la clase de inglés se respeta y acepta sus sugerencias y criterios.				
El docente de inglés le propone reforzar su aprendizaje en plataformas, aplicaciones o sitios web educativos.				
Las actividades que se realiza en la clase de inglés le motivan a seguir investigando incluso fuera del aula.				
Durante la clase de inglés se llevan a cabo actividades de análisis en grupos.				
En la clase de inglés su profesor le da opciones para que usted escoja las actividades a trabajar con temas de su interés.				

4. Seleccione, ¿Cuáles son las aplicaciones de internet con las que usted practica actividades orales en su clase de inglés?

- YouTube
- Messenger Lite
- Vocaroo
- FlipGrid
- Voicetread
- Voicenotebook
- Spark.Adobe
- Ninguna de los anteriores

5. Escoja, ¿Con que frecuencia su docente de inglés utiliza las aplicaciones de internet para que usted desarrolle las actividades orales?

Siempre

Casi siempre

Casi nunca

Nunca

6. Seleccione las actividades que se realizan en su clase de inglés para aprender a hablar el idioma.

Grabarte y reproducir el audio o video.

Filmarte en vivo y directo

Narrar historietas, anécdotas, eventos y tradiciones.

Crear cuentos, historias y leyendas, y publicarlas

Juego de roles de manera virtual

Ninguna de los anteriores

7. Le gustaría contar con un manual didáctico para el mejoramiento de la producción oral en el aula a través de las estrategias interactivas del conectivismo?, ¿Por qué?



Si

No

Rpta.

Gracias por su colaboración

ANNEX D: “Alfredo Albuja Galindo” Municipal High School Authorization

**UNIDAD EDUCATIVA MUNICIPAL
“ALFREDO ALBUJA GALINDO”**

Oficio UEMAAG-R-19/20 -046
Ibarra, 03 de agosto del 2020


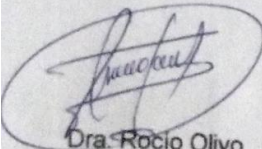
Licenciada
Carla López
MAESTRANTE UTN
Presente.-

Reciba un afectuoso saludo de quienes conformamos la Unidad Educativa Municipal “Alfredo Albuja Galindo”.



Dando contestación al oficio s/n enviado por su persona el día 27 de julio del 2020, en referencia a su solicitud para poder aplicar su tema de Tesis: **“INTERACTIVE STRATEGIES OF CONNECTIVISM APPROACH TO IMPROVE THE SPEAKING SKILL OF ELEMENTARY STUDENTS OF U.E.M. “ALFREDO ALBUJA GALINDO”**, dentro del cual es necesario realizar una investigación con un grupo de estudiantes con quienes se intervendrá con la aplicación de ciertas evaluaciones, encuestas y la posible aplicación de ciertas metodologías a ser probadas y de las cuales es necesario realizar un seguimiento con los estudiantes de los décimos años de Educación General Básica; me permito comunicar que ha sido **AUTORIZADA** su petición y podrá ser aplicada al momento de iniciar el año lectivo 2020 – 2021, tomando en consideración los lineamientos, normativa, medidas de protección y bioseguridad establecidas por la Institución, con las que se iniciará el nuevo año lectivo.

Particular que informo para los fines consiguientes.

Cordialmente,


Dra. Rocio Olivo
RECTORA U.E.M. “ALFREDO ALBUJA GALINDO”
0991486198
RO/Garcés M.
cc. Archivo

ANNEX E: Investigation Schedule

 **UNIVERSIDAD TÉCNICA DEL NORTE**  Instituto de Postgrado

INSTITUTO DE POSTGRADO

**MAESTRIA EN PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
MENCION INGLES**

CRONOGRAMA PARA EL ESTUDIO DE INVESTIGACIÓN

INVESTIGADORA: Lic. Carla López

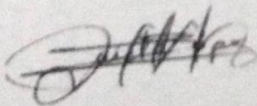
TUTORA: Sandra Guevara-Betancourt M.A.

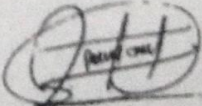
INSTITUCIÓN: Unidad Educativa Municipal "Alfredo Albuja Galindo"

PARTICIPANTES: estudiantes de 10mo EGB Superior y docentes del Área de Lengua Extranjera.

ACTIVIDAD	FECHA	HORA	PARTICIPANTES
Socialización proyecto de investigación y cronograma de estudio	Octubre-12-2020	15:00	Docentes del Area de Lengua Extranjera.
Toma de entrevistas a docentes	Marzo-26-2021	13:00	Docentes del Área de Lengua Extranjera.
Toma de encuesta a estudiantes	Abril-24-2021	17:00	estudiantes de 10mo EGB Superior

Firmas de aprobación y respaldo:


Lic. Carla López
Investigadora


Dra. Rocio Olivo
Rectora

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