



UNIVERSIDAD TÉCNICA DEL NORTE

(UTN)

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

(FECYT)

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

**INFORME FINAL DEL TRABAJO DE TITULACIÓN, EN LA
MODALIDAD PROYECTOS DE INVESTIGACIÓN**

TEMA:

**“DIGITAL DIDACTIC RESOURCES USING TASK-BASED
LANGUAGE LEARNING TO IMPROVE SPEAKING SKILLS IN 7TH
GRADE STUDENTS AT DANIEL REYES SCHOOL IN THE
ACADEMIC YEAR 2021-2022”**

**Trabajo de titulación previo a la obtención del título de Licenciada en Pedagogía de
los Idiomas Nacionales y Extranjeros.**

**Línea de investigación: Gestión, calidad de la educación, procesos pedagógicos e
idiomas**

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Ibarra -2022



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TÍTULO	DIGITAL DIDACTIC RESOURCES USING TASK-BASED LANGUAGE LEARNING TO IMPROVE SPEAKING SKILLS IN 7TH GRADE STUDENTS AT DANIEL REYES SCHOOL IN THE ACADEMIC YEAR 2021-20222.
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SOLO PARA TRABAJOS DE GRADO	
PROGRAMA	PREGADO <input checked="" type="checkbox"/> POSGRADO <input type="checkbox"/>
TÍTULO POR EL QUE OPTA:	Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros-Mención Inglés
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DEDICATORY

“Giving up will never be an option”

This undergraduate work is mainly to God, for guiding my path and giving me the strength, I needed, for guiding me to be able to fulfill one of all the goals I have longed for.

To my parents, María Fures and Klever Perugachi because they are hard-working people and they taught me to be a strong person and bravely face all obstacles. Also, for being my unconditional support to continue on this path. I dedicate this achievement to them because thanks to all their sacrifice, perseverance, and trust I was able to achieve it. To my only sister Lady Perugachi for supporting me throughout this process, giving me support, and believing in me because she was my best example to follow. We did it! Finally, to my pets Malú, Jack, Beily, Sabrina, and Bruno for the faithful company.

Katerine Perugachi

ACKNOWLEDGEMENTS

Concluding this stage fills me with great happiness because it is a dream that I so longed to fulfill. Firstly, I want to thank God, for allowing me to complete this stage. To my parents for all their sacrifices, and for teaching me that with effort and perseverance I can make all my dreams possible. To my sister for giving me absolute support. On the other hand, I thank to my friends who were with me during this process; especially my friend Patricia Rivadeneira because she is an exceptional friend who was with me from the beginning to the end giving me a sincere friendship.

To my boyfriend, Franklin Pazmiño, for being by my side during this process; for his company and unconditional support.

In addition, I am grateful to the Técnica del Norte University, for opening its doors to me to fulfill my dream. Also, a special thanks to my tutor, MSc. Gabriela Bastidas because it was an honor that she guided me to complete my thesis and do quality work. I also thank my graduation work teacher, MSc. Fernando Flores for his orientation and giving me advice.

Finally, I want to thank all my family, my friends from other faculties, and the English teachers and students from Unidad Educativa “Daniel Reyes” for collaborating in this research project.

Katerine Perugachi

ABSTRACT

The present research is focused on improving speaking skills using digital didactic resources with the Task-Based Language Learning Approach for seventh-grade students at “Daniel Reyes” school, in San Antonio de Ibarra, in the province of Imbabura in the academic year 2021-2022. The objective of this research was to propose digital didactic resources to arouse motivation and interest in learning a foreign language and prevent students from feeling frustrated when learning this language. This study was based on the theoretical foundation to identify different digital didactic resources, the tasks, and the strategies of Task-Based Language Learning that allow improving speaking skills. This research was carried out thanks to the collaboration of Principal, English teachers, administrative personal as well as the seventh-grade students at “Daniel Reyes” school. Likewise, in the development of this study, quantitative and qualitative research methods were used. The data was collected using research instruments, such as interviews with the principal of the institution, English teachers, and a survey of seventh-grade students. Therefore, a guide was designed that presented activities that were based on the use of digital didactic resources through Task-Based Language Learning strategies in order to improve the teaching-learning process of the foreign language.

Keywords: Task-Based Language Learning, students, strategies, English, digital didactic resources, speaking skills.

RESUMEN

La presente investigación se enfocó en mejorar la destreza del habla utilizando recursos didácticos digitales con el enfoque de Aprendizaje de Idiomas Basado en Tareas para los estudiantes de séptimo año de la “Unidad Educativa Daniel Reyes”, de San Antonio de Ibarra, en la provincia de Imbabura en el periodo académico 2021-2022. El objetivo de esta investigación fue proponer los recursos didácticos digitales con el fin de despertar la motivación e interés por aprender la lengua extranjera y evitar que los estudiantes sientan frustración al aprender este idioma. Este estudio se basó en la fundamentación teórica para identificar los diferentes recursos didáctico digitales, las tareas, y las estrategias del enfoque de Aprendizaje de Idiomas Basado en Tareas que permitan mejorar la habilidad de hablar. Esta investigación se llevó a cabo gracias a la colaboración del Rector, Profesores de inglés, Personal administrativo, así como de los estudiantes de séptimo grado de la “Unidad Educativa Daniel Reyes”. Asimismo, en el desarrollo de este estudio se utilizó los métodos de investigación cuantitativa y cualitativa. La recolección de datos fue recopilada usando instrumentos de investigación como; entrevistas al Rector de la institución, a los Profesores de inglés, y una encuesta a los estudiantes de séptimo año. Por lo tanto, se diseñó una guía que presentó actividades que se basaron en la utilización de recursos didácticos digitales mediante las estrategias del Aprendizaje de Idiomas Basado en Tareas con el fin de mejorar el proceso enseñanza-aprendizaje de la lengua extranjera.

Palabras claves: Aprendizaje de Idiomas Basado en Tareas, estudiantes, estrategias, inglés, recursos didáctico digitales, habilidades del habla.

TABLE OF CONTENT

IDENTIFICACIÓN DE LA OBRA	i
CONSTANCIAS	ii
CERTIFICACIÓN DEL DIRECTOR	iii
DEDICATORY	iv
ACKNOWLEDGEMENTS	v
ABSTRACT	vi
RESUMEN	vii
LIST OF ABBREVIATIONS	xi
INTRODUCTION	1
Background.....	1
Research Problem	2
Justification.....	3
Impacts.....	3
Linguistic impact	3
Academic impact	4
Social impact	4
Objectives	4
General Objective:	4
Specific objectives:	4
CHAPTER I: THEORETICAL FRAMEWORK	5
1.1 English as a Foreign Language.....	5
1.2 English as a Foreign Language in Ecuador	5
1.3 Teaching and Learning English as a Foreign Language in Ecuador	7
1.4 Methods and Approaches focused on developing speaking skills	7
1.5 Task-Based Language Learning definition.....	11
1.5.1 Definition of Task	11
1.5.2 Teacher and students' roles in Task-Based Language Learning	11
1.5.3 Task types in the Task-Based Language Learning	12
1.5.4 Task-Based Language Learning structure of the lesson plan	13
1.5.5 Task-Based Language Learning oral production strategies.....	14
1.6 Digital didactic resources in English Teaching and Learning	15
1.7 The use of Digital didactic resources in Ecuador English Teaching	15
1.8 Advantages of using Digital didactic resources to improve speaking skills	16

1.9 Digital didactic resources to teach and develop speaking skills.....	16
1.9.1 Voki.....	16
1.9.2 Flipgrid.....	17
1.9.3 Duolingo	17
1.9.4 Lyrics Training.....	17
1.9.5 Vocaroo.....	17
1.9.6 Learning Apps.org	18
1.9.7 Busuu	18
1.10 English skills.....	18
1.10.1 Speaking skills	19
1.10.2 Strategies for developing speaking skills.....	20
1.11 Oral production.....	21
CHAPTER II: METHODOLOGY	22
2.1 Type of research	22
2.1.2 Qualitative research	22
2.1.3 Quantitative research	22
2.2 Methods	23
2.2.1 Deductive method	23
2.2.2 Inductive method	23
2.3 Techniques and research instruments	23
2.3.1 Survey	23
2.3.2 Interviews.....	24
2.3. 4 Research Questions.....	24
2.4 Study site	24
2.5 Population and sampling	24
2.6 Procedure.....	25
CHAPTER III: DATA ANALYSIS AND DISCUSSION	26
3.1 Qualitative interpretation of interviews	26
3.1.1 Result from Principal interview	26
3.1.2. Principal interview summary	28
3.2 Results from English Area Coordinator interview	28
3.2.1 Results from English teacher interview	31
3.2.2 English Coordinator and English teacher interviews summary	32
3.3 Quantitative interpretation of survey from students	33
3.3.1 Results from students' survey.....	33

3.3.2 Students' survey summary	39
3.4 Discussion.....	40
CHAPTER IV: PROPOSAL	42
4.1 Title.....	42
4.2 Introduction	42
4.3 Theoretical Foundation.....	42
4.3.1 Digital didactic resources to teach and develop speaking skills.....	42
4.3.2 Speaking skills	43
4.3.3 Task-Based Language Learning oral production strategies.....	43
4.4 Objectives	44
4.5 Location.....	45
4.6 Beneficiaries	45
4.7 Proposal development.....	45
4.8 Proposal effects.....	127
4.8.1 Introduction.....	127
4.8.2 Procedure	127
4.8.3 Students' post-survey results	127
4.9 IMPACTS.....	132
4.9.1 Linguistic impact	133
4.9.2 Academic impact	134
4.9.3 Social impact.....	135
4.9.4 Classroom management impact	136
CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS.....	138
Conclusions.....	138
Recommendations.....	139
GLOSSARY	140
REFERENCES	141
ANNEXES	149

LIST OF TABLES

Table 1	7
Table 2	25
Table 3	33
Table 4.....	34
Table 5	35
Table 6.....	35
Table 7	36

Table 8.....	36
Table 9.....	37
Table 10.....	38
Table 11.....	38
Table 12.....	127
Table 13.....	128
Table 14.....	128
Table 15.....	129
Table 16.....	129
Table 17.....	130
Table 18.....	130
Table 19.....	131
Table 20.....	131
Table 21.....	132
Table 22.....	133
Table 23.....	134
Table 24.....	135
Table 25.....	136

LIST OF FIGURES

Figure 1.....	6
Figure 2.....	13
Figure 3.....	43
Figure 4.....	44

LIST OF ABBREVIATIONS

CEFR: Common European Framework of Reference for Languages

EFL: English as a Foreign Language

EGB: Educación General Básica

ICT: Information Communication Technology

TBLL: Task-Based Language Learning

TEFL: Teaching English as a Foreign Language

INTRODUCTION

The following research is focused on helping the seventh-grade students at Daniel Reyes school to improve their speaking skills using digital didactic resources so that learning is meaningful, and that the learners feel interested in acquiring and producing the English language. In Ecuador the teaching of English as a foreign language is a compulsory subject at education levels; nevertheless, speaking in English and taking this subject often generates stress and problems in students due to some factors, such as lack of confidence, fear of making mistakes, use of the same resources, and traditional methodology. As a result, there is a low level of communication, and this is evident because students do not feel safe using the foreign language in class. Due to this reason, English teachers need to look for an alternative because speaking is a skill that requires the most attention since students need to communicate accurately.

Consequently, language teaching requires the improvement of students' communicative skills; for that reason, teachers have to apply strategies, use resources, and create activities that promote oral production. This is the reason why technology has been incorporated into the educational field in the educational field to play an important role in achieving the goals of education as a strategy of pedagogy in charge of applying, and systematically evaluating the teaching and learning processes (Sancho & Bosco, 2015). That is why the implementation of digital didactic resources in education is a very useful tool to support and facilitate learning in order to transform teaching since the use of technology gives students the autonomy to create their knowledge.

Finally, the seventh-grade students at "Daniel Reyes" school have frequently struggled in activities that include oral production. This situation was evidenced during the pre-professional practices since the researcher noticed the difficulties and necessities of the students in this subject. Most of them do not use the target language in class; however, they have shown interest in activities that include interactive resources. Therefore, to solve this problem, this research has planned to present an innovative guide that contains attractive activities using digital didactic resources with Task-Based Language Learning strategies, such as role-play, finding differences, picture description, matching activities, questions, and answers. Also, this research has the purpose to highlight the importance of applying digital didactic resources to enhance the speaking skills of English students.

Background

Education has been transformed by the inclusion of Information and Communication Technologies (ICT) since the development of these in the educational field has allowed a change in the system. In this sense, one of the main tasks of the use of digital resources in education is related to the need to know how, when, to what extent, and what results will be obtained after the incorporation of these resources in educational practices (Bustos & Román, 2017). Digital didactic resources play a key role in offering new scenarios and possibilities for the development of English skills.

In addition, some studies on the use of digital didactic resources to improve oral skills in the English classroom were carried out in México by O'Donoghue (2015), who evidence good perceptions after implementing the digital resources because the students improved their speaking skills, and this is the result of the application of activities that include the use of technology. Hence, it is necessary to innovate and apply new methodologies and tools that facilitate the learning of the English language. Technology can be an essential element that favors the educational process when it is made available to teachers and students (Morales Capilla & Trujillo Torres, 2015).

Finally, online tools can promote the learning of English and allow changes in the person, such as attitudes towards didactic-pedagogical elements, content, and teaching practice. Besides, these innovations generate new educational environments because linking these resources with a teaching method permits students to develop and explore their skills. This means that learning can go beyond teaching with technologies to transform language acquisition (Vera Noriega & Torres Morán, 2017).

Research Problem

This research project is focused on improving the speaking skills of 7th-grade students at “Daniel Reyes” school, using digital didactic resources that can favor the learning of the foreign language. According to MinEduc (2014), in Ecuador, the teaching and learning process of English as a foreign language is established within the curriculum of public and private institutions. Nevertheless, student communication is still low. It is known from the statistics that the main cause of this problem is that the country’s educational institutions do not have the necessary resources, technology is not used, and lack of equipment in the English laboratories. As a result, English students have difficulty acquiring the language.

In this way, within this problem are the teachers and seventh grades students from Daniel Reyes school located in San Antonio-Ibarra. Although technological resources nowadays are part of education, most teachers continue to use the tools provided by the government. Nevertheless, due to the (COVID-19) pandemic, students and teachers had to use online platforms but the same materials such as books, notebooks, audio, and transcripts are still maintained. Besides, the class methodology is mostly traditional; the activities do not allow students to interact in the foreign language; they always use the native language. Hence, learners cannot communicate effectively, and the level of oral production is not optimal.

On the other hand, according to the Ecuadorian Ministry of Education (2016), seventh-grade students must reach an A2 level proposed in the national curriculum for (EGB) and (BGU). Likewise, according to the Common European Framework of Reference for Languages, students in schools must have an A2 level; the learners at this level should use the language to communicate in everyday situations with common expressions and use basic vocabulary. However, in this institution, students could reach an A1 level. Therefore, given the current situation, this research project will address: How can digital

didactic resources contribute to improving speaking skills? What are the advantages of using Task-Based Language Learning to enhance students' oral production?

Justification

This investigation was necessary because it focused on both students and teachers knowing and using digital didactic resources that help improve speaking skills. Likewise, this research aimed to explore Task-Based Language Learning strategies to solve the difficulties of seventh-grade students at “Daniel Reyes” school in developing speaking skills. Additionally, most of the research was based on studying digital didactic resources as an alternative to improve oral production, since the lack of communication in the foreign language is a recurrent problem. In the same way, at “Daniel Reyes” school, the English subject is included in the curriculum as in most Ecuadorian institutions. However, the student's level of communication in the foreign language is low it does not reach the required level. That is why it is essential to study and apply the digital didactic resources, considering that the students of this century are students of the digital age; that is, they have the facility to manipulate new technologies so that learning goes beyond traditional school structures and practices.

This type of digital didactic resource can contribute to interest, creativity, concentration, and students' participation. Besides, English teachers and others educational members have the opportunity to use new technological platforms that can be used to improve speaking skills, and at the same time, students could improve their English language skills and academic performance. In short, this study is a crucial contribution for teachers who want to promote the use of online educational platforms in English classes to improve the oral production of their students, and at the same time, it is a proposal that provides new alternatives for learning the English language. Also, it is an opportunity to apply another teaching method in the English classroom.

Impacts

This research focused on speaking skills and the use of digital didactic resources in the teaching and learning of the English language. Besides, to carry out this project, the Task-Based Language Learning strategies were considered to promote motivation to learn the English language. In this way, the project is expected to generate three different impacts: linguistic, academic, and social.

Linguistic impact

This research project helped seventh-grade students from “Daniel Reyes” school in San Antonio-Ibarra, to strengthen their speaking skills through digital didactic resources that allowed them to interact in the second language and enjoy the learning. Therefore, these types of online tools encourage students to practice the language and try to express their ideas or opinions in the target language.

Academic impact

Through the use of digital didactic resources, the 7th-grade students at “Daniel Reyes” school improved their speaking skills, because the online resources encourage students’ participation. This means that teacher has to include the use of technology since students can manipulate technology easily. For that reason, incorporating digital platforms in lesson plans provide great advantages for language acquisition.

Social impact

The social impact of the proposal benefited the seventh-grade students at “Daniel Reyes” school since it is an innovative way of learning the English language using digital didactic resources because the students are interested in using educational platforms. Also, in this study, teachers were provided with strategies to promote oral production where they can interact with students to facilitate learning; as a result, the students had a dialogue in a real context using the English language between their classmates and the teacher.

Objectives

General Objective:

- To propose digital didactic resources using Task-Based Language Learning to improve speaking skills in 7th-grade students at “Daniel Reyes” school in the academic year 2021-2022.

Specific objectives:

- Diagnose the digital didactic resources that teacher uses in the development of speaking skills in the seventh-grade students at “Daniel Reyes” school.
- Develop a guide to use digital didactic resources to improve speaking skills
- Establish conclusions and recommendations that help improve speaking skills.

Structure of the research

- Chapter I contains the theoretical framework, which gave a detailed definition of the different resources, methods, strategies, and all the information necessary to understand what the research is about.
- Chapter II contains the type of research, the methodology, the instruments, the population described, and the research questions that have been proposed.
- Chapter III presents the data analysis and the statistical tables of each question showing the results obtained from the participants of this study.
- Chapter IV this section contains the proposal that includes a guide with activities that are based on the use of digital didactic resources with Task-Based Language Learning strategies.

CHAPTER I: THEORETICAL FRAMEWORK

This chapter presents the theoretical foundation of the research project Digital didactic resources using Task-Based Language Learning to improve speaking skills in 7th-grade students at “Daniel Reyes” school in the academic year 2021-2022.

This chapter details the theoretical information of the research study; English as a Foreign Language, Task-Based Language Learning, and Digital didactic resources to improve speaking skills, and with all this information achieve the established objectives.

1.1 English as a Foreign Language (EFL)

The worldwide expansion of English is one of the general phenomena of globalization. Nowadays, more people spend time studying, practicing, and learning English because it is the language of globalization. In this sense, learning English has become fundamental; as a result, children start learning this language at younger ages as many countries include this language in their programs. Thus, the teaching and learning the English language is an important subject within public and private education.

On the other hand, English language offers countless opportunities, such as making a real connection with people, accessing up-to-date information, and learning about different cultures, places, and lifestyles. According to Ortega & Fernández (2017), recent estimates show that some four hundred million people speak English as their mother tongue, since it is currently used by more than a billion non-native speakers. The teaching and learning of this language have become a priority at all educational levels so that all students achieve knowledge of the different characteristics of this language.

In short, the English is a world language through which people have been able to establish international connections in communication, commerce, and finance. This means that it is a lingua franca that will always be present throughout the world; hence, the importance of learning this language because those who speak it have greater opportunities. English is a language of communication; teaching and studying it is a requirement to work in some international organizations.

1.2 English as a Foreign Language in Ecuador

The teaching and learning process of English in Ecuador has been established within the curriculum of Ecuadorians. Thus, each year different organizations evaluate the English language proficiency in Ecuador and other countries. According to these evaluations, Ecuador ranked fifty-fifth with a low level of performance (EPI, 2017). Also, the British Council, which evaluated Ecuador’s English level performance in May 2015, stated that Ecuador has a low level of language proficiency, and this problem is related to two factors. The first factor is the number of students in each course; there are classrooms with fifty to sixty students, and space is limited. This situation affects both teachers and students, since overcrowded classrooms make teaching and learning difficult, so learners’ progress is affected. The second factor is the lack of teachers in the public sector for both

urban and rural areas, which prevents progress and participation in learning the foreign language.

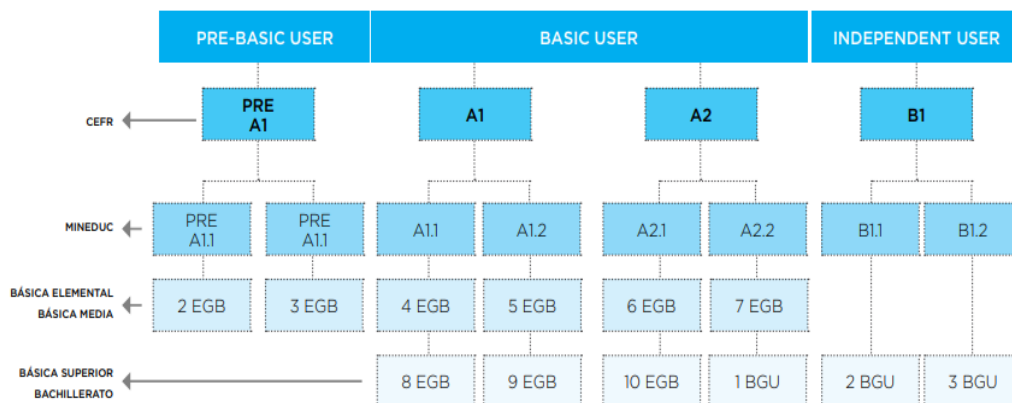
Nowadays, some changes have been made in Ecuadorian education; the English subject is within the curriculum and establishes some objectives. According to the Ministry of Education (2014), the English curriculum is designed with the purpose that learners make use of the foreign language for oral and written communication facilitating the autonomy of the learners. The English as a Foreign Language recognizes that the emphasis is on speaking skills as a means of interaction, comprehension, and communication. As a result, a series of activities of collaboration, creativity, thinking skills, and motivation to learn English have been implemented in the curriculum.

Moreover, through Acuerdo 210-11, established by the Ministry of Education, all students who reach the highest level of English language proficiency in public and private sectors will obtain a certificate as a merit of the effort. Also, the Acuerdo 0052-14 was created where it is emphasized that the teaching of English would be mandatory from the basic level to high school without exceptions. Besides, according to MinEduc (2016), seventh-grade students of (EGB) will finish primary school with an A2 level, where knowledge is based on grammar and vocabulary in a specific context. The teaching and learning process of English as a foreign language (EFL) within the Ecuadorian educational system has the objective that the learning of the English language is based on acquisition, development, comprehension, and fluency.

The following chart, Proficiency Levels: Branched Approach, shows the expectations of English proficiency levels established by the Ministry of Education for foreign language learners.

Figure 1

English levels that both EGB and BGU students are expected



Levels of Proficiency: Branching Approach.

Note: Levels of Proficiency. Source: Ministry of Education (2016)

1.3 Teaching and Learning English as a Foreign Language in Ecuador

The Ecuadorian policy on teaching English as a foreign language was mandated in 2014. Nevertheless, statistics show that English language proficiency at the national level has dropped from 80th place in 2011 to 93rd in 2020 (EPI, 2020). These figures attracted attention because after detecting weaknesses in the teaching process of English as a foreign language in Ecuador, some educational policies were implemented in National Curriculum Guidelines 2014, to improve the quality of the teaching and learning process.

Additionally, within the educational system, it has been assumed that some factors could interfere in the process; one factor is the issue of motivation to learn a foreign language. Learners are not motivated to acquire this language during their learning process. A study developed by Wang & Littlewood (2021), expressed that “The motivation to learn is a person’s motivation to achieve learning objectives by carrying out the learning activities with enthusiasm”. In other words, to awaken students’ motivation, it is crucial to establish levels of confidence between student-student and teacher-students in such a way that comfortable environments are created where all students are participants.

On the other hand, the current situation in which the issue of the (COVID-19) pandemic has become a global problem also affects the learning process in Ecuador. In the (COVID-19) pandemic, some changes have been made in the national educational system of Ecuador; as a result, virtual education was established, trying to adapt the activities according to the situation so that everyone can continue studying. Finally, due to the socio-economic conditions of Ecuadorian families, access to internet connection, and technological devices has impacted many families; as a result, some students living in rural zones have been forced to drop out of school (World Health Organization, 2020).

1.4 Methods and Approaches focused on developing speaking skills

The teaching of the English language over time has undergone significant changes. Many researchers have investigated the different methods, approaches, and techniques that could help teach and learn the English language as a foreign language. Moreover, after several investigations, it has been shown that a variety of methods can be applied in the teaching-learning process. Each of these methods can contribute significantly to teachers' teaching because each method and approach help develop English language skills. The following table details some methods and approaches that can help improve students' speaking skills.

Table 1

Methods and Approaches for Teaching English as a Foreign Language

Method Approach	Characteristics	Objective	Teacher role	Student role	Relation with speaking skills
Communicative Language Learning	It explains how success in learning a language is achieved when communication takes place in a real context with natural strategies.	-To enable students to express themselves in the target language. -To do this, teachers must plan collaborative activities for student participation.	-Being facilitator -Make the learning environment safe. -Teachers must build trust in the class so that the students are not afraid to participate or make mistakes.	-Becoming a negotiator. - Positive and collaborative attitude. -Independent learner.	-Using role-plays and interviews to communicate. -Enable students to work in pairs or groups. -Offers learners the opportunity to interact with their classmates.
Cooperative Language Learning	-It focuses that language learning is effective when activities promote student interaction and cooperation. Cooperative work makes students support each other; therefore, increasing the ability to communicate with the target language.	-Make the use of the language increase and improve communicative skills. -To develop successful cooperative learning and communicative strategies.	-Provide opportunities for participation where activities allow group interaction. - Structure activities where the teacher is a monitor and guide during the task.	Students must collaborate in group activities, creating an environment where all members participate in the planning, resources, and time to complete the task.	This approach encourages students to develop communicative strategies where competition is replaced by cooperation. It includes activities such as discussions, and role-play.

Content-Based Instruction	It is an approach in which the teaching of a foreign language is based on the content that the learners will acquire. The teaching-learning process is developed in a scaffolded format.	To ensure that students are acquiring the language needs and context must be considered. Also, enable the learner to understand the linguistic characteristics.	-Teachers are passive and must create opportunities for learners to share ideas, and opinions. -Define the content and objectives of the lessons that are adapted to the academic needs.	-Active roles to ensure participation using the new language. -To be able to analyze texts and discourse.	-Provide students with real practice so that they develop language skills for meaningful communication using full texts.
Community Language Learning	It was described as a student-centered approach to learning. Students work in groups to discuss what they want to learn about the language.	-Help students to know and acquire the language as a means of communication. -To enhance participation; students learn from them by engaging in real conversations.	-Acts as an advisor because the teacher analyzes, understands, and evaluates the student's needs in order to provide help. -Motivate learning and organize tasks so that students learn from their own learning.	Participate in activities and help classmates as a support to share experiences and benefit from the information of others.	As it offers a combination of innovative tasks where students do not feel nervous about using the language. A free communication that reduces fear and allows oral production to develop effectively.

Competency-Based Language Teaching	It focuses on students mastering the skills that allow them to understand and communicate information related to real-world situations.	Demonstrate that students can use the language to complete a specific task and express ideas in a real context.	-While the students present the activity, the teacher corrects mistakes and gives positive feedback. -The syllabus designed by the teacher is based on students' needs.	In CBLT, students are active participants in learning a new language; they also demonstrate the learned behavior.	Students can demonstrate their skills because the activities are focused on that. They practice with authentic text to improve their progress.
Suggestopedia	Provides a motivating learning environment. Learners in the process of learning a foreign language are in a relaxed state.	Release the student from a stressful environment to improve confidence and accelerate learning	Provide the student with material that facilitates the understanding of the topics and generates confidence in the development of tasks.	The student plays a passive role in a pleasant learning environment.	Learners improve communicative skills because it emphasizes the use of music as a means of training.

Note: This table shows methods and approaches in detail. Source: Richards, & Rodgers (2016). Adapted by Katerine Perugachi

After analyzing and identifying some methods and approaches that are related to the development of speaking skills. It is important to mention that the suitable approach for this research is Task-Based Language Learning (TBLL).

1.5 Task-Based Language Learning definition

Task-Based Language Learning is an approach that focuses on communicative learning. Consequently, in language teaching, implementing TBLL provides a different way of acquiring a language; that is, meaningful tasks and communication are essential because this approach emphasizes that students use the language to express ideas, suggestions, opinions, and arguments to complete tasks. Long (2014, as cited in Baralt & Morcillo, 2017) mentions that Task-Based Language Learning uses tasks as the main focus to create a true use of new language, involving students in situations that aim to communicate information. In this context, students need opportunities to interact in the target language to improve their performance.

On the other hand, recent research shows that Task-Based Language Learning has been integrated into language classes as an alternative to the traditional method, which is divided into, presentation, practice, and production (PPP). Hence, implementing (TBLL) in the English classroom is effective because the tasks are based on the learner's paying attention to the use of the language; meanwhile, in the (PPP) method, the activities must be exclusively related to the form of the language. It means that Task-Based Language Learning within teaching helps to develop language skills because learners can use the language in a practical context. Finally, the class topics must be related to the student's interests to promote the acquisition of the new language (Costa, 2016).

1.5.1 Definition of Task

Tasks are the main tool of the class. According to Zyoud (2016), a task is any activity that engages students in terms of comprehension, production, and interaction. It means that the tasks are essential in teaching because they have a structure where teachers plan the different activities step by step and determine the objectives of the course. "Tasks in the English class allow students to use the language to develop communicative skills as the task progresses" (Pham & Nguyen, 2015, p.234). Additionally, the tasks in language teaching focus on the ability of teachers to create activities that include the practice of the new language. As a result, a task must be goal-oriented to achieve good outcomes.

1.5.2 Teacher and students' roles in Task-Based Language Learning

Hismanoglu & Sibel (2011), in the research carried out by Branden (2015), claims that Task-Based Language Learning uses meaningful tasks as the main tool where the lessons are student-centered. The teacher and the student play different roles to improve the language teaching process. Teachers are facilitators, instructors, and guides, which means

that they must plan tasks that promote the use of the new language to increase linguistic skills. Norris (2015), defines that the English teacher has to provide students with a natural context where they feel motivated by the lesson. Teachers need to be active and creative in planning activities that integrate attractive resources, topics of interest, and relevance to students.

On the other hand, the role of the student is crucial; they can use the language for real communication. These tasks must encourage learners to engage in activities, such as group, pair, or individual work, where they can interact with classmates and become leaders. Finally, in Task-Based Language Learning, the roles played by the teacher and student are valuable because this approach focuses on creating and maintaining an appropriate environment where learners could participate in their learning process. As a result, students improve their speaking skills because they are exposed to the use of the language (Aravena, 2017).

1.5.3 Task types in the Task-Based Language Learning

In the Task-Based Language Learning approach, the tasks that the teacher plans for the classes have objectives and goals that are related to the use of language. Ellis (2012, cited in Yegani & Jadaei, 2017), states “A good task generates interest in learners and gives them opportunities to use the language actively”. The activities that the teacher organizes in the class must promote interaction and the development of speaking skills. According to Bonces (2012), in the research made by Xuyen & Huynh (2016), suggested three types of tasks that give EFL learners more opportunities to use the language for communication, such as information gap, reasoning gap, and opinion gap. But Laverde (2017), proposed that Task-Based Language Learning includes seven types of tasks to offer learners a wide range of tasks to acquire a language. The following tasks:

1. Brainstorming: Students could create a list to describe people, objects, qualities, and places.
2. Ordering, and ranking: This task focuses on sorting, and classifying elements.
3. Matching: It focuses on the description of texts and directions using a map that allows identifying places.
4. Comparing: This task is based on students finding similarities and differences.
5. Problem-solving: Give advice, discussions, and find a solution.
6. Projects and creative tasks: Learners use their creativity to design and produce their work on a blog.
7. Sharing personal experiences: It is based on students sharing their opinions, ideas, and reactions.

Finally, in Task-Based Language Learning, the tasks have a final objective. That is, in this approach the tasks have a sequence where each one prepares the student for the next stage. Daga (2015), said that a task is characterized by coherence, unity, intention, and clear objectives, with a beginning and an end. It means that the lessons that are prepared

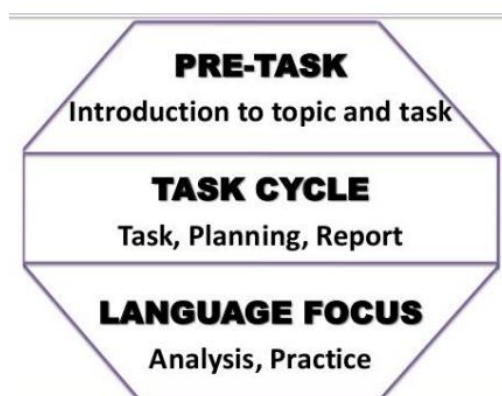
for a class should encourage the students to use the language in terms of communication to reach the goal.

1.5.4 Task-Based Language Learning structure of the lesson plan

After a brief description of the types of tasks included in the Task-Based Language Learning approach, it is necessary to know about the structure of the lesson plan. Calvert & Sheen (2015), claim that the lesson plan is the set of activities that the teacher plans with the available resources. Consequently, the lesson plan allows the teacher to determine the activities considering the goals and objectives that the students must achieve at the end of the lesson. Likewise, in the research made at Srinakharinwirot University by Pongsawang (2015), expressed that in TBLL the lesson follows three stages that are *pre-task*, *task cycle*, and *language focus*.

Figure 2

Stages of Task-Based Language Learning lesson plan



Note: This figure shows the stages of TBLL. Source: Pongsawang (2015)

- **Pre-task.** It focuses on the introduction of the topic. It means that in this stage the teacher explains the topic, gives instructions, and presents the first task to encourage student participation. Besides that, a recording can be included so that the students have an example of how another learner carried out the activity, this promotes participation and motivation to acquire a language (Vasconez, 2015).
- **Task cycle.** This stage has three subdivisions: **task, planning, and report.** In the task stage, the teacher organizes students into groups or pairs in order to observe how students use the language to communicate. The planning stage is where students prepare an oral or written report. Finally, the report stage is where students present their work to the whole class and the teacher gives feedback on the language. Consequently, at this stage, the teacher monitors the progress and analyzes the work of the students.

- **Language focus.** The last stage is divided into **analysis and practice**. It means that learners need to use the new language to communicate. The task includes conversations for the learners to use the vocabulary, share their ideas to increase their confidence, and develop linguistic skills (Torky, 2017).

1.5.5 Task-Based Language Learning oral production strategies

Task-Based Language Learning is an approach that proposes that teachers plan and work with meaningful tasks that promote communication, interaction, and collaborative work between learners. Saricoban & Karakurt (2016), expressed that Task-Based Language Learning emphasizes the development of communicative skills through activities that engage students in situations of comprehension, analysis, and production. That is why in this approach, the development of speaking skills is fundamental because improving this ability allows students to communicate their ideas and make negotiations using the language. Additionally, there are strategies that teachers need to use in English classes to improve oral production. Liddicoat & Jasen (2008, as cited in Santos, 2018) defines that TBLL has six strategies to develop the ability to speak such as:

1. **Practice and pronunciation:** To improve oral production, it is useful to integrate this strategy because students use the language they are learning to communicate with their classmates and do activities. Meanwhile, the teacher in this process is a guide since she/he must evaluate the progress of the students and give feedback on the oral presentations, specifically on the pronunciation.
2. **Exchange opinions and experiences:** In the classroom, organizing students into groups or pairs promotes collaborative work. In this way, in the exchange of opinions activities; the students work in pairs and each one shares their ideas. On the other hand, in exchange experiences activities; the students work in groups of four or more members so that all the members exchange experiences and while doing this task they use the language; the teacher plays the role of observer.
3. **Role-play:** It is important that in the teaching of the English language the teacher prepares lessons that facilitate the use of the language. Roleplay is a strategy that allows students to actively participate. Portugal (2016), claims that in role-playing exercises, a student plays the role of an affected person, and the others find a solution. In these activities, the teacher will include problem-solving activities where students will practice the language and oral production will be enhanced.
4. **Questions and answers:** This strategy is dynamic; the teacher could use activities like “the question ball” where all students share information while the rest of the class asks questions. This strategy allows the English teacher to know the level of communication that the students have.
5. **Picture description:** In English classes, the use of this strategy is very useful because through this activity students can describe what they observe, discuss the positive or negative points and build new concepts. Additionally, during this task learners can work in groups or pairs to share their points of view in the class, thus promoting the practice of oral production.
6. **Finding Differences:** This is the last strategy to enhance speaking skills. In this task, the teacher uses two pictures where the students must find the differences.

Each learner must share their ideas with the group while the teacher plays the role of the spectator because the teacher observes how the students develop in the activity and gives comments on their participation.

1.6 Digital didactic resources in English Teaching and Learning

Educational technology throughout history has had different transformations whose objective has been that people could obtain national and international information faster. So, technology plays a significant role in education and the lives of all people. Research made by Sánchez (2016), states that educational technology constitutes a discipline in charge of the study of media, web portals, and technological platforms at the service of learning processes. Therefore, various resources have been designed for training and instructional purposes in this field. Besides, in the teaching-learning process, these tools allow students to acquire new skills and knowledge.

The use of technology in the English language teaching process helps to make teaching better and more enjoyable. People use technology and digital didactic resources to achieve an objective that responds to users' needs. García (2015), digital didactic resources allow to provide information about different topics, help in the acquisition of skills, develop a certain ability, reinforce learning, and evaluate knowledge. It means that these resources are beneficial for learning the English language because they facilitate access to content and are attractive to language learners. Besides, these resources provide the best learning experience where teachers find new ways to plan and organize classes through innovative resources (Raja, 2018).

1.7 The use of Digital didactic resources in Ecuador English Teaching

In Ecuador, the use of digital didactic resources in the teaching of English as a foreign language depends on each institution. In other words, in both public and private schools or high schools, in order to integrate resources that are related to the use of technology some aspects must be considered, such as the institution's equipment, internet access, and laboratories. However, during the years 2020 and 2021 due to the (COVID-19) pandemic, the entire educational field was forced to use technology to continue the teaching-learning process. That is why teachers had to integrate digital didactic resources as a teaching strategy (Tejedor & Jumbo, 2020).

Students at all levels of education had to use technology as a tool to communicate and adapt to virtual education. Meanwhile, teachers had to include the use of new digital educational platforms in their plans. A study by Tavalera (2020), shows that "Digital didactic resources in educational processes emphasize the development of specific skills and serve as a connection between teachers and students". It is because there are tools that are easy to use and access, only the internet is needed. In this way, in Ecuador, 70% of the population has the Internet which means that access to educational technologies is possible. As a result, digital didactic resources during the pandemic were very useful because those platforms allowed learning to be explored from a technological perspective (Villafuerte, 2020).

1.8 Advantages of using Digital didactic resources to improve speaking skills

Digital didactic resources are valuable tools in education. In the teaching and learning of speaking skills, the use of these resources in the English classroom brings advantages. Learning becomes attractive for language students, and the teaching process for teachers is facilitated. Likewise, using these resources allows the student to improve their speaking skills and the teacher to increase the teaching strategies because this process can be supported by online presentations, videos, and audio. In addition, the integration of digital platforms in the English classroom encourages collaboration and allows the students to develop intercultural skills, and promotes global awareness (Rocha & Baldissera, 2016 as cited in Filho, 2021, p.145).

So, in language classrooms, digital didactic resources have benefited the educational system. Corrêa & Menezes (2019), states “Digital didactic resources support teaching by extending the class beyond the limits of the classroom”. The advantage of using these resources is that they are part of the learning process, and their implementation is vital in language teaching, specifically in communication objectives. Besides, technology has various digital didactic resources which can be used in the classroom to develop the ability to speak in English. Consequently, technology and digital didactic resources have favored the teaching processes because students can actively produce the knowledge, creating learning environments based on collaborative work.

1.9 Digital didactic resources to teach and develop speaking skills

Digital didactic resources are tools that facilitate the teaching-learning process. These tools are very useful in education, and language teachers often use them to complement teaching. According to Sri Kuning (2019), the integration of digital didactic platforms favors learning processes oriented toward new techniques for sustainable teaching. As a result, many digital didactic resources can be used in the English classroom; however, this research only focused on technological resources to develop speaking skills so that students can communicate effectively in the English language. It is essential to mention that these digital didactic resources are free. Some of the digital didactic resources are mentioned below:

1.9.1 Voki

Voki is an interactive website where students can create avatars and share them on a blog. Using this resource in the English language classroom is attractive because it is a fun way to practice the language through creative characters where learners can record their voices and share a message (Terrel, 2015). Also, this technological tool is free and contains a variety of opportunities for teachers to plan innovative activities and lessons. Research made at Tomsk Polytechnic University by Aikina (2015), states that Voki’s service for learning English encourages creativity and provides a fun, dynamic, and stress-free learning environment. Thus, the implementation of this resource in the teaching of English promotes creative, authentic, and collaborative learning. This website can be reached at the following link: <https://voki.com/site/create/>

1.9.2 Flipgrid

Flipgrid is a website where teachers could assign activities, such as debates or discussions where students must create videos. It is a friendly tool and can be used at all educational levels. On the other hand, it is an innovative site where users can include photos, videos, and audio. Research made at Mahasaraswati Denpasar University by Lowenthal (2020), affirms that the Flipgrid platform builds confidence in students to speak and practice the language without stress because even shy learners can use English to interact and develop speaking skills. As a result, this tool contributes to oral communication as it allows students to communicate and interact in the English language, empowering participants and developing self-confidence. This website can be reached at the following link: <https://flipgrid.com/>

1.9.3 Duolingo

Duolingo is a dynamic and exciting website to learn the English language. It includes lessons with different modules such as food, animals, phrases, and daily activities, these lessons allow the user to increase the vocabulary. Research made by Bezerra, Cardoso, & Pereira (2018), states that Duolingo makes language learning fun, ingenious, and effective because English teachers have the opportunity to assign a task to learners and monitor their progress. Besides, this tool helps develop speaking skills since students improve the language autonomously. Duolingo can be used on computers and smartphones. This website can be reached at the following link: <https://es.duolingo.com/>

1.9.4 Lyrics Training

Lyrics Training is a website that helps improve listening and speaking skills through videos where all students participate, practice, and expand their vocabulary. In addition, this tool contains countless videos from the YouTube portal and includes the transcript of the videos to facilitate understanding. Lyrics Training in the English classroom helps stimulate interest in learning the English language in an attractive way. Therefore, this platform is fun as the teaching process can be more dynamic and teachers can create their activities focusing on linguistic aspects. Lyrics training's link: <https://lyricstraining.com/>

1.9.5 Vocaroo

Vocaroo is a website where learners can record voices and create audio. In English classrooms, using this resource is essential because students develop speaking skills while recording audio of information, discussion, or opinion. Vocaroo is a valuable tool in the classroom because it stimulates the student's motivation and attitude to improve their speaking skills in pronunciation and intonation. Also, Vocaroo is beneficial for teachers and learners; teachers have the opportunity to assign tasks, and students will record their voices as many times as necessary, thus improving their oral communication (Butarbutar, 2021). This website can be reached at the following link: <https://vocaroo.com/>

1.9.6 Learning Apps.org

Learning Apps.org is an attractive platform. As is claimed by Castaño & Benitez (2018), learning app is a platform that contains activities and teaching strategies to strengthen knowledge and develop skills. Also, using this resource is beneficial for teachers because they have access to creative activities; students can participate in their learning and develop communicative skills. Likewise, teachers could design interactive games such as riddles, word searches, crossword puzzles, tests, dialogues, and complete sentences. In addition, using this tool in teaching a foreign language is very useful because it allows students to increase their vocabulary and participation. This website can be reached at the following link: <https://learningapp.com/>

1.9.7 Busuu

Busuu is an attractive platform that helps users to reinforce linguistic aspects. It contains a wide range of lessons for oral production divided into five sections. Cabrera & Castillo (2018) expressed that the use of Busuu in the language learning process promotes the development of linguistic ability because the learners have the opportunity to have a conversation with native speakers and record their voices to practice the pronunciation of words. So, the integration of this website in the teaching-learning process is interesting because it helps students practice the language through dialogues. This website can be accessed at the following link: <https://busuu.com/>

1.10 English skills

The English language comprises four skills: two productive (speaking and writing) and two receptive (reading and listening). These skills are essentially connected to the practice of this language. Nishanthi (2018), said: “Linguistic skills are acquired and developed based on a process where students use the English language to communicate, learn about cultures, and write messages appropriately” (p.10). Therefore, developing these skills is beneficial because it allows language learners to interact with other people from different cultures.

- Reading is an essential skill because it implies the ability of people to understand, analyze, and interpret information from different reading texts. Manaj (2015), states reading is a basic skill since people have to learn to read critically and analytically. Also, in English classes, this skill focuses on the group or individual participation of students in reading texts to practice the pronunciation of English words.
- Writing skills mastery of this skill is essential because people can summarize, analyze, and express thoughts in writing where the content is coherent, and the words are visible in a document. “Writing skills stimulate critical thinking and allow learners to comprehend, concentrate, and organize the ideas” (Jusun & Yusun, 2017). Additionally, students practice this skill in the English classroom when they structure sentences, and essays using proper grammar.

- Listening skills this skill refers to the ability of people to identify sounds and understand messages in a conversation, audio, or video. Research made at Taif University by Alzamil (2021), mentions that language learners need time and practice to evaluate the meaning of the words they hear. That is why listening plays an essential role in language development because it involves building a message from the information that other people transmit.
- Speaking is an essential skill like the others because it allows people to communicate using the English language. Manaj (2015), affirms that language learners, in order to develop speaking skills, need to actively participate in oral activities that favor the practice of the language. As a result, to develop speaking skills, English teachers must include in the curriculum resources that allow students to use the language during a conversation, discussion, or individual or collaborative work.

Consequently, the four skills complement each other in the teaching-learning process. Learners who acquire these skills can analyze, understand, write, and communicate effectively in this language. Nevertheless, this research only focuses on the productive skills that correspond to speaking skills.

1.10.1 Speaking skills

Speaking is an essential linguistic skill in learning because learners need this ability to acquire a language as a means of communication. “Speaking is an important component in the success of a person because this skill focuses on students sharing all kinds of information orally” (Bashiruddin & Bailey, 2015, p.50). Besides, mastering speaking skills means that students can communicate ideas, opinions, and questions with the class group and other people. Indeed, speaking skills play a significant role in learning English because this ability allows students to develop and improve the language. On the other hand, learning the English language requires practice; students must participate in classes using the language, not be afraid of making mistakes and try to pronounce the words correctly. Likewise, in the teaching-learning process of English as a foreign language, some factors prevent students from progressing in oral production (Buitrago, 2018). The following factors are:

- Inhibition:** Students do not participate in classes for two reasons; fear of being wrong and receiving negative criticism from classmates.
- Nothing to say:** Learners do not express any comments or questions because they feel doubt to speak in public and prefer to remain silent.
- Low participation:** Classrooms with many students prevent learners from having time to participate and interact in the language.
- Mother-tongue use:** In the language classroom, it is essential to plan activities that promote the use of the foreign language. In that way, while the students develop the task, the teacher can evaluate that everyone is practicing the language (Cabigón, 2018).

As a result, all these factors hinder the development of communicative skills. However, teachers must use teaching strategies and resources that arouse motivation to learn a language. Hiver & Vitta (2021) expressed that creating a linguistic environment in which students could engage in discourse is fundamental to promote participation. In other words, the ability to speak is learned and developed much better when the objective of the language is for the student to understand that learning a language represents having access to information from different fields.

1.10.2 Strategies for developing speaking skills

Speaking skill is a process of building information where the goal is for learners to use the vocabulary they learned to communicate. Therefore, it is essential to integrate oral production tasks in the teaching-learning process because these activities allow the development of linguistic skills. For Darwanto (2017), oral production lessons are based on the fact that students should be interested in discovering the use of language. In other words, through different activities and resources in the classroom, students are practicing their speaking skills because they could communicate ideas, thoughts, and opinions with their classmates. Moreover, students could use some types of resources to enhance their communicative skills, and most of these resources are technological, which facilitates the teaching-learning process of speaking skills.

On the other hand, the teacher's strategies are an essential part of the language learning process because they help students acquire the language and expand their knowledge. According to Dunn (2015), teachers need to use strategies that motivate learning and build confidence in learners for effective language acquisition. He cited (Pinter, 2018), who mentions three strategies English teachers should use to develop speaking skills.

- **Using Minimal Responses.** It is vital to encourage students to participate in activities in the English classroom. Indeed, the teacher needs to create a list of phrases or sentences for students who are not confident in their ability; that is, they could use the lists to participate with minimal responses. Also, students have the opportunity to use the list to show agreement, disagreement, doubt, or opinion.
- **Recognizing Scripts.** Teachers must plan interactive classes using different resources that allow students to practice the language to develop speaking skills. In this strategy, the tasks must be associated with communication situations where the learner can obtain information through the scripts of the activities.
- **Using Language to Talk About Language.** The use of the English language in a conversation could cause two situations in students: the first one is the embarrassment of interacting and the second one is the fear that the other person will not understand the message or information. In this situation, teachers must help learners overcome these fears and understand that mistakes are part of the process; this encourages and builds confidence to increase language proficiency levels (Gani & Fajrina, 2015).

To sum up, the strategies to develop speaking skills are closely related to oral production activities because those tasks allow students to practice the language during class. In

addition, teachers need to use various resources that allow students to participate and thus assess progress related to communicative skills.

1.11 Oral production

Attaining language students to reach maximum development in oral production is a challenge for English teachers. In general, the strategies and activities implemented in the classroom are not associated with learning the ability to speak. “Communication tasks are optimal for involving students in communicative exchanges” (Artunduaga & Ramirez, 2018, p.53). That is, in oral production it is necessary to include activities where learners can actively use the language.

Oral production is based on the ability to speak. It is related to student’s participation and activities because the tasks allow the learners to understand, interpret, and build new knowledge based on significant situations. Oral production refers to the ability of people to produce sentences, ideas, and opinions to communicate clearly and appropriately (Ferro, Pozo, & Saboya, 2017, p.15). Therefore, in Task-Based Language Learning, oral tasks are related to speaking and listening skills; that is, to develop oral production, learners must be good listeners to understand the message and good speakers to share the information. Research developed by Onatra (2019), states that in a classroom, teachers are obliged to design speaking activities so that students have the opportunity to use the language in a real and meaningful way”. Moreover, the integration of oral tasks in teaching allows to generate a comfortable environment where learners feel confident when they participate in speaking activities, and the use of the English language is natural. Similarly, Bula (2015, p.245), defines a task as an activity where the student uses the target language as a purpose to achieve effective communication.

In conclusion, oral production refers to the ability of people to transmit a message. As claimed by Calle, Heras, & León (2016), the use of meaningful activities allows for creating a positive atmosphere in the classroom to enhance oral production. In other words, in a language teaching classroom, it is vital to include activities that promote the development of communicative skills where learners can relate the learning acquired with everyday situations. As a result, students may feel interested in learning the language and through these activities encourage collaborative work to increase participation. Finally, Task-Based Language Learning focuses on authentic tasks to improve oral production.

CHAPTER II: METHODOLOGY

This chapter presents the research methodology. That is, it includes information about the different research methods that were used in response to the research problem. “Digital didactic resources using Task-Based Language Learning to improve speaking skills in the 7th-grade students at Daniel Reyes school in the academic year 2021-2022”. Likewise, this chapter shows the data collection techniques, research instruments, the study site, and the number of participants. As a result, identify sources for information to analyze the results about the development of speaking skills, strategies, and digital didactic resources used by teachers to develop and improve the oral production of English learners.

2.1 Type of research

This study was based on a mixed method. This paradigm includes two types of research: quantitative and qualitative. Bryman & Branner (2009, cited in Palinkas & Aarons, 2018) said: “Mixed methods research is based on the combination of quantitative and qualitative research where researchers have to work with numerical and non-numerical data and integrate strategies that are related to a wide range of questions with a complex research design” (p.14). In this case, this type of method was useful because it was necessary to collect valuable information about the teachers’ experiences, and students’ preferences, but it was also necessary to analyze statistical data on the use of digital didactic resources using the Task-Based Language Learning to improve speaking skills.

2.1.2 Qualitative research

In this research, the qualitative method was essential because it was based on collecting information on the opinions and experiences of teachers about the use of digital didactic resources as an alternative to improve speaking skills. Njie & Asimiran (2016), states that “qualitative research is based on evaluating a natural context where researchers analyze and understand human experiences from the point of view of the people who lived those experiences”. In this project, this type of research was fundamental because there was an instrument such as the interview, that is related to this type of research. This technique helped to understand and obtain extensive information about the activities and digital didactic resources that can contribute to improving speaking skills during English classes with 7th-grade students from “Daniel Reyes” school in San Antonio- Ibarra.

2.1.3 Quantitative research

This study also used quantitative research because it was based on the collection and analysis of data from a selected sample; therefore, the results were represented in tables and statistical data. For Elkatawneh (2016), quantitative research emphasizes numerical data, which consists of collecting information to answer research questions to find a solution and accurately establish behavior patterns in a population. Hence, considering the characteristics of the quantitative research, a survey was used as an instrument to

determine the preferences of the students regarding the strategies, activities, and digital didactic resources that they would like to use during their classes.

2.2 Methods

This research was based on the use of two methods that contributed to carrying out the project. These methods are the deductive and the inductive, which are described below:

2.2.1 Deductive method

Deductive reasoning focuses on working from the more general to the more particular. Therefore, this method was used to obtain general knowledge about the use of digital didactic resources to improve the speaking skills of 7th-grade students at “Daniel Reyes” school. Furthermore, this information was obtained through the analysis of the survey results, which helped to find the cause of the research problem. That is why this method was important because it allowed obtaining specific information about the study problem from a general aspect (Sampieri, 2014).

2.2.2 Inductive method

Inductive reasoning is based on specific observations, where the researcher must make direct observations of the facts to reach a general conclusion. Likewise, this method starts from a set of premises that are mainly related to experiences. For that reason, this method was used in the research because with the interview it was possible to obtain statements about the teachers’ experiences regarding the integration of new teaching methods and the use of digital didactic resources to enhance speaking skills (Antoniadou, 2017).

2.3 Techniques and research instruments

This section presents the techniques that were used for data collection, such as the survey and interviews. The survey was applied to the seventh-grade students while the interviews were applied to the Principal, the English Area Coordinator, and the English teacher of seventh-grade students at “Daniel Reyes” school. Each instrument used in this research project was validated by an English teacher from English Major. The following are the instruments used in this research.

2.3.1 Survey

This technique was used to collect quantitative data. Canals (2017), affirms that “a survey focuses on collecting information from a sample of individuals. The questions must be related to the objectives and the answers describe the opinions and experiences of the participants”. Based on the technique, this research used a structured questionnaire with nine multiple-choice questions. The questionnaire was applied to fifty-five seventh-grade students from Daniel Reyes school of parallels A and B. It is essential to mention that the questionnaire was applied using the mother tongue. Moreover, the questions of the survey

consisted of nine items to ask about oral production, activities, and digital didactic resources that students would like to use during English classes. Hence, this information was crucial for statistical analysis, and based on these results the proposal was designed.

2.3.2 Interviews

This technique was essential in the development of the research. An interview is a communication process where two people interact: the interviewer and the interviewed. This means that in an interview, the interviewer will obtain information from the other person, this action can be carried out face to face or virtual (Tonon & Alvarado, 2016). Therefore, in this project, the researcher applied interviews to the principal of “Daniel Reyes” school, to the English Area Coordinator, and to the English teacher of seventh-grade students of Educación General Básica. The principal interview was divided into five questions to obtain information about the curriculum, the resources used in the institution, and the level of seventh-grade students established by the CEFR. On the other hand, the English Coordinator, and English teacher were interviewed about their teaching methods, digital didactic resources used in class, and the difficulties of the students in oral production. The researcher used structured interviews. Additionally, the interviews were conducted face to face; the approximate time for it was fifteen to twenty minutes for each interview.

2.3. 4 Research Questions

How can digital didactic resources contribute to improving speaking skills?

What are the advantages of using Task-Based Language Learning to enhance students’ oral production?

2.4 Study site

For this research, “Daniel Reyes” school was selected. AMIE code: 10H00229. It is located in the parish of San Antonio de Ibarra, addressed on Sucre 2-72 and Camilo Pompeyo streets, specifically 15 minutes from the Ibarra city, belonging to the Ibarra canton, in the province of Imbabura in Ecuador. This school was founded in 1944 to include art in education and train professional plastic artists. Also, this institution has two blocks of study for the Initial level, Basic Education and High School, and is a public school.

2.5 Population and sampling

The population of this research was the 7th-grade students from “Daniel Reyes” school in the academic year 2021-2022. This group is divided into two parallels “A and B” in which there are around 27 and 28 students in each course. Therefore, the total population was 55 students aged between 11 and 12. Likewise, the Principal of the institution, and 2 English teachers also participated in the research. Additionally, it is important to mention

that the sample was not applied in the research because the population number is less than 100 participants. In this way, the data is presented in the following table.

Table 2

“Daniel Reyes” school Population

Sector	Educational Institution	Parallel “A and B”	English Coordinator	English Teacher	Principal of the school	Total
Urban	Daniel Reyes	55	1	1	1	58

Note: Researcher elaboration

2.6 Procedure

In order to develop this project, the researcher took the theoretical foundation of all the topics as a basis. Firstly, the research instruments were created, such as the interview and survey. The questions of the instruments were designed based on the stated objectives, considering that all this information will contribute to the development of the final proposal. Those questions focused on the English curriculum, learning strategies, and digital didactic resources to improve speaking skills. Next, the research instruments were approved and validated by an English teacher (See annex 1). Secondly, a permission letter was requested from the Técnica del Norte University to contact the principal of “Daniel Reyes” school to carry out the research project in the institution (See annex 2). After that, the principal accepted the request, and the researcher coordinated with the principal on a specific day to collect data from English teachers and 7th-grade students (See annex 3).

Consequently, the researcher went to “Daniel Reyes” school to apply the instruments face to face (See annex 4). In this way, before starting the interview with the Principal, English Coordinator, and English teacher, the researcher delivered a consent letter informing them of the purpose of the research. The interviews were applied to the principal of the establishment in fifteen minutes, and for the English teachers the time required for it was approximately twenty minutes (See annex 5). Subsequently, the surveys were applied to seventh-grade students to obtain real data. In this part, before delivering the survey to the students, the consent letter was also delivered so that they know the objective of the research. In addition, the researcher explained each question so that the students could ask questions if they were not clear about anything and thus obtain accurate results of the survey (See annex 6). It is important to mention that during the application of the survey the teacher in charge of each course was present.

Furthermore, for the analysis of this data, the quantitative method was used for the survey and the qualitative method for the interview; all the information was essential to structure the proposal. Finally, after applying the research instruments, interview, and survey, the respective analysis and discussion were carried out; that information is in the next chapter.

CHAPTER III: DATA ANALYSIS AND DISCUSSION

This chapter presents the data analysis after the application of the research instruments. In this project, two types of research instruments were used such as the interview, and the survey: three interviews and a survey. The first interview was applied to the principal of the institution in order to know about the curriculum, and resources, so identify if the students at the end of school reach the A2 level established by the Ministry of Education, according to CEFR. There were five questions. The second interview was applied to the English teacher of the seventh-grade students, parallels A and B. Another interview was applied to the English Area Coordinator and the purpose of both interviews was to know about the activities, digital didactic resources, and teaching methods that teachers use to develop speaking skills. There were seven questions. It is fundamental to mention that the results of the interviews were transcribed and analyzed.

Additionally, in this research, a survey was applied to seventh-grade students at “Daniel Reyes” school, in order to determine the difficulties, activities in which they would like to participate, and which digital didactic resources they prefer to use to improve their speaking skills. Moreover, the results of the survey are shown in statistical tables with the respective analysis. To sum up, all this information was valuable for the development of the discussion and the elaboration of the didactic guide.

3.1 Qualitative interpretation of interviews

3.1.1 Result from Principal interview

The questions of the interview that was carried out with the principal at “Daniel Reyes” school allowed him to provide information from his perspective about how the process of teaching English as a foreign language within the institution. The purpose of this interview was to know and obtain specific information about seventh-grade students and teachers from EGB of parallels “A” and “B”. It is essential to mention that the interview was conducted in Spanish because the principal does not speak English, but each question and answer has been translated into English (See annex 7). The questionnaire contained five questions, and the interpretation is detailed below:

Questionnaire

Question 1.- According to the Ministry of Education, the exit profile proposed in the national curriculum for seventh-grade students is an A2 level according to the Common European Framework of Reference for Languages; that is, at this level, students can communicate information about the family, free time, and daily activities, in a slow and clear speech. Do you consider that the seventh-grade students at the end of the school reach this level?

This question was related to the curriculum, the principal stated that this purpose is part of the Ministry of Education and must be fulfilled in all public and private educational institutions because the optimal thing is to reach that A2 level in the terms mentioned by

the Common European Framework of Reference for Languages. Likewise, during the interview, the principal mentioned that during the last two years since the pandemic began, there have been many shortcomings because technological resources were not 100% available for both students and teachers. On the other hand, the principal indicated that the (COVID-19) pandemic took them by surprise with this change to the virtual modality because before the pandemic things were going in the best way and fulfilled with this level. In addition, the principal affirmed that during the pandemic there were some shortcomings in the system, not only in the Daniel Reyes school but at a general level in the educational system; local, national, regional, and international levels. Finally, the Principal expressed that with face-to-face education, lost time can be recovered and in the shortest possible time students can reach this level, which is the objective of the Ministry of Education and as an institution.

Question 2.- How has the institution achieved that seventh-grade students at the end of (EGB) reach the A2 level established in the English curriculum?

This question was about how the institution has achieved getting seventh-grade students to reach the A2 level. The principal said that the “Daniel Reyes” school is in the process of reaching the A2 level in seventh-grade students since they hope that the pandemic situation will normalize in terms of the health aspect that the country is experiencing. Finally, the Principal mentioned that with face-to-face classes, English teachers can focus on getting students to reach the level established by the Common European Framework of Reference for Languages.

Question 3.- Do you consider the materials and resources used by teachers in the English area to satisfy the needs and using them is it possible for students to reach the A2 level established by the Common European Framework of References for Languages?

The third question focused on the materials and resources that allow students to reach the A2 level. The principal added information and affirmed that the materials and resources that the Ministry of Education has, are available to all teachers of the national educational system; that is, in the English area, these resources are very important, and the teacher does use them. In addition, the authority said that during the pandemic the “Resources 2” that were available for the “We Learn Together at home” program was a very important tool used by teachers, but unfortunately due to the accessibility aspect of technology, those resources could not reach one hundred percent; however, those resources are important since they are precisely focused to reach this level.

Question 4.- In the English Language there are four skills (listening, speaking, reading, and writing) that it is necessary to develop in language learners. What skill do you consider to be the most difficult to develop in seventh-grade students who belong to the institution?

The question referred to the four English language skills. To answer this question, the principal said that the English language is a complex language to learn. In addition, the principal added that based on his experience, he has been able to observe that students

have problems with oral production; for that reason, teachers should integrate tasks where students can interact in the target language. Likewise, the Principal mentioned that due to the problems of the pandemic, students have not been able to practice the language, but at “Daniel Reyes” school they hope that with the return to face-to-face classes, the English teachers can continue working on the development of skills.

Question 5.- Do you consider that the digital didactic resources favor the learning of speaking skills in a foreign language?

The final question was about the use of digital didactic resources to improve speaking skills. To answer the question, the principal affirmed that currently the experience that has been lived in the (COVID-19) pandemic, digital resources were very important not only in the English subject but also useful in all areas of knowledge. In addition, the authority said that based on this experience, the Ecuadorian Ministry of Education could continue implementing these digital resources not only for the English area but for other areas. Also, the Principal added that in the case of the English area, these resources are fundamental because the visual and sound aspects help a lot to understand a foreign language.

3.1.2. Principal interview summary

The results of this interview indicated that at “Daniel Reyes” school reaching an A2 level established by the Ministry of Education for seventh-grade students is a real challenge for some reasons such as the lack of resources, health problems, and the lack of training of teachers regarding the use of technology. In other words, during the (COVID-19) pandemic, the educational system had a strong impact; however, the activities continued to adapt the new resources and programs to the virtual modality. Besides, to reach the A2 level, students need to practice the language more, including more hours of English classes; also, teachers must plan and organize activities that promote the practice of the English language during classes. Likewise, speaking skill is considered the most difficult skill to develop in students but is the most important skill in English language acquisition. On the other hand, technology plays a fundamental role in this process and the use of digital didactic resources is essential because these resources help students develop communication skills and teachers facilitate the process of teaching a language.

3.2 Results from English Area Coordinator interview

In this interview, the English Area Coordinator was interviewed. The main objective was to know the problems and difficulties that seventh-grade students have to develop speaking skills. Furthermore, it focused on learning about digital didactic resources and teaching methods. It is necessary to mention that this interview was carried out face to face and lasted 20 minutes. The answer to each question is detailed below:

Questionnaire: English teacher Coordinator

Question 1.- According to the Ministry of Education (2017), at the end of the seventh grade EGB students must have an A2 CEFR. Do you consider this goal achievable or not? Why?

The question was about the objectives established by the Ministry of Education regarding the level that students must reach at the end of EGB. In response to this question, the English Area Coordinator mentioned that reaching level A2 is a challenge because specifically during the 2020-2021 year the educational system had to adapt to the virtual modality, and this generated some problems. The first problem was the lack of internet at home, many students did not attend virtual classes due to lack of technology. Second, the activities that were carried out during that period were only projects, the teachers could not focus on a single skill. The third problem is related to the lack of teacher training in the use of technology and strategies in the virtual modality. In addition, during the interview, the English Area Coordinator mentioned that those problems cause students not to reach the level; however, with the return to face-to-face classes, English teachers are working with students in areas of difficulty.

Question 2.- In your perception, out of the four skills in English (speaking, listening, reading, writing), which skill is the most difficult for you to develop in your students? Why?

This question was related to English language skills. In response to the question, the English Area Coordinator mentioned that out of the four English skills, the most difficult skills for students are those skills that some teachers do not usually work on. For example, listening and speaking are the most difficult skills that students have not still developed, and the teacher must work on that. Likewise, the English Area Coordinator said that these difficulties arise because the teachers do not have the necessary resources and with the pandemic, it has been more difficult to reach the students because most of them do not have an internet connection which causes a setback in language teaching.

Question 3.- What are the possible reasons why speaking skills in English may be difficult for students to acquire?

The question was about the speaking skills and the difficulty seventh-grade students have in developing this ability. The English Area Coordinator said that based on his experience speaking skill is the skill that often causes difficulty in the students for three reasons: The first reason is fear of participating in classes; students are afraid of making mistakes and prefer not to use language and remain silent. The second reason is related to the low use of the language in classes, in general, the students use the mother tongue even in English classes. The last reason is that the teachers do not use English because the students do not understand the instructions, they feel frustrated and do not do the activities. Finally, the English Area Coordinator said that English teachers try to cover the four skills, but the lack of resources does not allow them to focus specially on speaking skills.

Question 4.- Have you ever used the Task-Based Language Learning approach to improve the speaking skills of your students?

This question referred to teaching methods for English as a foreign language. To answer this question, the English Area Coordinator expressed that there are some teaching methods from the oldest to the most current. In addition, the English Area Coordinator said that all the methods help teach a second language; for that reason, the teacher tries to use Task-Based Language Learning (TBLL) in his class because it is an approach that allows students to interact and use their imagination to create knowledge. Besides, the teacher expressed that in his classes he tries to use a different method, not always, but regularly to develop the four skills because it is not necessary to focus on one skill and not develop the others.

Question 5.- Have you ever used any digital didactic resources to improve the oral production of your students?

This question was about the use of digital didactic resources to improve oral production. The English Area Coordinator affirmed that he usually uses some digital resources such as WhatsApp, Zoom, and Educaplay, but not for oral production. Moreover, the English Area Coordinator said that he usually uses an audio CD for students to reinforce listening comprehension, videos, or music for students to share their ideas and opinions to practice their listening and speaking skills.

Question 6.- Do you consider that the integration of digital didactic resources using the strategies of the Task-Based Language Learning in your English class can facilitate the development of students in oral production? Why? Why not?

This question was about the use of digital didactic resources and Task-Based Language Learning strategies in the classroom. The English Area Coordinator mentioned that the implementation of digital didactic resources in the school is important for both teachers and students. In other words, when students manipulate any digital resource or any digital device to learn, it is extremely useful because these tools allow the learner to learn vocabulary, review pronunciation, and acquire knowledge in a fun way. Also, during the interview, the English Area Coordinator said that using the strategies of any teaching method is effective because it allows the student to develop skills since each method or approach has different objectives in teaching.

Question 7.- Would you be willing to use a didactic guide that includes activities based on the use of digital didactic resources to facilitate the development of oral production?

This question was about the use of a didactic guide that includes innovative activities. The English Area Coordinator's response was positive because he mentioned that it would be an excellent idea for the English area to have a guide based on digital didactic resources. Furthermore, during the interview, the English Area Coordinator expressed that to use the guide, teachers need to have training so that they do not have problems when using the resources. Finally, the English Area Coordinator suggested that in order to use the guide in the institution, it is important to establish a specific laboratory for the English area so that teachers and students could enter the laboratory during the English classes.

3.2.1 Results from English teacher interview

The English teacher from seventh-grade students, parallels “A” and “B” was interviewed. The objective of this interview was to know from the teacher’s point of view, the reasons, and difficulties of the students in learning speaking skills. Also, to know about the teaching methods and technological resources used by the teacher in class to practice oral production. It is necessary to mention that this interview was conducted face to face and lasted 20 minutes. The answer to each question is detailed below:

Questionnaire: English Teacher

Question 1.- According to the Ministry of Education (2017), at the end of the seventh grade of Basic General Education, students must have a CEFR A2. Do you consider this goal attainable or not? Why?

This question was about the level that seventh-grade students must reach. In response to this question, the teacher expressed that it was not possible to reach that level because during the (COVID-19) pandemic, students had problems accessing classes. However, the teacher said that the level is expected to be reached in the future because the English area is working on this aspect so that students improve their skills.

Question 2.- In your perception, out of the four skills in English (speaking, listening, reading, writing), which skill is the most difficult for you to develop in your students? Why?

This question was focused on English language skills and which of them is more difficult to develop in students. The teacher said that based on her experience she has been able to observe that the most difficult skill to develop in students is speaking skill because some students confuse writing with pronunciation; that is, as they write the words, and sentences; the students read. Furthermore, due to the (COVID-19) pandemic, the students stopped practicing the language, they only do the activities to have a grade, but they do not learn the English language.

Question 3.- What are the possible reasons why speaking skills in English may be difficult for students to acquire?

This question was related to the difficulties students have in developing speaking skills. In that way, the teacher thinks that the (COVID-19) pandemic caused some problems because the students forgot the language. As a result, they have difficulty developing speaking skills because they have not been able to interact and use the target language. Likewise, during the interview, the teacher said that the main reason is that students feel nervous when they have to speak in English to communicate information, this is because they do not feel self-confident, so teachers need to build confidence in the classroom so that students lose their fear and do not feel ashamed when they have to participate in the English activities.

Question 4.- Have you ever used the Task-Based Language Learning approach to improve the speaking skills of your students?

This question was about teaching methods, the teacher answered that she had heard of Task-Based Language Learning and found it an interesting method. Although the teacher affirmed that she had not had the opportunity to apply it in class. However, she mentioned that the method she uses the most is the Grammar Translation Method because for her it is very important that students learn vocabulary and practice using sentences and that students underline new words and look them up in the dictionary. The teacher also thinks that although it is an old teaching method by using this method in her classes, students acquire the knowledge.

Question 5.- Have you ever used any digital didactic resources to improve the oral production of your students?

Question five was focused on knowing what digital resources the English teacher uses in the classroom. The teacher said that in her classes she has used digital didactic resources, such as Liveworksheets, and WhatsApp since due to the (COVID-19) pandemic, she had to learn to use these digital platforms, although unfortunately, not all students were able to participate. In addition, the teacher mentioned that when using these resources, the only purpose is for students to practice the pronunciation of some words, record their voice and memorize the new vocabulary.

Question 6.- Do you consider that the integration of digital didactic resources using the strategies of the Task-Based Language Learning in your English class can facilitate the development of students in oral production? Why? Why not?

This question was about the incorporation of digital didactic resources and Task-Based Language Learning in English classrooms. The teacher said that using different resources in teaching a language is important and using digital didactic resources is quite curious because by using them, students could use technology and practice the English language with different activities. Likewise, the English teacher expressed that with the strategies based on TBLL, students could interact using the target language and thus develop the ability to speak in English.

Question 7.- Would you be willing to use a didactic guide that includes activities based on the use of digital didactic resources to facilitate the development of oral production?

Question seven was about the use of a didactic guide to improving speaking skills. The teacher responded that it would be a wonderful idea to have a didactic guide in the English area because many other English teachers need to know about the use of digital didactic resources in English classes. Also, the English teacher suggested that the guide should include not only activities for seventh-grade students but also activities for senior students; in this way, the students would feel interested in learning the English language.

3.2.2 English Coordinator and English teacher interviews summary

The results of the interviews that were applied to the English Area Coordinator and the English teacher indicated that at “Daniel Reyes” school reaching the A2 level in the seventh-grade students is still a challenge. In that way, during the (COVID-19) pandemic, some problems and difficulties arose in the teaching-learning process. The main problem was the use of technology, many students did not have a smart device with the Internet; as a result, students did not attend virtual classes regularly due to lack of Internet access. Regarding the question about English skills, teachers agreed that speaking is the skill that students have difficulty with because most of them, instead of feeling motivated to learn another language, feel frustrated and fearful. Additionally, the Principal and English teachers stated that the lack of confidence makes students not participate in the activities because they are afraid of making mistakes or forgetting the vocabulary, so they prefer to avoid situations where they need to use the language to communicate.

On the other hand, the teachers explained that they have not used many digital didactic resources, especially for oral production, because in virtual education, many students did not have an Internet connection, not all of them participated and they only completed the activities to get a grade. Moreover, the teachers explained the teaching methodology in which they expressed that they have used Task-Based Language Learning in their classes and mentioned that Grammar Translation is the method that is most used in education. Finally, both English teachers agreed that a didactic guide could facilitate the learning of the English language because teachers could try to implement new strategies based on teaching methods. Meanwhile, students could make use of technology because it is part of education and digital didactic resources are an important source in the teaching of the English language.

3.3 Quantitative interpretation of survey from students

3.3.1 Results from students’ survey

The survey was applied to the seventh-grade students at “Daniel Reyes” school. During the application of the survey, the researcher and English teacher were present. The main purpose of the survey was to collect data about the importance of the English language, the difficulties of the students, the activities, and the digital didactic resources to develop speaking skills. It is essential to mention that the survey was applied face to face and fifty-five students participated, 45% of them were women and 55% were men. The analysis of each question is presented below:

Question 1

Do you think the English language is important for your future?

Table 3

Importance of English language

Options	Frequency	%
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Yes	52	95%
No	3	5%
Total	55	100%

Note: Researcher elaboration. Source: students' survey 2022.

Interpretation

The question was related to the importance of the English language in the future of students. Table 2 indicates that the vast majority of seventh-grade students, 95% of the population, considered that the English language is necessary for them and in their academic training. Also, a small minority of the seventh-grade students at “Daniel Reyes” school, 5% answered that English is not important, which means that for these students the English language is not important in their future lives. According to Kadir & Noor (2015), states that “any professional who knows English has the opportunity to access all the information found in this language”. In conclusion, seventh-grade students from parallels “A” and “B” know about the importance of learning the English language and the impact it will have on their future lives since this language is universal.

Question 2

On a scale of 1 to 5, with 5 being the highest level and 1 being the lowest level, how much do you like your English classes?

Table 4

Seventh grade students like English class

Options	Frequency	%
1	0	0%
2	9	16%
3	16	29%
4	10	18%
5	20	36%
Total	55	100%

Note: Researcher elaboration. Source: students' survey 2022.

Interpretation

The table 4 reveals that more than half of seventh-grade students, 36% and 18%, like their English classes (levels 5 and 4 represent the highest), followed by 29% which represents level 3 (medium) indicated that students are interested in the subject. Also, 16% which represents level 2 (little) of the seventh-grade students expressed that they do not like their English classes; and nobody, representing 0% marked level 1 on the scale. In conclusion, the seventh-grade students from “Daniel Reyes” school affirmed that they like their English classes. Therefore, to continue stimulating the learning of English as a foreign language, it is necessary to apply strategies that generate participation and collaboration, where students can interact with their classmates using the target language. In that way, English teachers must use innovative resources and create comfortable environments where students are curious about learning the language.

Question 3

Which of the following skills do you find most difficult to develop when learning English?

Table 5

The most difficult skills to develop in English

Options	Frequency	%
Listening	9	16%
Speaking	25	46%
Reading	10	18%
Writing	11	20%
Total	55	100%

Note: Researcher elaboration. Source: students' survey 2022.

Interpretation

This question was focused on English language skills. There are four skills: listening, speaking, reading, and writing. Table 5 shows that 46% of the students at “Daniel Reyes” school have difficulty developing speaking skills, followed by writing skills representing 20%, listening skills representing 18%, and 16% marked reading skills. It means that in seventh-grade students within the four English skills; speaking skill is the most difficult to learn for them. Speaking is one of the most challenging skills for language learners to acquire because this skill is based on the student's ability to use the language appropriately and understandably (Sanchez & Brito, 2018). To conclude, speaking in English is a challenge for students; for that reason, teachers must emphasize the development of this skill.

Question 4

How often do you use the English language in a conversation with your classmates?

Table 6

The frequency of 7th-grade students in the use of English language in a conversation.

Options	Frequency	%
Always	5	9%
Sometimes	14	26%
Rarely	10	18%
Never	26	47%
Total	55	100%

Note: Researcher elaboration. Source: students' survey 2022.

Interpretation

This question was about the use of the English language in the classroom. As indicated in table 6 of the seventh-grade students at “Daniel Reyes” school, 47% have never had a conversation in English with their classmates. On the other hand, 26% expressed that they have sometimes tried to speak in English. Likewise, 18% revealed that they rarely use the language and 9% indicated that they always have a conversation using the English

language during classes. Consequently, it is difficult for seventh-grade students to have a conversation where they must use that language due to some factors, such as lack of vocabulary, nervousness, and fear of making mistakes. For this reason, teachers should promote activities where everyone should speak in English and generate conversations so that students can have an English conversation in real-time.

Question 5

How often does your English teacher carry out activities involving oral communication tasks in class?

Table 7

Oral communication tasks

Options	Frequency	%
Always	0	0%
Sometimes	4	7%
Rarely	10	18%
Never	41	75%
Total	55	100%

Note: Researcher elaboration. Source: students' survey 2022.

Interpretation

In this question, the students at “Daniel Reyes” school answered about the activities they do in English classes. Table 7 shows that the highest percentage, 74% of the students stated that the English teacher never carries out oral production activities. In this part, it is essential to mention that in the previous table, the students affirmed that they have not had a conversation in English, which showed that these types of activities are not carried out in English classes. In addition, 18% revealed that they rarely participate in tasks to develop their speaking ability. On the other hand, 7% of the participants said that the teacher plans oral production activities, representing the lowest level, and nobody, representing 0%, chose the option always. Finally, oral production activities are essential in the development of speaking skills since these activities allow the student to use the target language. The next question focuses on asking students if they like to participate in activities that contribute to the development of their speaking skills.

Question 6

From the following list, which activities would you like to participate in to strengthen your oral expression in English? Choose four activities according to your preference.

Table 8

Activities in which students would like to participate

Activities	Frequency		Total
	Yes	No	

Sharing experiences	20 36%	15 27%	55 100%
Picture description	42 76%	13 24%	55 100%
Role-play	17 31%	12 21%	55 100%
Questions and answers	43 78%	38 69%	55 100%
Matching activities	40 73%	34 62%	55 100%
Finding differences	40 73%	15 27%	55 100%

Note: Researcher elaboration. Source: students' survey 2022

Interpretation

The main objective of this question was to determine in which activities the seventh-grade students prefer to participate to improve their speaking skills. Table 8 reveals that the highest proportion of students, 78% indicated that they prefer to participate in questions and answers activities, followed by picture descriptions which represent, 76%. However, 73% of the students marked that they prefer matching activities in the English classroom. The same percentage, 73% indicated that they prefer to participate in finding different activities to practice their speaking skills. But sharing experiences and role-play are also activities that they like to participate in. Consequently, the 7th-grade students at “Daniel Reyes” school are willing to participate in the activities presented in the table to improve their oral production.

Question 7

In your English classes, does your teacher use digital didactic resources to develop speaking skills?

Table 9

Digital didactic resources in the English classroom

Options	Frequency	%
Never	25	46%
Sometimes	10	18%
Rarely	9	16%
Always	11	20%
Total	55	100%

Note: Researcher elaboration. Source: students' survey 2022.

Interpretation

The table 9 shows the answers given by the students in this research. The question was related to the digital didactic resources used by the English teacher to develop speaking skills. The highest proportion, 45% of the surveyed indicated that the English teacher

never uses digital didactic resources to improve the ability to speak in English, while 20% indicated that the teacher always uses digital didactic resources in class, 18% of the seventh-grade students marked that sometimes during English hours they have used a digital resource to help them develop their speaking skills. However, 16% of the students expressed that the English teacher rarely includes these types of resources in the teaching process. This means that the use of digital didactic resources in the teaching of English as a foreign language is not still fully implemented, even though English teachers are in the process of adapting these resources in their plans.

Question 8

Would you like digital didactic resources to be used in your English classes to improve oral production?

Table 10

Willingness to use digital didactic resources to strengthen oral production

Options	Frequency	%
Yes	55	100%
No	0	0%
Total	55	100%

Note: Researcher elaboration. Source: students' survey 2022.

Interpretation

Question eight was connected to the use of digital didactic resources to improve the oral production of seventh-grade students at “Daniel Reyes” school. In response to this question, the students answered positively, which means 100% of the students indicated that they agreed to use digital didactic resources during English class to improve oral production. Digital resources are innovative tools that have currently been very useful in education since these resources allow students to develop skills and become autonomous learners. As a result, these tools are an essential source for the teaching process (Levano, 2018). It is fundamental to mention that for this process to be carried out in the best way, it is important to include a guide with activities that allow students to explore their skills.

Question 9

From the following list, which of the following digital didactic resources would you like to use in your English classes to improve your speaking skills? Choose four resources based on your preference.

Table 11

Preferences of the digital didactic resources that can be used to improve speaking skills

Resources	Frequency		Total
	Yes	No	

Voki	42 76%	15 27%	55 100%
Flipgrip	40 72%	13 24%	55 100%
Duolingo	10 18%	45 81%	55 100%
Lyrics training	30 55%	25 45%	55 100%
Vocaroo	28 50%	27 49%	55 100%
Learning app	40 72%	15 27%	55 100%
Busuu	11 20%	44 80%	55 100%

Note: Researcher elaboration. Source: students' survey 2022.

Interpretation

The main purpose of this question was to identify which digital didactic resources the seventh-grade students at “Daniel Reyes” school prefer to use to improve their speaking skills. As table 9 shows, the participants of this project chose some digital didactic resources according to their preferences. The vast majority of students, 76% prefer to use Voki to improve their speaking skills, followed by Flipgrip which represents, 72% this website is useful for both teachers and students because they can share opinions through a video. The same percentage, 72% expressed that they prefer Learning apps, this platform is frequently used by teachers because they can create different interactive activities. In addition, 55% marked Lyrics Training as a tool to learn English through music, followed by Vocaroo which represents 50%. Finally, 18% and 20% indicate that Duolingo and Busuu are the digital didactic resources that have the lowest levels of acceptance by seventh-grade students.

3.3.2 Students' survey summary

The results of the survey applied to the seventh-grade students at “Daniel Reyes” school show valuable information about the development of speaking skills. The first question was related to the importance of the English language; as a result, 95% of the participants consider that the English language is essential in their lives. The second question asked the seventh-grade students if they like English classes; the results revealed that more than half of the participants liked their English classes. The third question was related to English language skills. There are four skills: reading, writing, listening, and speaking. The 46% of students consider that the most difficult skill to acquire is speaking. Then, question four was about the use of the English language in a conversation, and 47% of the students selected the option never, they expressed that they do not usually use the English language during a conversation. Question five was also about the activities carried out in the classroom to improve speaking skills, 75% of the students chose the option never. Besides, question six was focused on asking the participants what activities they prefer to participate in to improve their speaking skills. It is essential to mention that the activities that were presented are part of the Task-Based Language Learning approach. The results show that the seventh-grade students of parallels A and B consider it important

to participate in four specific activities: questions and answers, picture description, matching activities, and finding differences.

On the other hand, question seven was about the digital resources that the English teacher uses in the classes where the students selected the option never, 46%. Finally, question eight was based on asking the students if they would like to use digital didactic resources to improve their oral production, and the results were positive because 100% of the students agree to use these digital resources. The last question shows the results about the students' preferences regarding

the digital didactic resources that they would like to use during English classes. There were six options, and more than half of the participants indicated that the resources they would like to use are: Voki, Flipgrid, Learning apps, and Lyrics Training. In conclusion, all this information is useful in this research and will be used to develop the didactic guide with digital didactic resources and Task-Based Language Learning strategies to improve speaking skills in seventh-grade students.

3.4 Discussion

From the information above, the results of the interviews and the survey of the seventh-grade students at “Daniel Reyes” school provided valuable data for this research. It was possible to deduce that during the (COVID-19) pandemic the teaching-learning process had a radical change. The same situation happened around the world, all the teachers and students had to adapt to the virtual modality and Ecuador was no exception. During that period, most public and private institutions had to use digital tools to continue with the process; technology became the main source within the educational system. Research made in France by Barzola (2020), stated that “During the pandemic, digital platforms were incorporated to support distance education for the benefit of students”. The same reality was faced at “Daniel Reyes” school because the institution had to work in the virtual modality; that is, the students joined the virtual classes. However, not all students had access to the internet; therefore, the institutions provided study guides by the Ministry of Education that had to be used at home for those who did not have the possibility of connecting to online classes (Ministry of Education, 2014).

Furthermore, after analyzing the interviews answers of the Principal, English Area Coordinator, and English teacher, it is possible to state that seventh-grade students, due to the pandemic are not able to reach the A2 established by the Ministry of Education. This is due to some factors, such as lack of resources, little practice in the language, and limited time in English classes. It is expected that in the future if new resources are integrated and if more English class hours are increased students could achieve the objectives of the Ministry of Education. Otherwise, talking about the most challenging English skills, the main difficulty for students was speaking skills. Similarly, research developed by Chamorro, Bejarano & Guano (2020), mentioned that “Language learners have greater difficulties in developing oral production due to emotional factors, such as lack of confidence, nervousness, low self-esteem, and insecurity when speaking in English”. That is why teachers need to provide students with a comfortable environment

where learners are not afraid to make mistakes or ask questions; as a result, build confidence in the classroom.

On the other hand, after analyzing the results of the survey, it can be said that seventh-grade students consider English an essential language in their training. Likewise, students mentioned that they would like to use digital didactic resources to improve their oral production. According to Suarez & Londoño (2018) said: “Digital resources are tools that facilitate learning processes and help improve skills by fostering innovative educational environments” (p.10). This means that this type of digital didactic resource is useful in learning English because those tools aim to promote students' interest in new ways of acquiring the English language. Also, teachers must apply resources that encourage the development the speaking skills in an innovative, creative, and attractive way.

Another important aspect is methodologies, teachers must involve teaching methods where students can practice and improve their speaking skills. As the English teacher mentioned she uses the Grammar Translation Method because from her point of view it is a method that allows students to acquire vocabulary and with practice use those words in a conversation. Additionally, the teachers agreed that Task-Based Language Learning or other teaching methods to develop oral production can be integrated, and it is up to each teacher to integrate them into the language classroom for different purposes. Finally, after examining the results, it is evident that both the teachers and students at “Daniel Reyes” school are willing to integrate digital didactic resources with the strategies of the Task-Based Language Learning (TBLL) approach to improve oral production. Therefore, it is essential to create a guide that provides interactive activities to help develop speaking skills in English classrooms.

CHAPTER IV: PROPOSAL

4.1 Title

Digital Didactic Resources Guide to Improving Speaking skills

4.2 Introduction

Speaking is a complex skill in which students feel frustration, and nervousness, among others. Nevertheless, this skill occupies a significant place in language learning because through its learners share information, and express ideas, opinions, or thoughts. However, after analyzing the data from the data collection of this project, it is evident that speaking skill is the most difficult to develop in seventh-grade students; therefore, it is necessary to improve speaking skills so that students reach the level established by the Ministry of Education according to Common European Framework of Reference for Languages. For that reason, teachers need to integrate methods or approaches for teaching English as a foreign language and use resources that support the development of speaking skills.

Consequently, this proposal is presented as a strategy to help improve the ability to speak in seventh-grade students from EGB of parallels “A” and “B” and facilitate the teaching process of teachers from “Daniel Reyes” school. The proposal of the guide is based on a series of activities that promote the development of the ability to speak in a fun, practical, and easy way. In addition, the guide includes four units. Unit 1: Money collections, Unit 2: Means of transportation, Unit 3: Adventure sports, Unit 4: Ancestors, traditions. The activities of each unit have been designed to strengthen speaking skills and for students to have fun using digital didactic resources to practice oral production.

Finally, the strategies of the Task-Based Language Learning approach that are proposed in the proposal focus on motivating the participation of students in tasks that are directly related to oral production. Therefore, this proposal seeks to promote the development of speaking skills involving the use of technology that can help teachers create interactive activities; as a result, students can enhance the English language and share information in different contexts.

4.3 Theoretical Foundation

4.3.1 Digital didactic resources to teach and develop speaking skills

Digital didactic resources are tools that facilitate the teaching-learning process. These tools are very useful in education, and language teachers often use them to complement teaching. According to Sri Kuning (2019), the integration of digital didactic platforms favors learning processes oriented toward new techniques for sustainable teaching. As a result, many digital didactic resources can be used in the English classroom; however, this research only focused on technological resources to develop speaking skills so that students can communicate effectively in the English language. It is essential to mention that these digital didactic resources are free. Some of the digital didactic resources are mentioned below:

Figure 3

Digital didactic resources to develop speaking skills

Voki
<ul style="list-style-type: none">• Voki is an interactive website where students can create avatars and share them on a blog.
Flipgrid
<ul style="list-style-type: none">• Flipgrid is a website where teachers can assign activities such as debates, or discussions where students must create videos.
Duolingo
<ul style="list-style-type: none">• Duolingo is a dynamic and exciting website to learn the English language. It includes activities and lessons with different modules.
Lyrics Training
<ul style="list-style-type: none">• Lyrics training is a website that improves speaking skills through music videos where all students participate, practice, and expand their vocabulary.
Vocaroo
<ul style="list-style-type: none">• Vocaroo is a website where learners can record voices and create audio.
Learning app
<ul style="list-style-type: none">• Learning app is an attractive platform. Teachers can design interactive games such as, riddles, word searches, crossword puzzles, tests, dialogues, and complete sentences.
Busuu
<ul style="list-style-type: none">• Busuu is an attractive platform that helps users to reinforce linguistic aspects.

Note: Researcher elaboration

4.3.2 Speaking skills

Speaking is an essential linguistic skill in learning because learners need this ability to acquire a language as a means of communication. “Speaking is an important component in the success of a person because this skill focuses on students sharing all kinds of information orally” (Bashiruddin & Bailey, 2015, p.50). Besides, mastering speaking skills means that students can communicate ideas, opinions, and questions with the class group and other people. Indeed, speaking skills play a significant role in learning English because this ability allows students to develop and improve the language. On the other hand, learning the English language requires practice; students must participate in classes using the language, not be afraid of making mistakes and try to pronounce the words correctly.

4.3.3 Task-Based Language Learning oral production strategies

Task-Based Language Learning is an approach that proposes that teachers plan and work with meaningful tasks that promote communication, interaction, and collaborative work between learners. Saricoban & Karakurt (2016), expressed that Task-Based Language Learning emphasizes the development of communicative skills through activities that engage students in situations of comprehension, analysis, and production. That is why in this approach, the development of speaking skills is fundamental because improving this ability allows students to communicate their ideas and make negotiations using the language. Additionally, there are strategies that teachers need to use in English classes to improve oral production. Liddicoat & Jasen (2008, as cited in Santos, 2018) defines that TBLL has six strategies to develop the ability to speak such as:

Figure 4

Task-Based Language Learning strategies

Practice and pronunciation	<ul style="list-style-type: none"> • This strategy is useful because students use the language they are learning to communicate with classmates and do activities.
Exchange opinions and experiences	<ul style="list-style-type: none"> • In the classroom, organizing students in groups or pairs promotes collaborative work.
Role-play	<ul style="list-style-type: none"> • Roleplay is a strategy that allows students to actively participate.
Questions and answers	<ul style="list-style-type: none"> • This task allows the teacher to know the level of communication that the students have.
Picture description	<ul style="list-style-type: none"> • In this activity students can describe what they observe, discuss, and build concepts.
Finding Differences	<ul style="list-style-type: none"> • In this task, the teacher uses two pictures where the students must find the differences.

Note: Researcher elaboration

4.4 Objectives

General objective

- To create a didactic guide using digital didactic resources with strategies based on Task-Based Language Learning to improve speaking skills in seventh-grade students at “Daniel Reyes” school.

Specific objective

- To identify digital didactic resources that seventh-grade students are interested in using to enhance speaking skills.

- To select the topics that can be adapted and included in the creation of innovative, current activities using digital didactic resources to improve speaking skills in seventh-grade students.
- To apply an activity in a class to observe the effectiveness of digital didactic resources with Task-Based Language Learning strategies in the development of speaking skills.

4.5 Location

The “Daniel Reyes School” it is located in the parish of San Antonio, belonging to the Ibarra canton, in the province of Imbabura in Ecuador, addressed on Street and Sucre 2-72. and Camilo Pompeyo streets. This is a public institution belonging to the parish of San Antonio. This school was founded in 1944 to include art in education and train professional plastic artists. This proposal was designed for seventh-grade students from parallels “A” and “B” from this institution.

4.6 Beneficiaries

In this proposal, the direct beneficiaries are the seventh-grade students and the teachers at “Daniel Reyes” school. Teachers will be able to use digital didactic resources as a strategy to improve speaking skills. Likewise, the students will have the opportunity to acquire the second language attractively and will feel encouraged when the teacher uses the new resources and strategies in the classes. On the other hand, it is essential to mention that the indirect beneficiaries of this project are all the students at “Daniel Reyes” school. Likewise, teachers and students from other institutions could use the guide with digital didactic resources and Task-Based Language Learning (TBLL) strategies to improve oral production and academic performance.

4.7 Proposal development

The following proposal was designed considering the results of the data collection and the information of the theoretical framework of this project. It contains a cover, index, introduction, presentation, objectives, and four units. Each unit has three activities. All activities are based on the topics that seventh-grade students need to learn according to the Education Ministry book level A2.1. Moreover, the proposal focuses on improving speaking skills using digital didactic resources with Task-Based Language Learning strategies. Likewise, it is necessary to mention that this guide is expected to be used as a support resource for teachers and students to contribute significantly to the teaching and learning process of English language, as well as to improve students' speaking skills. The final proposal is available in PDF format and can be used on any technological device and access is free.

Digital Didactic

Resources



Guide to Improving

Speaking skills



**Author: Katerine
Perugachi**

Introduction

Speaking is a complex skill in which students feel frustration, and nervousness, among others. Nevertheless, this skill occupies a significant place in language learning because through its learners share information, and express ideas or thoughts. However, after analyzing the data from the data collection of this project, it is evident that the speaking skill is the most difficult to develop in seventh-grade students: therefore, it is necessary to improve speaking skills so that students reach the level established by the Ministry of Education according to Common European Framework for Languages. For that reason, teachers must integrate methods or approaches to teaching English as a foreign language and use resources that support the development of speaking skills.

Consequently, this proposal is presented as a strategy to help improve the ability to speak in seventh-grade students of "A" and "B" and facilitate the teaching process of teachers at "Daniel Reyes" school. The proposal of the guide is based on a series of activities that promote the development of the ability to speak in a fun, practical, and easy way. In addition, the guide includes four units. Unit 1: Money collections, Unit 2: Means of transportation, Unit 3: Adventure sports, Unit 4: Ancestors, traditions. The activities of each unit have been designed to strengthen speaking skills and for students to feel curious and have fun while using digital didactic resources to practice oral production.

Finally, the strategies of the Task-Based Language Learning approach that are proposed in the proposal focus on motivating the participation of students in tasks that are directly related to oral production. Therefore, this proposal seeks to promote the development of speaking skills involving the use of technology that can help teachers create interactive activities: as a result, students can enhance the English language and share information in different contexts.

Presentation

The digital didactic resources guide contains four units and each unit has three activities. The topics and activities of each unit allow students to enhance their speaking skills. The activities were divided according to the structure of the TBLL approach lesson plan; pre-task, task cycle, and language focus. Also, each activity has detailed information about the digital didactic resource to be used (what is it, and how to use it), and the activity (title, time, and objective). Finally, in the last section, there are the rubrics and the answer sheets. It is essential to mention that all activities focus on improving speaking skills.

WELCOME

NEVER STOP LEARNING BECAUSE LIFE NEVER STOPS TEACHING
INDEX

UNIT 1: Money collections

Activity 1: Page 7-10
Activity 2: Page 11-14
Activity 3: Page 15-19



UNIT 2: Means of transportations

Activity 1: Page 22-26
Activity 2: Page 27-30
Activity 3: Page 31-35

UNIT 3: Adventure sports

Activity 1: Page 38-41
Activity 2: Page 42-45
Activity 3: Page 46-49

UNIT 4: Ancestors, traditions

Activity 1: Page 52-55
Activity 2: Page 56-59
Activity 3: Page: 60-63

RUBRICS



Unit 1, Unit 2, Unit 3, Unit 4.
Page: 64-67

ANSWERS

Unit 1, Unit 2, Unit 3, Unit 4.
Page: 68-81



ROLE OF THE TEACHER, STUDENT, AND INSTRUCTIONAL MATERIAL



Task-Based Language Learning

Role of the teacher

The teacher is a guide and facilitator to promote innovation, and creativity in the development of practical skills.



Role of the student

The student is an active person in the construction of their knowledge.

Role of the instructional material

Digital didactic resources are resources that support the teacher. These are intended to stimulate and motivate the student in learning.

LET'S FUN



UNIT 1

Money

Collections



UNIT OBJECTIVES

- To talk about the importance of money.
- To give personal opinion using present perfect tense.
- To describe and talk about ancient treasures in the context of history.

RESOURCES

- Computer
- Internet connection
- Online tools
- Evaluation Rubric

DESCRIPTORS OF CEFR

- **Level:** A2
- **Ages:** 11-12 years

Spoken interaction

- Can communicate in simple and routine tasks requiring a simple exchange of information on familiar topics and activities.

Spoken production

- Can use a series of phrases and sentences to describe in simple terms the family and other people, living conditions, educational background, and present or most recent job (Delf-dalf, 2021).

What is Learning apps?

Learning apps is a web platform that allows teachers to create different types of interactive activities where students can explore their skills from different contexts.



Retrieved from: <https://es.learningapps.com>

How to use Learning apps

- 1.- Enter to the following link: [https:// learning apps. com](https://learningapps.com) or go to the Google and type Learning apps.
- 2.- Teacher create the activity while students click on the link that the teacher sends and click on OK.
- 3.- Finally, complete the activity and take a screenshot as evidence.

What is Voki?

Voki is a digital tool for teachers and students, which can be used to enhance learning. Students can create different types of avatars, in order to use the characters in the classroom as an effective communication tool.



Retrieved from: https://Blog_educativo_aprendamosdelastecnologias.blogspot.com

How to use Voki

- 1.- Enter to the following link, <https://voki.com> or go to Google and type Voki.com.
- 2.-Choose an avatar according to your preference and include animations.
- 3.- Finally, go to the audio section and record your voice.

Unit 1- Activity 1- Pre-task

Objective: Students will be able to talk about the importance of money using the new vocabulary in a record 3 minutes audio in Voki.

Time: 60 minutes

Money

Teachers

- The teacher will provide the students with a picture.
- Present the vocabulary related to the topic "Money"

What to do

Students

- Students will answer some questions about the pictures.
- Complete the activities in Learning Apps.

Lead-in: Share opinions.

What can you see in the pictures?



Retrieved from: <https://Treasure Chest Full Treasures Texture:shutterstock.com>

Vocabulary: Presentation

receive

To come into possession of

allowance

Money that parents give to children or a company pays an employee a salary for a month or week.

thief

Refers to a person who steals or takes things that do not belong to his/her.

steal

A person who purchases goods and services for personal use.

barter

Take something that does not belong to you.

goods

Exchange goods or services, such as a quintal of rice for sugar.

service

Things that can be sold like clothes, shoes.

Action of doing a service to another person.

consumer

Buy goods and services.

afford

It refers to having enough money to pay for consumption.



Unit 1- Activity 1- Task cycle-Practice 1

What to do

Teachers

- The teacher will explain how to use the Learning app.
- Make a clear explanation.
- The teacher circulates around the classroom to observe that all the students carry out the activities.

Students

- Pay attention to the teacher's instructions.
- Students work individually.
- Students have 20 minutes to complete the activity.

LEARNING APPS

WEBSITE

Exercise 1. Complete the activities

1.- Open the link
Click on OK



2.- Match the cards
and complete the activity.



3.- Complete activity 2.
Listen to the audio and find the word.



4.- Finish the activity 2.



Unit 1- Activity 1- Task cycle -Practice 2

Video

Teachers

- The teacher will share a video about money.
- Explain how to use Learning apps

What to do

Students

- Pay attention to the teacher's instructions.
- Students will answer two questions about the video.

LEARNING APPS

Website

Exercise 1. Complete the activities

1.- Open the link
Click on OK.



2.- Watch the video



3.- Answers the questions.



Questions

Do you think money is important in your life?

What is your opinion about money?

Strategy: Questions and answers

Links:

<https://learningapps.org/display?v=pe31saag222>

<https://learningapps.org/display?v=ptqgmvt7jc22>

<https://learningapps.org/display?v=ph0nb0sxn22>

Unit 1-Activity 1-Language Focus

DIGITAL DIDACTIC RESOURCE VOKI

What to do

Teachers

- Explain how Voki is used.
- Create a comfortable environment.
- Provide the situation.
- Make a clear explanation.

Students

- Pay attention to the teacher's instructions.
- Students make an avatar to answer the question.
- Present the avatar to the whole class.

Situation

- Imagine that you win a million dollars in a lottery. **What things would you buy with that money?**
- Make an avatar and record an audio with your answer.



Retrieved from: <https://podcast o música. alamy.es>

For example:

1.- Create an avatar

2.- Record an audio

3.-Share the link



Unit 1- Activity 2- Pre-task

Objective: Students will be able to create a dialogue to talk about their treasures using the present perfect tense.

Time: 60 minutes.

My treasure

Teachers

- The teacher will provide the students with a picture.
- Explains the grammar rule. "Present perfect tense"

What to do

Students

- Students will choose three treasures that are most important to them.
- Complete the activities in Learning Apps.

Lead-in: Share opinions.



Retrieved from: <https://family-treasure-house-clothes-atlas.com>

Grammar: Presentation

"Present perfect tense"

It is used to express actions that took place in the past with visible results in the present.

PRESENT PERFECT TENSE

+

S + have/has + past participle
I have tried sushi.

-

S + have not (haven't)/has not (hasn't) + past participle
I have not tried sushi.

?

Have/Has + subject + past participle?
Have you tried sushi?

Usage

Example

Retrieved from: <https://TOMLdigital> - PRESENT PERFECT tom.digitalar texts

For example:

People have used money for more than 100 years.



Grammar tip

This is the present perfect tense.
Why do you think it is used here?

Unit 1- Activity 2- Task cycle-Practice 1

What to do

Teachers

- The teacher will explain how to use the Learning app.
- Make a clear explanation.
- The teacher circulates around the classroom to observe that all the students carry out the activities.

Students

- Pay attention to the teacher's instructions.
- Students work individually.
- Students have 20 minutes to complete the activity.

LEARNING APPS

WEBSITE

Exercise 1. Complete the activities

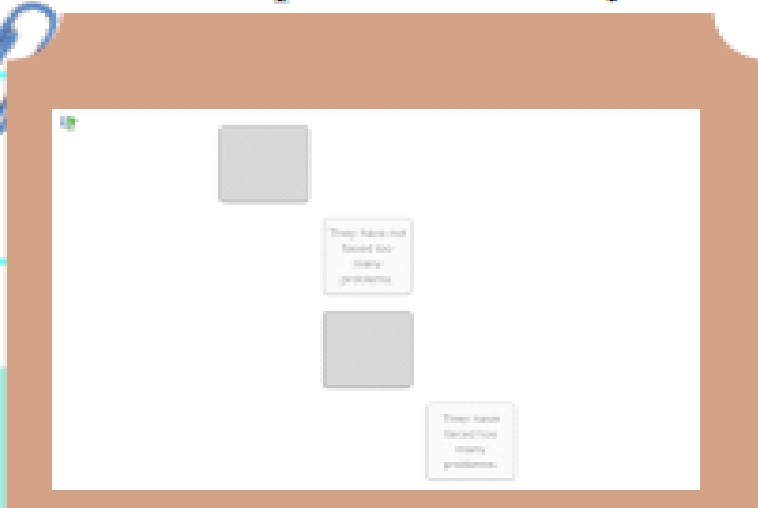
1.- Open the link:
Click on OK



2.- Match the cards



3. Complete the activity



Unit 1- Activity 2- Task cycle - Practice 2

LEARNING APPS

WEBSITE

Exercise 1. Complete the activities

4.- Open the link. Click on OK
Complete activity 2.



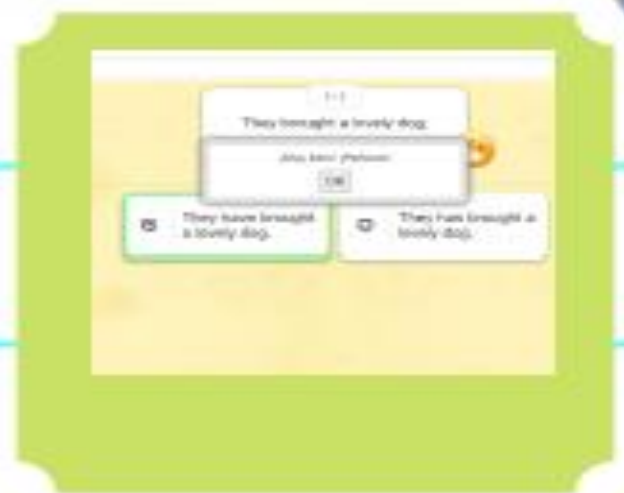
5. Choose the correct option.



6. Open the link. Click on OK
Complete activity 3.



7. Finish the activity.



Links:

- <https://learningapps.org/display?v=pfg4qup7522>
- <https://learningapps.org/display?v=p41dm7aon22>
- <https://learningapps.org/display?v=panyg2ijj22>

Unit 1-Activity 2-Language Focus

Strategy: Questions and answers

What to do

Teachers

- The teacher creates a more innovative and dynamic environment.
- The teacher will give the instructions.

Students

- Pay attention to the teacher's instructions.
- After practicing the use of the present perfect tense, students will answer two questions as a conversation.

Questions

- What do you think is the greatest treasure a person can have?
- What is your greatest treasure? Why?



Dialogue

Yarina: Hello, Vanessa. How are you?

Vanessa: Fine and you?

Yarina: Fine. I'm going to ask you something. What do you think is the greatest treasure a person can have?

Vanessa: I believe that the greatest treasure of a person is the family.

Yarina: What is your greatest treasure?

Vanessa: My greatest treasure is my grandmother, although I haven't talked to her.



Objective: Students will be able to give their point of view about ancient treasures using appropriate vocabulary in the context of history.

Time: 80 minutes

Ancient treasure

Teachers

- Provide students with a tongue twister.
- The teacher will read the tongue twister so that the students know the pronunciation of each word.
- The teacher will explain the new vocabulary.

What to do

Students

- Students will practice individually.
- Students will participate in the activity, and each student will say the tongue twister in front of the class.
- Pay attention to the teacher's instructions.

Lead-in: Tongue twister

How much wood a woodchuck chuck if a woodchuck could chuck wood?



Retrieved from: <https://adivisaozestrabalenguas.com>

Vocabulary: Presentation.

Words

buried
cane
tomb
heat
ash
face mask
treasure

Meaning

To put in the ground and cover with earth.
Stick used to walk with.
Repository for the remains of the dead.
The energy that is transferred from one body.
The remains of something destroyed; ruins.
Protective mask.
Wealth; metals, money, jewels.

Unit 1- Activity 3-Pre-task-Presentation

What to do

Teachers

- Explain how to use Learning apps.
- The teacher will provide the questions.
- Make a clear explanation.

Students

- Pay attention to the teacher's instructions
- Respond to the questions about the video.
- Discuss in pairs.

LEARNING APPS: "TUTANKHAMUN'S STORY"

Exercise 1. Complete the activities

1.- Open the link
Click on OK.

VIDEO

2.- Watch the video



3.- Answers the questions



LINK

<https://learningapps.org/display?v=p80mam0gn22>

Unit 1- Activity 3- Task cycle-Practice 1

Exercise 1. Look at this picture. In pairs discuss the following questions:



Retrieved from: <https://arteinspiracion.canalblog.com>



Retrieved from: <https://arqueólogosdw.com>

QUESTIONS

- What do you think this picture represents?
.....
- Do you think that piece of art is difficult to draw?
.....
- Do you think the mummie is an Ancient Treasure?
.....

Unit 1- Activity 3- Task cycle -Practice 2

Exercise 2. Can you tell me a good poem?

What to do

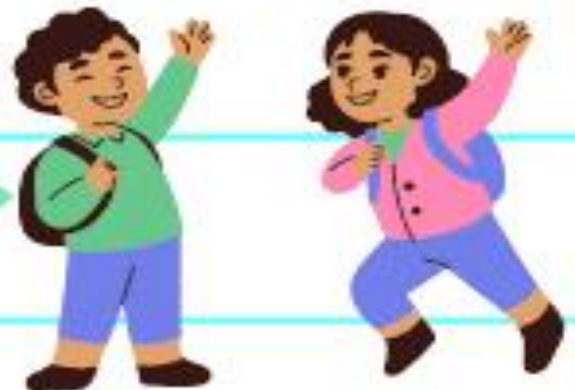
Teachers

- The teacher will make students listen to the poem and repeat them.
- Make students practice and repeat the poem.

Students

- Pay attention to the teacher's instructions.
- Record yourself saying the poem you created.

Let's practice the poem
"The treasure"



THE TREASURE

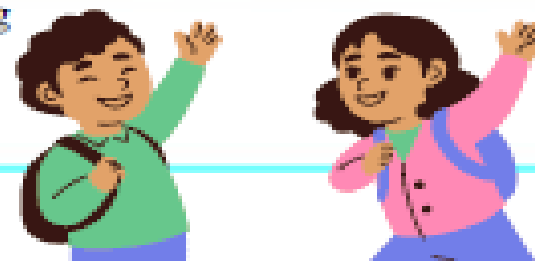
I can be my shadow in the darkness
Or it can be be the chape of my foot
Also the stopping place where I get
down

Or my be it is the invisible door beyond
the stars.

Hardly can be the unsymmetrical floor
Where I keep my spiritual force
And I am vigilant, armad, attentive...
You painted and I feel the splendour
of the inaccessible!

Julie Sopetrán

Retrieved from: <https://eltiempohabitado's weblog>



Unit 1-Activity 3-Language focus

Strategy: Practice and pronunciation

What to do

Teachers

- Explain to students how to make their poems. "The King"
- Provide instructions.
- Make groups of four students. At the end of the activity, students can share their poems in front of the class.
- Make students record themselves saying their poems.

Students

- Pay attention to the teacher's instructions.
- Enjoy practicing your poem.
- Record yourself saying the poem.
- Use the vocabulary learned before.

Exercise: Imagine you are the best friend of one of these Kings. "Atahualpa and King Tut"
Write a poem to the King that you choose; then, record an audio saying your poem, you can use Voki or Vocaroo.



Retrieved from: <https://kids-nationalgeographic.com>

Digital didactic resources to record the voice:



<https://voki.com>
<https://vocaroo.com>

Tips

- Choose what to write a poem about.
- The message and its purpose.
- The type of voice.
- Don't forget the punctuation marks.
- Pose the poem to be recited.

UNIT 2

Let's go

Means of transportation

DESCRIPTORS OF CEFR

- Level: A2
- Ages: 11-12 years

Spoken interaction

- Can communicate in simple and routine tasks requiring a simple exchange of information on familiar topics and activities.

Spoken production

- Can use a series of phrases and sentences to describe in simple terms the family and other people, living conditions, educational background, and present or most recent job (Delf-dalf, 2021).

UNIT OBJECTIVES

- To talk about means of transportation.
- To learn about future tense.
- To give personal information about the evolution of transport.
- To talk about transportation and pollution.

RESOURCES

- Computer
- Internet connection
- Online tools
- Evaluation Rubric



What is Learning apps?

Learning apps is a web platform that allows teachers to create different types of interactive activities where students can explore their skills from different contexts.



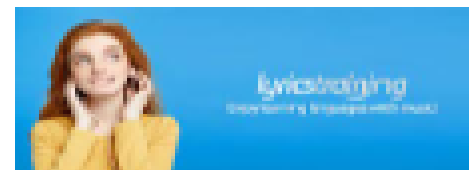
Retrieved from: <https://learningapps.com>

How to use Learning apps

- 1.- Enter to the following link: [https:// learning apps. com](https://learningapps.com) or go to the Google and type Learning apps.
- 2.- Teacher create the activity while students click on the link that the teacher sends and click on OK.
- 3.- Finally, complete the activity and take a screenshot as evidence.

What is Lyrics training?

Lyrics training is a website where people can find different music and can practice the lyrics. In addition, teachers can create their exercises, and students can practice according to the level they choose. There are four: beginner, intermediate, advanced, and expert.



Retrieved from: <https://www3.gobismediccanarias.org>

How to use Lyrics training

- 1.- Enter the following link: <https://es.lyricstraining.com> or go to Google and type Lyrics training.
- 2.- Type the song you want to practice, and select the game mode: beginner, intermediate, advanced, and expert.
- 3.- Finally, listen to the song and complete the lyrics. At the end of the activity you can see the score.

What is Fripgrid?

Flipgrid is a website that allows teachers to facilitate video discussions. In addition, students can organize themselves into groups to discuss a topic and then create videos where they can include images. Teachers can also modify the recording time and create class groups.



Flipgrid

Retrieved from: <https:// Flipgrid-edatic.up.edu.pe>

How to use Fripgrid

- 1.- Teachers have to create an account and a group to share the activities.
- 2.- Students have to enter with an email.
- 3.- The teacher has to share the class code.
- 4.- Finally, the students enter the group, they can record the videos, include pictures, and upload the videos.

Unit 2- Activity 1- Pre-task

Objective: Students will be able to talk about means of transportation in the context of the rural and urban areas.

Time: 60 minutes.

Rural and Urban area

What to do

Teachers

- The teacher will provide 3 questions to the students about the means of transportation.
- The teacher will give a new vocabulary.
- Make a clear explanation.
- The teacher will create a friendly atmosphere.

Students

- Students will pay attention to the instruction of the teachers.
- Students will answer the questions.
- Students will participate in the activities.

Lead-in: Share opinions.

Questions

- What type of transportation do people use in the urban area?
- What type of transportation do people use in a rural area?
- What changes do you think will be made in transportation in the future?



Retrieved from: <https://Pin.en.velogco.pinterest.com>

Vocabulary: Presentation

Types of means of transportation

Land transportation

I came by....

I took

I rode a....

- Bike
- Truck
- Bus
- Motorcycle
- Train
- Railway
- Car
- Taxi

Water transportation

I took....

- Boat
- Submarine
- Ship
- Canoe

Air transportation

I came by....

- Airplane
- Plane
- Glider
- Helicopter

Unit 2- Activity 1- Task cycle-Practice 1

Teachers

- The teacher will explain how to use the Learning app.
- Make a clear explanation.
- The teacher circulates around the classroom to observe that all the students carry out the activities.

What to do

Students

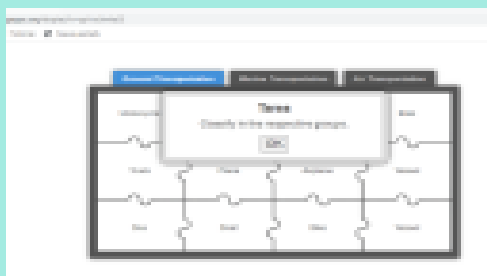
- Pay attention to the teacher's instructions.
- Students work individually.
- Students have 20 minutes to complete the activity.

LEARNING APPS

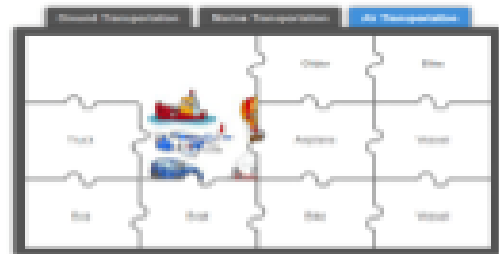
WEBSITE

Exercise 1. How do you travel to school?

1.- Open the link
Click on OK



2.- Classify the groups
and complete the activity.



3.- Complete activity 2.

Listen to the audio and complete the crossword.

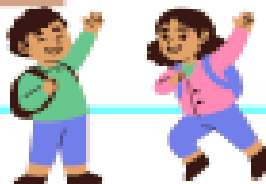


Questions

- What kind of transportation do you take to go to school?
- What type of transport do they use in the city and in the countryside?

LINKS

<https://learningapps.org/displayv~pp1va3mfa22>
<https://learningapps.org/displayv~p8ppkumxk22>



Unit 2- Activity 1- Pre-task-Practice 1

VOCABULARY PART 2

Engines
Reach speeds
Environmentally friendly means of transportation
Diesel fuel
Robotics

Refers to a part of the car known as the engine.
It refers to reaching the maximum speed of a vehicle.
Works with electricity using natural resources.
Mineral oil.
Branch of technology that includes robotics in innovation.

Unit 2- Activity 1- Task cycle-Practice 1

What to do

Teachers

- The teacher will explain how to use the Learning app.
- Make a clear explanation.
- The teacher circulates around the classroom to observe that all the students carry out the activities.

Students

- Pay attention to the teacher's instructions.
- Students work individually.
- Students have 10 minutes to complete the activity.

Exercise 3. Match the words with the correct picture.

1.- Open the link.
Click on OK.



2.- Complete activity 1.
Match the word with the responding picture.



3.- Complete activity 2.
Choose the correct option.



LINKS

<https://learningapps.org/display?v=prateuzyrj22>
<https://learningapps.org/watch?v=prsqokgchc22>

Unit 1- Activity 1- Task cycle-Practice 2

Teachers

- The teacher will explain how to use Lyrics training.
- Make a clear explanation.
- The teacher circulates around the classroom to observe that all the students carry out the activities.

What to do

Students

- Pay attention to the teacher's instructions.
- Students work individually.
- Students have 20 minutes to complete the activity.

LYRICS TRAINING

WEBSITE

Exercise 2. Complete the lyrics of the song "Transportation" Listen and complete



Link: https://es.lyricstraining.com/play//transportation-song/HlzhbW8JqI#!Katerine_02_05Perugachi_KP

TRANSPORTATION SONG

I can see.....I can drive I can see a.....
I can fly.

I can see yourI can drive, I can see.... I can say. But where can I go? Where can I go, go, go.
I do not Know?

I can see aI can drive, I can see.... I can fly.
I can seeI can drive. I can see I can say.
But where can I go? Where can I go, go, go. I do not Know? LET'S RAP

.....
Where can I go, go, go. I do not Know?

Unit 1-Activity 1-Language Focus

Strategy: Role play.

What to do

Teachers

- The teacher will explain how to use Flipgrid.
- The teacher will give the instructions.
- Organize the pairs.
- Make a clear explanation.
- The teacher will promote collaborative work.

Students

- Students will work in pairs.
- They will create an interview.
- They will record a video where they express their ideas.
- They will complete the activities.

Exercise: Students will work in pairs. They will create an interview and record a video using the Flipgrid app.

- **Student A:** You are the journalist, imagine that he is traveling to a community far from the city. Ask the president of the community questions about the types of transportation they use and what vehicles are not allowed to enter the area.
- **Student B:** You are president of the community and will share the information.

For example: Dialogue

Student A: Good morning, I'm a journalist from Ecuavisa. This morning I have the opportunity to broadcast from the community of Panecillo, next to me I have the president of the community, Francisco Torres. I will ask you some questions about the means of transportation that enter the community.

Student B: Good morning. Thanks for coming to the community. Well, the means of transportation we use here are the bus, cars, tractors, and trucks.

Student A: Can a plane enter?

Student B: No, we don't have adequate space here for an airplane to land, it would be a problem if an airplane tries to land.

Student A: Can a ship enter? I ask because I have researched and in the community, there are rivers nearby.

Student B: No, it is impossible, there are rivers, and waterfalls, here in the community but a boat is not possible because there is no force in the current.

Student A: Thank you very much for the collaboration. So, viewers, in the community of Panecillo, only land transport can enter. Until here is my report thanks.



Retrieved from: <https://Flipgridrecursos.ucof.mx>



Retrieved from: <https://Casa de niños entrevista Elena Pomiatowska- youtube.com>



Unit 2- Activity 2- Pre-task

Objective: Students will be able to create a video where they share their opinions about the evolution of transport using the future tense with appropriate vocabulary.

Time: 80 minutes

History of transport

Teachers

- The teacher will give some pictures to the students.
- The teacher explains about the future tense will
- Make a clear explanation.
- The teacher will provide some examples.

What to do

Students

- Students will pay attention to the teacher's instruction.
- Students will complete the activities.
- Students will participate in the activities.
- Students will ask questions if they do not understand an instruction.

Lead-in: Share opinions.



Retrieved from: <https://innovation.com>

Grammar: Presentation

Future tense: "Will"

It is used to express a prediction or something that you want to do in the future.

Structure: S + Auxiliary verb + Principal verb + C

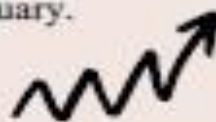
Affirmative: I **will** travel to London in January.

Interrogative: **Will** you travel by bus.

Negative: I **will** not travel / won't.

For example:

- Will you travel by train or by bus?
- I won't travel by bus I will probably travel by train.



Retrieved from: <https://future tense will form/ en ingl3sjuanra.com>

Grammar tip

This is future tense, will form. Why do you think it is used here?

Unit 2- Activity 2-Task cycle-Practice 1

What to do

Teachers

- Explain how to use Learning apps.
- The teacher will provide the questions.
- Make a clear explanation.

Students

- Pay attention to the teacher's instructions
- Answer the questions about the video.

LEARNING APPS

WEBSITE



Exercise 1. Complete the activities

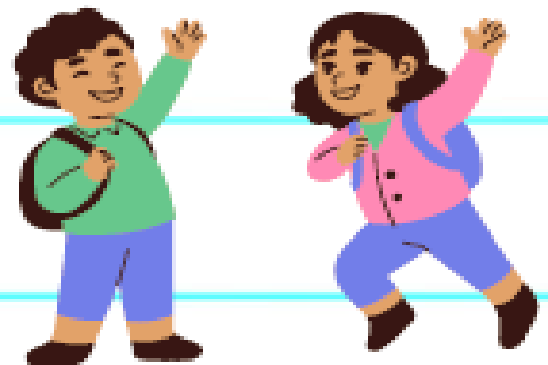
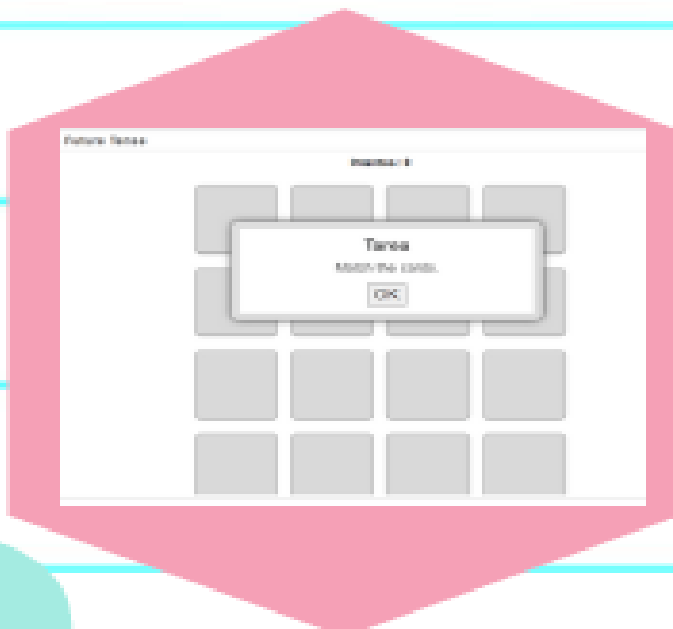
1.- Open the link
Click on OK.



2.- Choose the correct option.
Complete activity 1.



3.- Complete activity 2.



LINKS

<https://learningapps.org/watch?v=pj10b21gk22>
<https://learningapps.org/watch?v=pud01qffj22>

Unit 2- Activity 2- Task cycle-Practice 2

What to do

Teachers

- The teacher will provide the pictures.
- Make a clear explanation.
- The teacher circulates around the classroom to observe that all the students carry out the activities.
- Organize students in pairs.

Students

- Pay attention to the teacher's instructions.
- Students work individually.
- Students have 20 minutes to complete the activity.

Strategy: finding differences

Exercise 2. Work in pairs. Look at the two pictures, and find the differences between the pictures in group A and group B. Make a list.

GROUP A



Retrieved from: <https://the-most-innovative-car-designs-cnn-stylecnn.com>

Make a list:

GROUP B



Retrieved from: <https://Real-ships-Astrid-Selmannastridselmann.info>

Make a list:

Unit 2-Activity 2-Language focus

DIGITAL DIDACTIC RESOURCES FLIPGRID

What to do

Teachers

- The teacher will explain how to use Flipgrid.
- The teacher will give the instructions.
- Make a clear explanation.
- The teacher will promote collaborative work.

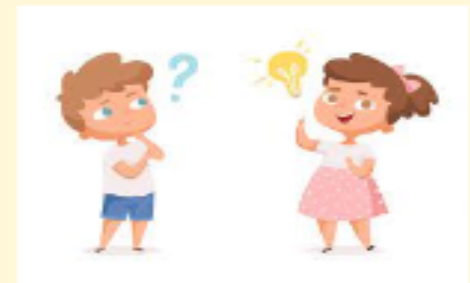
Students

- Students will work individually.
- Students will record a video.
- Pay attention to the teacher's instructions.

Exercise: Make a comment about the evolution of means of transport and record your answer. Use the Flipgrid platform to record the video for 2 minutes maximum. Follow the instructions.

For example:

In my opinion, the evolution of transportation is amazing, because technology has changed the engines and the speed of the cars. Also, robotics is very interesting because it allows the creation of new models of means of transport. And, with innovation, there will be many changes in the means of transport and this is important to learn.



Retrieved from: <https://Kidthinkingfreepik.com>

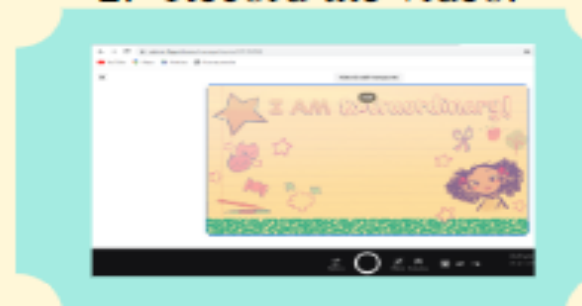
Instructions



1.- Open the link.



2.- Record the video.



3.- Upload the video.



Link:
<https://flipgrid.com/95e7fdc0>
Unirse Código:
95e7fdc0

Unit 2- Activity 3- Pre-task

Objective: Students will be able to make a poster and create a video to share their work using Flipgrid in the context of transportation and pollution.

Time: 60 minutes

Transportation and Pollution

Teachers

- The teacher will organize the students in groups of 4 students.
- The teacher explains about Transportation and Pollution.
- Make a clear explanation.
- Teacher will provide examples.

What to do

Students

- Students will pay attention to the teacher's instruction.
- Students will make a list and complete the activities.
- Students will participate in the activities.

Lead-in: Share opinions.

QUESTIONS

- Make a list
- What type of transport pollutes the environment?
- In your city, which type of transport pollutes the environment the most?



Retrieved from: <https://Students in Your Classroom tanjaysroteaching.com>

Presentation: Land and Water Transportation



Retrieved from: <http://image-train-ex-vectary.com>

Questions

- What do you think is the fastest means of transportation?
- Which means of transport do you think pollutes the environment the most?

Unit 2- Activity 3- Task cycle-Practice 1

What to do

Teachers

- The teacher will explain how to use the Learning app.
- Make a clear explanation.
- The teacher circulates around the classroom to observe that all the students carry out the activities.

Students

- Pay attention to the teacher's instructions.
- Students work individually.
- Students have 10 minutes to complete the activity.

LEARNING APPS

WEBSITE



Exercise 1. Choose the correct option

1.- Open the link
Click on OK



2.- Watch the video and take notes.

VIDEO



3.- Answers the questions
about the video.



Questions

- What activities would you do to avoid contamination?
- Would you collaborate in campaigns to promote the care and protection of the environment to minimize pollution?

Strategy: Questions and answers



LINK

<https://learningapps.org/watch?v=pf0u2fvthk22>

Unit 1- Activity 3- Task cycle-Practice 1

Exercise 1. Look at the pictures. In pairs discuss the following questions:

Truck



Retrieved from: <https://ssp.depositphotos.com>

Submarine



Retrieved from: <https://eshidrógeno.com>

QUESTIONS

- Which of these means of transport do you consider to pollute the environment the most?
- Do you know about submarines?
- Submarines are faster than trucks?



Unit 2- Activity 3- Practice 2

Exercise 2. What do you know about a submarine?

What to do

Teachers

- Explain to students how to use Lyrics training.
- Make students listen to the song and repeat them.
- Organize students in groups of four students.

Students

- Pay attention to the teacher's instructions.
- Practice the lyrics of the song using Lyrics training.
- Present in front of the class.

Let's practice the song.



LYRICS TRAINING



Link: https://es.lyricstraining.com/play/the-beatles/yellow-submarine/HnMdGuRPvn#!Katerine_02_05Perugachi_KP

Yellow submarine Lyrics

In the town where I was born
Lived a man who sailed to sea
And he told us of his life
In the land of submarines
So we sailed on to the sun
'Til we found a sea of green
And we lived beneath the waves
In our yellow submarine
We all live in a yellow submarine
Yellow submarine, yellow submarine
We all live in a yellow submarine
Yellow submarine, yellow submarine
And our friends are all aboard
Many more of them live next door
And the band begins to play
We all live in a yellow submarine
Yellow submarine, yellow submarine
We all live in a yellow submarine
Yellow submarine, yellow submarine

Full steam ahead, Mister Boatswain, full steam ahead
Full steam ahead it is, Sergeant
As we live a life of ease (a life of ease)
Every one of us (every one of us)
Has all we need (has all we need)
Sky of blue (sky of blue)
And sea of green (sea of green)
In our yellow (in our yellow)
Submarine (submarine, aha)
We all live in a yellow submarine
A yellow submarine, yellow submarine
We all live in a yellow submarine

Author: The Beathles



Strategy: Practice and pronuntiation



Unit 2-Activity 3-Language focus

DIGITAL DIDACTIC RESOURCE: FLIPGRID

What to do

Teachers

- The teacher will explain how to use Flipgrid.
- The teacher will give the instructions.
- Make a clear explanation.
- The teacher will explain the evaluation rubric.

Students

- Pay attention to the teacher's instructions.
- Students will work individually.
- Students will create a poster.
- Students will record a video where they express their ideas.

- **Exercise:** First, students will work individually. Each student will make a poster of a means of transport they choose; also, they can draw or paste pictures.
- Second, students will record a video in Flipgrid where they explain the characteristics, curious facts, and the advantages of the means of transport they chose; 3 ideas for each item.
- Link: <https://flipgrid.com/95c7fde0> Unirse Código: 95c7fde0
- Third, students will include the reasons why this means of transport is friendly to the environment and avoids pollution.



Retrieved from: <https://Flipgridrecursos.ucoj.mx>

Transportation and pollution

POSTER



Retrieved from: [https:// Air pollution poster with cars and factory.canstockphoto.com](https://Airpollutionposterwithcarsandfactory.canstockphoto.com)

UNIT 3

Adventure Sports



UNIT OBJECTIVES

- To talk about tourist places in Ecuador.
- To recognize the meaning of Ecotourism.
- To give personal information about Cultural tourism.
- To learn about caring for the Environment.

RESOURCES

- Computer
- Internet connection
- Online tools
- Evaluation Rubric

DESCRIPTORS OF CEFR

- Level: A2
- Ages: 11-12 years

Spoken interaction

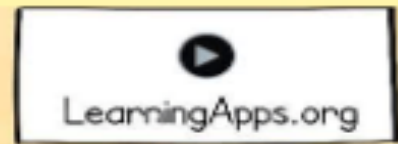
- Can communicate in simple and routine tasks requiring a simple exchange of information on familiar topics and activities.

Spoken production

- Can use a series of phrases and sentences to describe in simple terms the family and other people, living conditions, educational background, and present or most recent job (Delf-dalf, 2021).

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How to use Learning apps

- 1.- Enter to the following link: [https:// learning apps. com](https://learningapps.com) or go to the Google and type Learning apps.
- 2.- Teacher create the activity while students click on the link that the teacher sends and click on OK.
- 3.- Finally, complete the activity and take a screenshot as evidence.

What is Vocaroo?

Vocaroo is an online tool that allows users to record, send and download voice messages. Teachers and students can use Vocaroo for activities where they have to share any type of information orally.



Retrieved from: <https://tizacontic-blogspot.com>

How to use Vocaroo

- 1.- Enter the following link: <https://vocaroo.com> or go to Google and type Vocaroo.
- 2.- Click on record audio and record the information as many times as necessary.
- 3.- Finally, click on save and get the link.

What is Fripgrid?

Flipgrid is a website that allows teachers to facilitate video discussions. In addition, students can organize themselves into groups to discuss a topic and then create videos where they can include images. Teachers can also modify the recording time and create class groups.



Flipgrid

Retrieved from: [https:// Flipgrid-edutic.up.edu.pe](https://Flipgrid-edutic.up.edu.pe)

How to use Fripgrid

- 1.- Teachers have to create an account and a group to share the activities.
- 2.- Students have to enter with an email.
- 3.- The teacher has to share the class code.
- 4.- Finally, the students enter the group, they can record the videos, include pictures, and upload the videos.

Unit 3- Activity 1- Pre-task

Objective: Students will be able to create a video where they can promote a tourist place in Ecuador, using appropriate vocabulary.

Time: 80 minutes

Famous places in Ecuador

Teachers

- The teacher will provide some questions.
- The teacher will organize the students in pairs.
- The teacher will explain the new vocabulary.
- Make a clear explanation.

What to do

Students

- Students will pay attention to the teacher's instruction.
- Students will complete the activities.
- Students will answer the questions and work in pairs.

Lead-in: Share opinions.

QUESTIONS

- What tourist places have you visited in Ecuador?
- What places would you like to know?
- When you travel to a tourist place, what do you like to do?



Retrieved from: <https://blogspot.com>

Presentation: Vocabulary

- **Snorkeling:** Refers to the activity of swimming underwater using a snorkel.
- **Gear:** Type of clothing that is used for something specific.
- **Kayak:** It is a canoe made with a very light material.
- **Peak:** The top of a mountain.
- **Summit:** The highest point of a mountain.
- **Wonderful:** Really good.
- **Spend:** Use the time to do something.
- **Packing tape:** A type of tape used to close boxes.
- **Layer:** a single sheet or surface of something.



Retrieved from:
<https://childrenstraveling.blogspot.com>

Unit 3- Activity 1- Task cycle-Practice 1

Teachers

- The teacher will explain how to use Learning apps.
- Make a clear explanation.
- The teacher circulates around the classroom to observe that all the students carry out the activities.

What to do

Students

- Pay attention to teacher's instructions.
- Students work individually.
- Students have 20 minutes to complete the activity.

LEARNING APPS

WEBSITE

Exercise 1. Complete the activity

1.- Open the link

Click on OK and match the word with the picture.



2.-Complete the activity 2.

Read the meaning and find the correct word.



3.- Complete the activity 3.

Listen to the audio and find the word in the "Wordsearch".



Questions

- What tourist place in Ecuador would you like to visit?
- Do you like adventures?
- Would you like to practice extreme sports?

Strategy: Matching activities.



LINKS

- <https://learningapps.org/watch?v=p8f9rtp4a22>
- <https://learningapps.org/display?v=plhuwwan6322>
- <https://learningapps.org/watch?v=pbci29kr522>

Unit 3- Activity 1- Task cycle-Practice 2

Teachers

- The teacher will explain the activities.
- Make a clear explanation.
- The teacher circulates around the classroom to observe that all the students carry out the activities.

What to do

Students

- Pay attention to the teacher's instructions.
- Students work in pairs.
- Students have 20 minutes to complete the activity.

Exercise 2. Look at the pictures. There are six famous places. Ask your partner the following questions:

- Have you ever visited that place?
- Would you like to know that place?.....
- Have you heard about that place?
- Why do you want to visit that place?



Quilotoa Lagoon



Baños de Agua Santa



Atacames Beach



Middle of the World



Torre Eiffel, France



Times Square, New York

Exercise 3. Work in pairs. Make a list of tourist places that can be visited in Ecuador.

- 1.- Include what activities tourists can do in that place
- 2.- Food and lodging
- 3.- The price of the trip.



For example: Atacames Beach

Activities

- Travel in canoe
- Boat excursions
- Surf

Food

- Shells
- Fish
- Shrimp ceviche

Price

-Tourists can stay at the Hotel "La Rosa" and the price of lodging is 10 dollars.

Unit 3-Activity 1-Language focus

DIGITAL DIDACTIC RESOURCE: FLIPGRID

What to do

Teachers

- The teacher will explain how to use Flipgrid.
- The teacher will give the instructions.
- Make a clear explanation.
- The teacher will explain the evaluation rubric.

Students

- Pay attention to the instructions.
- Students will work individually.
- Students will create a poster.
- Students will record a video where they express their ideas.

- **Exercise:** Individual work. With the information above, imagine that you are a tour guide who will receive 10 students from the United States at the hotel where you work. You have to choose a tourist place in Ecuador and share the information.
- Use the list you created in exercise 3. You have to make a 2-minute video in Flipgrid. Link: <https://flipgrid.com/95e7fdc0Unirse> Código: 95e7fdc0



Retrieved from: <https://Flipgridrecursos.ucol.mx>



For example: Script

Good morning, my name is Karina. I am the tour guide of the "Indio Inn hotel". In Ecuador, there are some famous places, but I invite you to visit Atacames beach, in this place the climate is warm, the beaches are wonderful, and you can dive. On this beach, we can find shrimp ceviches, fish, and coconut juice, among other kinds of food. Lodging costs 10 dollars and in each hotel, you can find swimming pools to relax in.



Retrieved from: <https://turism.gob.ec>



Retrieved from: <https://goraymi.com>

Unit 3- Activity 2- Pre-task

Objective: Students will be able to create an audio about cultural tourism, using appropriate vocabulary.

Time: 80 minutes

Cultural Tourism

Teachers

- The teacher will provide some pictures.
- The teacher will provide questions.
- The teacher will explain about Present perfect for life experiences.
- Make a clear explanation.

What to do

Students

- Students will pay attention to the teacher's instruction.
- Students will complete the activities.
- Students will describe the pictures.
- Students will answer the questions.

Lead-in: Share opinions.

Questions

- What can you see in these pictures?
- What do you think is cultural tourism?
- What is tourism?



Cultural Tourism



Retrieved from: <https://salto-youthnet.com>

Grammar: Present perfect for life experiences

Present perfect tense: It is used to talk about life experiences.

S + has/ have + Verb in past participle + C



Subject + have/has + verb (v3) + object
He has completed the mission.



Subject + have/has + not + verb (v3) + object
He has not completed the mission.



have/has + subject + verb (v3) + object + ?
Has he completed the mission?



For example:

- I have visited France.
- I have not visited France.
- Have you visited France?

Retrieved from: <https://onlymyenglish.com>

Unit 3- Activity 2- Task cycle-Practice 1

Teachers

- The teacher will explain how to use Learning apps.
- Make a clear explanation.
- The teacher circulates around the classroom to observe that all the students carry out the activities.

What to do

Students

- Pay attention to the teacher's instructions.
- Students work individually.
- Students have 20 minutes to complete the activity.

LEARNING APPS

WEBSITE

Exercise 1. Complete the activity: Present perfect tense

1.- Open the link

Click on OK and order the pronouns.



2.- Complete activity 2



3.- Complete activity 3.
Choose the correct option.



3.- Complete activity 4.
Choose the correct option.



Strategy: Matching activities.



LINKS

- <https://learningapps.org/watch?v=pl427arpa22>
- <https://learningapps.org/watch?v=pl427arpa22>
- <https://learningapps.org/watch?v=pcw2lhdz222>
- <https://learningapps.org/watch?v=pp3rwa2222>

Unit 3- Activity 2- Task cycle-Practice 2

What to do

Teachers

- The teacher will provide the pictures.
- Make a clear explanation.
- The teacher circulates around the classroom to observe that all the students carry out the activities.

Students

- Pay attention to the teacher's instructions.
- Students work in pairs.
- Students have 20 minutes to complete the activity.

Strategy: Picture description .

Exercise 2. Work in pairs. Look at the pictures and answer the questions.

Cultural Tourism



Basilica de Santa María de Guadalupe.
Retrieved from: <https://aciprensa.com>



Tiānzhǔ jiào church
Retrieved from: <https://asianew.com>



Taj Mahal
Retrieved from: <https://dreamstime.com>



Panteón de Agripa
Retrieved from: <https://asianew.com>



QUESTIONS

- Do you think these images represent the historical tourism of a country?
- Why do you think these images represent religious tourism?
- Do you think that religious tourism represents the beliefs, festivities, and rituals of a culture?
- Would you like to know those churches?



Unit 3-Activity 2-Language focus

DIGITAL DIDACTIC RESOURCE: VOCAROO

What to do

Teachers

- The teacher will explain how to use Vocaroo.
- The teacher will give the instructions.
- Make a clear explanation.
- The teacher will explain the evaluation rubric.

Students

- Pay attention to the teacher's instructions.
- Students will work individually.
- Students will create a dialogue.
- Students will record an audio.

- **Exercise:** Work in pairs. Students will create a dialogue about cultural tourism. You can use the following pictures.
- At the end of the activity, they have to record a 2 min audio about their dialogue using Vocaroo.

For example: Dialogue

Student A: Have you ever been to the Basilica del Voto Nacional in Quito?

Student B: Yes, I have been there. I spent the weekend in that place, we went with my whole family. / No, I have never been there, but I would like to visit that church.

Student A: Was it beautiful? How is the place?

Student B: Yes, it is an impressive basilica because the Basilica del Voto Nacional is the most important work of Ecuadorian neo-Gothic architecture. I recommend you visit this place.

Student B: Yes, I would like to go because I find it incredible to see a church that is famous in our country.



Catedral de la Inmaculada Concepción in Cuenca.

Retrieved from: <https://laclavecuenca.com>



Basilica del Voto Nacional in Quito.
Retrieved from: <https://laclavecuenca.com>



VOCAROO

1.-Open the link.
<https://vocaroo.com>



2.- Record the audio.



3.-Click save and get the link



Unit 3- Activity 3- Pre-task

Objective: Students will be able to record an audio to explain activities related to ecotourism in the context of the environment, using appropriate vocabulary.

Time: 80 minutes

Ecotourism

Teachers

- The teacher will provide some pictures.
- The teacher will provide questions.
- The teacher will explain about Ecotourism.
- Make a clear explanation.

What to do

Students

- Students will pay attention to the teacher's instruction.
- Students will complete the activities.
- Students will describe the pictures.
- Students will answer the questions.

Lead-in: Share opinions.

Questions

- What can you see in the pictures?
- Do you think these pictures represent ecotourism?
- Have you ever heard about ecotourism?
- Do you know the meaning of ecotourism?



Retrieved from: <https://wordatlas.com>

Presentation: Ecotourism in Ecuador



Retrieved from: <https://ecotourism-world.com>

Curious facts

Ecotourism focuses on nature and passionate tourists in this tourism appreciate the natural environment and traditional cultures. The purpose is to create environmental awareness and provide conservation benefits.

Unit 3- Activity 3- Task cycle-Practice 1

Teachers

- The teacher will explain how to use Learning apps.
- Make a clear explanation.
- The teacher circulate around the classroom to observe that all the students carry out the activities.

What to do

Students

- Pay attention to the teacher's instructions.
- Students work individually.
- Students have 20 minutes to complete the activity.

LEARNING APPS

VIDEO

Exercise 1. Watch the video about Ecotourism, and complete the activities.

1.- Open the link

Click on OK and watch the video.



2.-Choose the correct option.



3.- Watch the video and answers the questions.



Questions

- Would you like to practice ecotourism?
- What is the definition of ecotourism?
- Have you ever heard about culinary tourism?

LINKS

<http://learningapps.org/watch?vwpgx96066522>

<http://learningapps.org/watch?vwpg0e9n0ck22>



Unit 3- Activity 3- Task cycle-Practice 2

Teachers

- The teacher will explain the difference between Ecotourism and Culinary tourism.
- Make a clear explanation.
- The teacher circulates around the classroom to observe that all the students carry out the activities.

What to do

Students

- Pay attention to the teacher's instructions.
- Students will work in pairs.
- Students have 20 minutes to complete the activity.

Strategy: Finding differences

Exercise 1. Look at the pictures, and write the differences between ecotourism and culinary art. Then, present in front of the class.

Ecotourism



ECOTOURISM



Retrieved from: <https://nature.com>

Characteristics

.....

.....

.....

.....

.....

Culinary tourism



Retrieved from: <https://food-world.com>

Characteristics

.....

.....

.....

.....

.....

Unit 3-Activity 3-Language focus

DIGITAL DIDACTIC RESOURCE: VOCAROO

What to do

Teachers

- The teacher will explain how to use Vocaroo.
- The teacher will give the instructions.
- Make a clear explanation.
- The teacher will explain the evaluation rubric.

Students

- Pay attention to the instructions.
- Students will work individually.
- Students will record a video where they express their steps about Ecotourims.

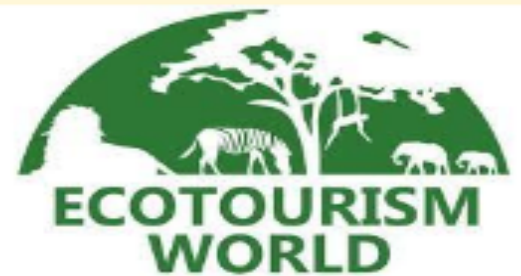
- **Exercise:** Individual work. Students will write step by step the activities to practice ecotourism. Minimum 5 steps. They will then record an audio using Vocaroo to share their work. Don't forget to send your link to the teacher.



Retrieved from: <https://vocaroo.wordpress.com>

FOR EXAMPLE: ECOTOURISM

- **Step 1.** Know the environment: It is important to know what activities can be done in the tourist place that you are going to visit.
- **Step 2.** Appropriate material: It is essential that tourists wear appropriate clothing and carry the necessary materials to visit the famous place.
- **Step 3.** Respect the environment: Enjoy nature without destroying the home of animals or plants.
- **Step 4.** Help conserve: Investigate the campaigns for the care and protection of the natural space and collaborate in the activities as volunteers.
- **Step 5:** Buy local products: Consume products manufactured in the place of visit.



Retrieved from: <https://ecotourims-world.com>

Tips

You can use this vocabulary

1. waterfall: water falling from waterfalls.
2. trash: things people throw on the ground
3. organic: similar to the meaning of "the word organic in Spanish."
4. volunteer: help with no cost—
5. harvest: pick fruit when the product is ready.

UNIT 4

ANCESTOR, TRADITIONS



UNIT OBJECTIVES

- To exchange information about the legends of a community.
- To describe the family members.
- To talk about the ancestors.
- To learn about American Indian life.

RESOURCES

- Computer
- Internet connection
- Online tools
- Evaluation Rubric

DESCRIPTORS OF CEFR

- Level: A2
- Ages: 11-12 years

Spoken interaction

- Can communicate in simple and routine tasks requiring a simple exchange of information on familiar topics and activities.

Spoken production

- Can use a series of phrases and sentences to describe in simple terms the family and other people, living conditions, educational background, and present or most recent job (Delf-dalf, 2021).

NATIVE AMERICANS

What is Learning apps?

Learning apps is a web platform that allows teachers to create different types of interactive activities where students can explore their skills from different contexts.



Retrieved from: <https://learningapps.com>

How to use Learning apps

- 1.- Enter to the following link: [https:// learning apps. com](https://learningapps.com) or go to the Google and type Learning apps.
- 2.- Teacher create the activity while students click on the link that the teacher sends and click on OK.
- 3.- Finally, complete the activity and take a screenshot as evidence.

What is Lyrics training?

Lyrics training is a website where people can find different music and can practice the lyrics. In addition, teachers can create their exercises, and students can practice according to the level they choose. There are four: beginner, intermediate, advanced, and expert.



Retrieved from: <https://www3.gobernacioncanarias.org>

How to use Lyrics training

- 1.- Enter the following link: <https://es.lyricstraining.com> or go to Google and type Lyrics training.
- 2.- Type the song you want to practice, and select the game mode: beginner, intermediate, advanced, and expert.
- 3.- Finally, listen to the song and complete the lyrics. At the end of the activity you can see the score.

What is Voki?

Voki is a digital tool for teachers and students, which can be used to enhance learning. Students can create different types of avatars, in order to use the characters in the classroom as an effective communication tool.



Retrieved from: <https://Blog educativo aprendamosdelastecnologias.blogspot.com>

How to use Voki

- 1.- Enter to the following link, <https://voki.com> or go to Google and type Voki.com.
- 2.- Choose an avatar according to your preference and include animations.
- 3.- Finally, go to the audio section and record your voice.

Unit 4- Activity 1- Pre-task

Objective: Students will be able to record audio telling a legend of their city or community in the context of stories, using appropriate vocabulary.

Time: 80 minutes

Legends

Teachers

- The teacher will provide some pictures.
- The teacher will provide questions.
- The teacher will explain about Legends.
- Make a clear explanation.

What to do

Students

- Students will pay attention to the teacher's instruction.
- Students will complete the activities.
- Students will describe the pictures.
- Students will answer the questions.

Lead-in: Share opinions.

Questions

- What can you see in the pictures?
- Have your parents told you any legends of your community?
- What have you learned from the legends of your family?
- Do you find interesting the legends you have heard?



Retrieved from: <https://wordatlas.com>

Presentation: Vocabulary

- **Shepherd:** A person who takes care of cows and sheep.
- **Disappeared (disappeared):** Stop being visible to people.
- **Waterfall:** Water falling from a river.
- **Frightened:** Open and close your eyes quickly.
- **Field:** A large area of land where there are no houses and people can breathe clean air.
- **Priest:** A person who has religious habits.
- sign.
- **Relatives:** People belonging to the same family.
- **Descendant:** People who are part of a family for many years.
- **Generation:** A group of people born from the same family group.



Retrieved from: <https://leyendas-top.com>

Unit 4- Activity 1- Task cycle-Practice 1

Teachers

- The teacher will explain how to use Learning apps.
- Make a clear explanation.
- The teacher circulate around the classroom to observe that all the students carry out the activities.

What to do

Students

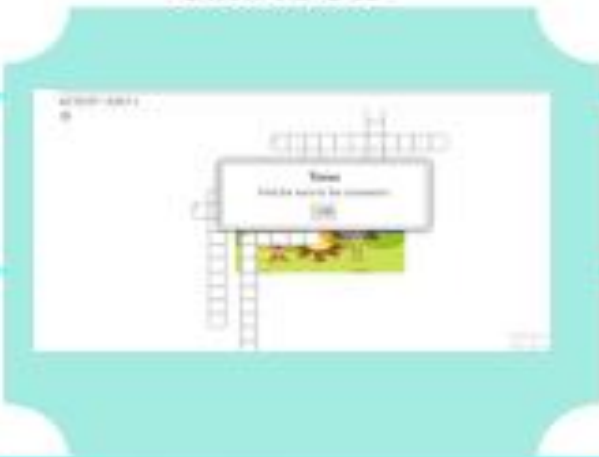
- Pay attention to the teacher's instructions.
- Students work individually.
- Students have 20 minutes to complete the activity.

LEARNING APPS

WEBSITE

Exercise 1. Complete the activities.

1.- Open the link
Click on OK



2.- Find the correct word and
complete the activity 2.



3.- Complete the activity 3.



4.- Complete the activity 4.



LINKS

- <https://learningapps.org/watch?v=pu1rhpc022>
- <https://learningapps.org/display?v=plbjcsj3j22>
- <https://learningapps.org/display?v=pt7u2miyga22>

Unit 4- Activity 1- Task cycle-Practice 2

Teachers

- The teacher will explain how to use Learning apps.
- Make a clear explanation.
- The teacher circulate around the classroom to observe that all the students carry out the activities.

What to do

Students

- Pay attention to the teacher's instructions.
- Students work individually.
- Students have 10 minutes to complete the activity.

LEARNING APPS

VIDEO

Exercise 1. Watch the video about "Legend of Halloween", and complete the activities.

1.- Open the link

Click on OK and watch the video.



2.- Watch the video.



3.- Choose the correct option.



Questions

- Do you consider legends to be true stories?
- Do you remember any legend that your grandparents have told you?
- Do you think legends are interesting?
- Do you think it is important to know the legends of our country?

Strategy: Questions and answers



LINK

<https://learningapps.org/watch?v=potcwdj1n22>

Unit 3-Activity 1-Language focus

DIGITAL DIDACTIC RESOURCE: VOKI

What to do

Teachers

- The teacher will explain how to use VoKi
- The teacher will give the instructions.
- Make a clear explanation.
- The teacher will explain the evaluation rubric.

Students

- Pay attention to the teacher's instructions.
- Students will work individually.
- Students will create an avatar and they record audio about a Legend of their city or community.

- **Exercise:** Individual work. Students will research a legend from their city or community; They will make a summary. Then, they will make an avatar using Voki to record their voice telling the legend. Minimum of 3 minutes.



Retrieved from: <https://vokiwordpress.com>

FOR EXAMPLE: CHIFICHA LEGEND

A long time ago in Otavalo, there was an extremely poor widower. He had two children, a boy, and a girl. One day the man met a very beautiful woman and was totally spellbound by her beauty, and without hesitation, he proposed to marry him immediately.

The woman accepted and the man was very happy because he thought that he would take care of her children. From that day the children suffered a lot, they did not eat, their clothes were dirty and full of patches, and they were totally neglected. Her husband got angry with her and complained about not taking care of her children, but she didn't care.

Then the children, seeing that the woman had a mouth on her head, ran out, and arrived at a family that was celebrating San Juan, they saved the children and murdered Chificha and she said a curse "Everyone will live with fleas and lice"



Retrieved from: <https://legends-world.com>

Unit 4- Activity 2- Pre-task

Objective: Students will be able to describe their family members in the context of ancestors, using appropriate vocabulary.

Time: 80 minutes.

Ancestors

Teachers

- The teacher will provide some pictures.
- The teacher will provide questions.
- The teacher will explain about Legends.
- Make a clear explanation.

What to do

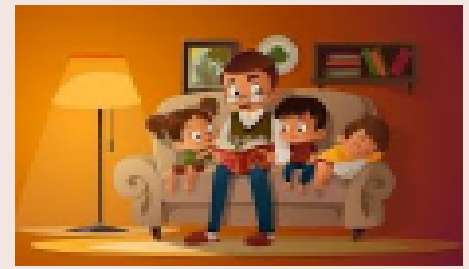
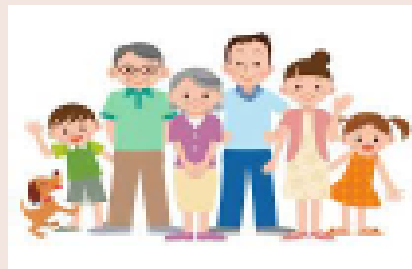
Students

- Students will pay attention to the teacher's instruction.
- Students will complete the activities.
- Students will describe the pictures.
- Students will answer the questions.

Lead-in: Share opinions.

Questions

- What can you see in the pictures?
- Have you ever researched about your ancestors?
- Do you think it is important for people to know about their ancestors?
- Have you ever heard about the ancestors around the world?



Retrieved from: <https://gufainfantil.com>

Grammar: Presentation

"Used to"

It is used to indicate something that happened in the past regularly.

S+ used to+ base form verb + C

- ⊕ He used to cook, but now he doesn't have time to do it.
Él solía cocinar pero ahora no tiene tiempo de hacerlo
- ⊖ We didn't use to watch TV when were younger
No solíamos ver televisión cuando éramos más jóvenes
- ⊙ Did he use to drink alcohol?
¿Él solía beber alcohol?

For example:

- I used to play soccer.
- I didn't use to play soccer.
- Did you use to play soccer?
- Yes, I did / No, I didn't.

Grammar tip

This is the use of modal "used to". Why do you think it is used here?

Unit 4- Activity 2- Task cycle-Practice 1

Teachers

- The teacher will explain how to use Learning apps.
- Make a clear explanation.
- The teacher circulates around the classroom to observe that all the students carry out the activities.

What to do

Students

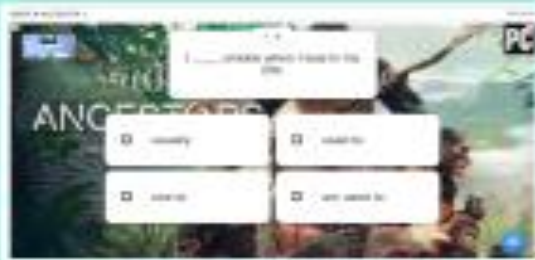
- Pay attention to the teacher's instructions.
- Students work individually.
- Students have 10 minutes to complete the activity.

LEARNING APPS

WEBSITE

Exercise 1. Complete the activities.

1.- Open the link
Click on OK .



2.-Choose the correct option
and complete activity 1.



3.- Open the link
Click on OK.



4.- Complete activity 2.



LINKS

<https://learningapps.org/watch?v=pk5xmjd5j22>
<https://learningapps.org/display?v=ppqofpfj3k22>

Unit 4- Activity 2- Task cycle-Practice 2

Teachers

- The teacher will explain how to use Lyrics training.
- Make a clear explanation.
- The teacher circulates around the classroom to observe that all the students carry out the activities.

What to do

Students

- Pay attention to the teacher's instructions.
- Students work individually.
- Students have 10 minutes to complete the activity.

LYRICS TRAINING

WEBSITE

Exercise: Listen to the song and complete the lyrics.



https://es.lyricstraining.com/play/Hw0ZDLkJpw?preview=on#b7c!Katerine_02_05Perugachi_KP

I am Moana (Song of the ancestors)

I know a girl from an island
 She stands apart from the crowd
 She loves the sea and her people
 She makes her whole family proud
 Sometimes the world seems against you
 The journey may leave a scar
 But scars can heal and reveal just
 Where you are
 The people you love will change you
 The things you have learned will guide you
 And nothing on Earth can silence
 The quiet voice still inside you
 And when that voice starts to whisper
 "Moana, you've come so far"
 Moana, listen
 Do you know who you are?
 Who am I?



I'm a girl who loves my island
 And the girl who loves the sea
 It calls me
 I am the daughter of the village chief
 We are descended from voyagers
 Who found their way across the world
 They call me
 I've delivered us to where we are
 I have journeyed farther
 I am everything I've learned and more
 Still, it calls me
 And the call isn't out there at all, it's inside me
 It's like the tide
 Always falling and rising
 I will carry you here in my heart, you'll remind me
 That come what may
 I know the way
 I am Moana

Source: Maxmatch
 Author: Mancina Mark AFon's Opetain Tavita

Strategy: Practice and pronunciation.

Unit 4-Activity 2-Language focus

Strategy: Picture description

What to do

Teachers

- The teacher will explain the activity.
- The teacher will give the instructions.
- Make a clear explanation.
- The teacher will explain the evaluation rubric.

Students

- Pay attention to the instructions.
- Students will work individually.
- Students will create a dialogue.
- Students will record an audio.

- **Exercise:** Individual work. Students are going to make a family tree where they include all their relatives. They will then present their work to the whole class.



For example: My family tree



Retrieved from: <https://wordatlas.com>

HELLO

- "Here is my sister, Lady. She lives in Panecillo.
- Klever, is my father, he is carpenter. He lives in Panecillo.
- María, is my mother, she is dressmaker. She lives in Panecillo.
- Franklin, is my cousin, he is systems engineer . He lives in Quito.
- Amy, is my uncle, she is teacher. She lives in Cuenca.

Unit 4- Activity 3- Pre-task

Objective: Students will be able to create an avatar and record their voice explaining American Indian life in the context of history, using appropriate vocabulary.

Time: 80 minutes.

Native American groups

Teachers

- The teacher will provide some pictures.
- The teacher will provide questions.
- The teacher will explain about Native American groups.
- Make a clear explanation.

What to do

Students

- Students will pay attention to the teacher's instruction.
- Students will complete the activities.
- Students will describe the pictures.
- Students will answer the questions.

Lead-in: Share opinions.

Questions

- What can you see in the pictures?
- Have you ever researched about the Native American Groups?
- Have you ever researched about the customs and traditions of the Native American groups?
- How do you think the Native American groups lived?



Retrieved from: <https://history.com>

Presentation: Native American tribes



Native Americans are those groups whose original territories were in present-day Canada and the United States. Additionally, American Indians domesticated a variety of plants and animals, including corn, beans, squashes, potatoes, and other tubers, turkeys, llamas, and alpacas; also a variety of semi-domesticated species of plants that produce nuts and seeds (Pauls, 2021).

Unit 4- Activity 3- Task cycle-Practice 1

What to do

Teachers

- The teacher will explain how to use Learning apps.
- Make a clear explanation.
- The teacher circulates around the classroom to observe that all the students carry out the activities.

Students

- Pay attention to the teacher's instructions.
- Students work individually.
- Students have 10 minutes to complete the activity.

LEARNING APPS

VIDEO

Exercise 1. Complete the activities.

1.- Open the link

Click on OK, and watch the video.

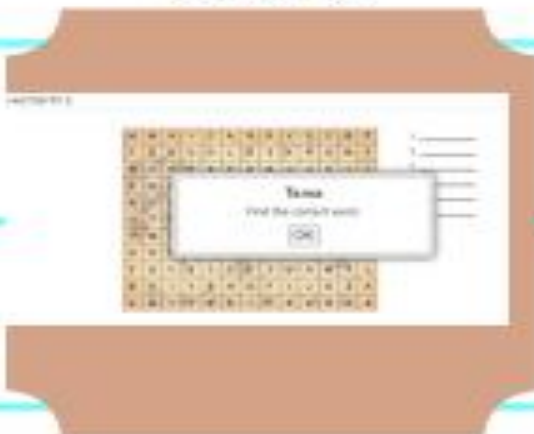


2.- Choose the correct option and complete activity 1.

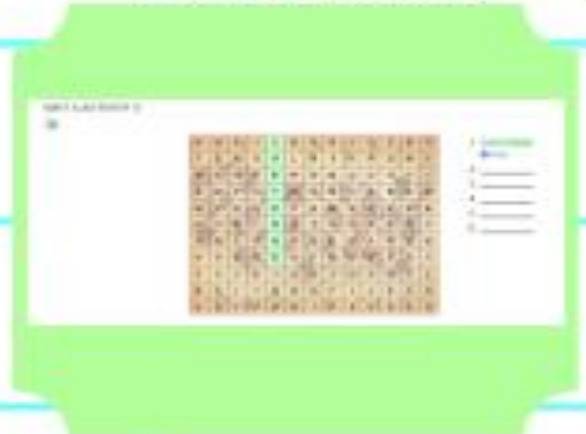


3.- Open the link

Click on OK.



4.- Complete activity 2.



LINKS

<https://learningapps.org/watch?v=phyqaz5vj22>

<https://learningapps.org/display?v=p305fdwvu22>

Unit 4- Activity 3- Task cycle-Practice 1

What to do

Teachers

- The teacher will explain how to use Learning apps.
- Make a clear explanation.
- The teacher circulates around the classroom to observe that all the students carry out the activities.

Students

- Pay attention to the teacher's instructions.
- Students work individually.
- Students have 10 minutes to complete the activity.

Strategy: Finding differences

Exercise 1. Work in pairs. Look at the pictures and write the differences between how American Indians lived and how we live today.

HOUSE



Retrieved from: <https://idealista.com>



Retrieved from: <https://alamy.com>

FOOD



Retrieved from: <https://healthatlas.com>



Retrieved from: <https://health.com>

CLOTHES



Retrieved from: <https://culture.com>



Retrieved from: <https://motsocial.com>

Make a list:

Unit 3-Activity 1-Language focus

DIGITAL DIDACTIC RESOURCE: VOKI

What to do

Teachers

- The teacher will explain how to use VoKi
- The teacher will give the instructions.
- Make a clear explanation.
- The teacher will explain the evaluation rubric.

Students

- Pay attention to the teacher's instructions.
- Students will work individually.
- Students will create an avatar and they record audio about American Indians.

• Exercise: Individual work.

1. Students will imagine that they are American Indians.
2. Students will explain their childhood as American Indians.
3. Then, they will make an avatar of an American Indian.
4. They will record an audio, using Voki.



Retrieved from: <https://vokiwordpress.com>

FOR EXAMPLE: AMERICAN INDIANS

HELLO

The childhood of an American Indian is a lot of fun because every day we learn something new. We hunt animals for our food, and we use animal skins to make our clothes. Also, our houses are made of wood, and we use canoes as our means of transportation. It is wonderful to be American Indian and to be able to explore nature.



Retrieved from: <https://photos-culture.com>

RUBRICS

ACTIVITIES

UNIT 1
UNIT 2
UNIT 3
UNIT 4



ROLE-PLAY

Role-Play Rubric BLM G-17

Name: _____ Date: _____

Activity: _____ Role played: _____

Assessment done by: _____

Criteria:	Rating:
Speech was clear and the volume was adequate.	5 4 3 2 1
Role was played clearly and consistently.	5 4 3 2 1
Arguments and points of view expressed are related to the role played.	5 4 3 2 1
Costumes and props were effectively used.	5 4 3 2 1
Role-play was well prepared and organized.	5 4 3 2 1
Role play was interesting and captured the interest of the audience.	5 4 3 2 1

Additional Criteria:

Comments:

Retrieved from:
https://www.edu.gov.mb.ca/k12/cur/socstud/frame_found_sr2/g_blms/g-17.pdf

VIDEO

RUBRIC-VIDEO				
CRITERIA	EXCELLENT 4	GOOD 3	NEED IMPROVEMENT 2	LOW PERFORMANCE 1
CONTENT	It covers all topics with details and examples. The knowledge about the subject is clear and the information excellent.	It includes basic knowledge of the subject, and the information is good.	It includes important information about the topic, but there are errors in the information.	The information includes minor details, and there are some errors in the content.
ORIGINALITY	The product is original. The video is creative, and the ideas are clever.	The product shows originality. The video is interesting, and the ideas are coherent.	The product is not original. The video is a copy of other people, there are quotes, but it is evident that there are no original ideas.	The product is a copy. The student uses other people's ideas and does not quote the information.
USE OF LANGUAGE	There are no spelling or grammatical errors.	There are three or more misspellings and punctuation errors.	There are four or more spelling and grammatical errors.	There are more than five spelling and grammatical errors.
VIDEOGRAPHY. CLARITY	The quality and audio of the video are excellent.	Most of the video's audio and focus are good.	The video quality is not good, but the focus is good.	The video quality and focus are good.

Retrieved from: <https://cedec.intef.es/rubric/Rubric> to assess a video in the classroom

DIALOGUE

RUBRIC-DIALOGUE				
CRITERIA	POOR 1	FAIR 2	GOOD 3	EXCELLENT 4
VOLUME	The student does not attempt to speak and cannot be understood.	The tone of voice is not high. The student sometimes cannot be heard by the dialogue partner.	The student speaks loudly, making it easy for classmates to hear.	The student speaks loud enough, and that facilitates understanding.
FLUENCY	The student cannot speak and does not continue the dialogue. Also, students need to read the script during the presentation.	The student speaks in fits and starts, forgets sentences, and pauses. Read the dialogue for most of the presentation.	The student speaks with little fluency, they have few hesitations. Use the script as a guide for the presentation.	The student speaks fluently and does not read the script.
PRONUNCIATION	The student's presentation cannot be understood, it is incomprehensible.	The student's pronunciation is low, it is difficult to understand the information.	The pronunciation is good, and most of the words are pronounced correctly. Student information is clearly understood.	The pronunciation is excellent, vocalizes the words, and maintains the dialogue.
CONTENT	The student cannot use vocabulary or grammar to build a dialogue. The student does not use the vocabulary properly.	The student confuses about the meaning of words and cannot structure sentences.	The student uses vocabulary appropriately, structures sentences correctly with few grammatical errors, and follows the dialogue.	The student does not make grammatical errors, uses vocabulary correctly, and structures sentences correctly. The dialogue is practical and productive.

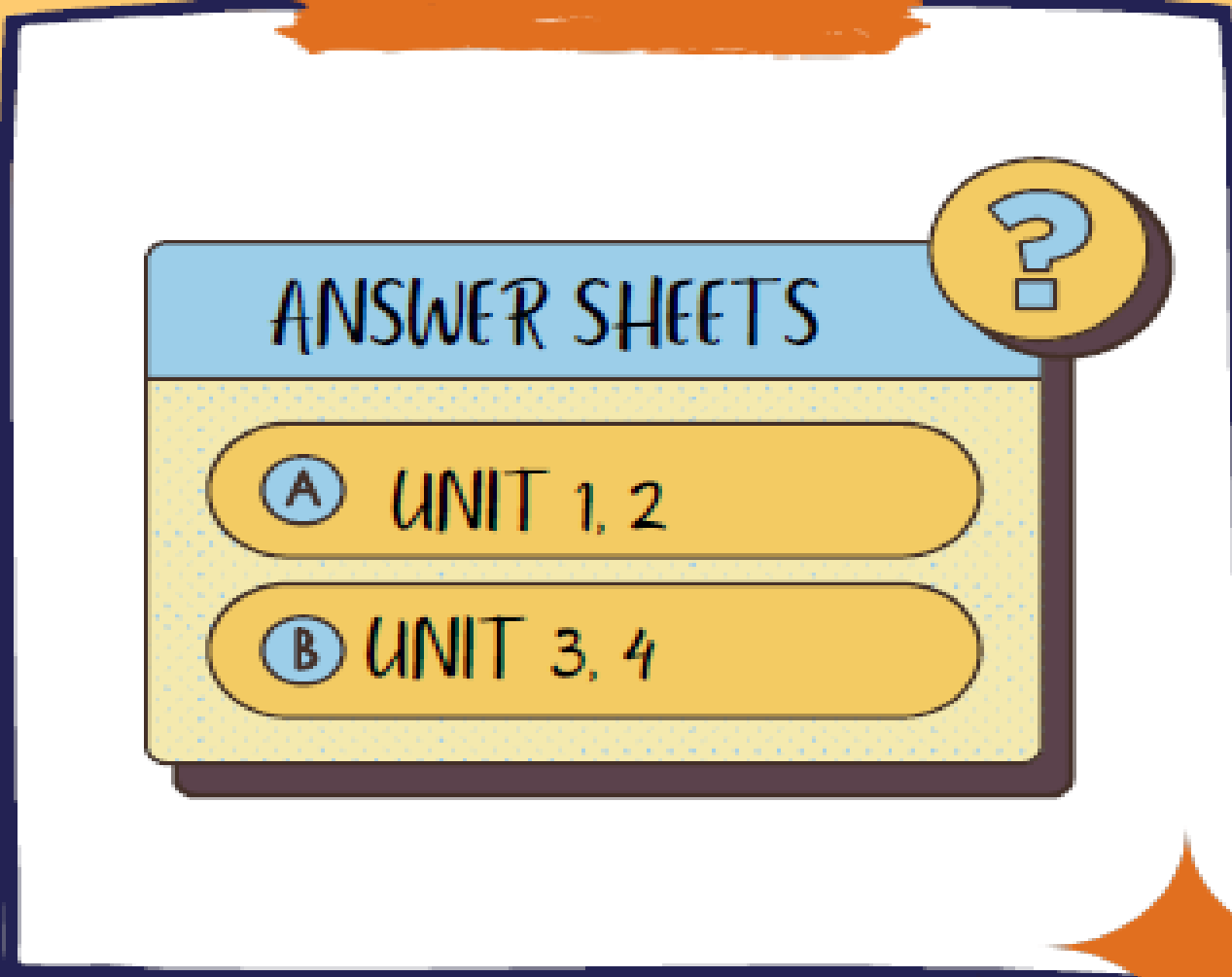
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AUDIO

RUBRIC-AUDIO				
CRITERIA	EXCELLENT 2	GOOD 1.5	FAIR 1	POOR 0.5
QUESTIONS	Answer all the questions.	Answer all the questions.	Answer most of the questions.	The student does not answer the questions.
RECORDING	Record the audio using the digital didactic resources that the teacher said.	Record the audio using the digital didactic resources that the teacher said.	Record the audio other digital didactic resources.	The student does not use the indicated digital didactic resources and does not complete the task in the established time.
PRONUNCIATION	It is noticed that the student practiced the pronunciation of the words before recording the audio.	It is noticed that the student practiced the pronunciation of the words.	It is noticed that the student practiced the pronunciation of some words before recording the audio.	It is noticed that the student did not practice the pronunciation of the words.
FOLLOW THE INSTRUCTIONS	The student followed the teacher's instructions.	The student followed the teacher's instructions.	The student did not follow the instructions.	The student does not follow the instructions of the activity.
SPEAKING	Smooth and fluid speech; the volume is excellent.	Smooth and fluid speech; the volume is good.	Smooth slowly and with little fluency; the volume is low.	Smooth is difficult to understand the message, and the volume is bad.

Retrieved from:

https://www.dcs.k12.oh.us/cms/lib07/OH16000212/Centricity/Domain/104/Rubric_Speaking.pdf



ANSWER SHEETS

A UNIT 1, 2

B UNIT 3, 4

UNIT 1

UNIT 1-ACTIVITY 1-PRACTICE 1



UNIT 1-ACTIVITY 1-PRACTICE 2



UNIT 1-ACTIVITY 1-PRACTICE 2



- Do people use their money to buy things?
- Yes, to buy goods and services.
- Does scarcity mean that you want more than you can have?
- Yes

UNIT 1-ACTIVITY 2- PRACTICE-1

Paragraf 1: <input type="checkbox"/> A	I	Paragraf 7: <input type="checkbox"/> A	Has Sam arrived late to work?
Paragraf 1: <input type="checkbox"/> A	have	Paragraf 7: <input type="checkbox"/> A	Yes, she has.
Paragraf 2: <input type="checkbox"/> A	You	Paragraf 8: <input type="checkbox"/> A	My mother has made a nice dress for my sister.
Paragraf 2: <input type="checkbox"/> A	have	Paragraf 8: <input type="checkbox"/> A	Has my mother made a nice dress for my sister?
Paragraf 3: <input type="checkbox"/> A	She	Paragraf 9: <input type="checkbox"/> A	Has Liu wanted to work in the fashion industry?
Paragraf 3: <input type="checkbox"/> A	has	Paragraf 9: <input type="checkbox"/> A	Liu has not wanted to work in the fashion industry.
Paragraf 4: <input type="checkbox"/> A	He	Paragraf 10: <input type="checkbox"/> A	Have Tom and Mary enjoyed the movie?
Paragraf 4: <input type="checkbox"/> A	has	Paragraf 10: <input type="checkbox"/> A	No, they have not.
Paragraf 5: <input type="checkbox"/> A	We	Paragraf 11: <input type="checkbox"/> A	They have faced too many problems.
Paragraf 5: <input type="checkbox"/> A	have	Paragraf 11: <input type="checkbox"/> A	They have not faced too many problems.
Paragraf 6: <input type="checkbox"/> A	They		
Paragraf 6: <input type="checkbox"/> A	have		

UNIT 1-ACTIVITY 2-PRACTICE-2

I (read) a hundred pages of the book. (Affirmative)

<input type="checkbox"/> A I read a hundred pages of the book.	<input checked="" type="checkbox"/> B I have read a hundred pages of the book.
<input type="checkbox"/> C I reading a hundred pages of the book.	<input type="checkbox"/> D I has read a hundred pages of the book.

Peter (save) almost \$7000 for a new motorcycle. (Affirmative)

<input type="checkbox"/> A Peter has saved almost \$7000 for a new motorcycle.	<input type="checkbox"/> B Peter saved almost \$7000 for a new motorcycle.
<input checked="" type="checkbox"/> C Peter has saved almost \$7000 for a new motorcycle.	<input type="checkbox"/> D Peter save almost \$7000 for a new motorcycle.

I (read) a hundred pages of the book. (Affirmative)

<input type="checkbox"/> A I reading a hundred pages of the book.	<input type="checkbox"/> B I has read a hundred pages of the book.
<input checked="" type="checkbox"/> C I have read a hundred pages of the book.	<input type="checkbox"/> D I read a hundred pages of the book.

My niece has found a valuable necklace. (Interrogative)

<input type="checkbox"/> A Have my niece found a valuable necklace?	<input checked="" type="checkbox"/> B Has my niece found a valuable necklace?
<input type="checkbox"/> C Has my niece found a valuable necklace?	<input type="checkbox"/> D My niece found a valuable necklace?

UNIT 1-ACTIVITY 3-PRACTICE-2

(Escriba/uenal Lograite dar con las) respuesta(s) correcta(s)

OK



My brother has never made a Halloween pumpkin.



My sister hasn't eaten noodles.



My parents have traveled around the world.



We have been to Egypt.

UNIT 1-ACTIVITY 4-PRACTICE-2

1/3 I (want) a new car for a long time.

I wanted a new car for a long time.

I have wanted a new car for a long time.

2/3 Luciana (not finish) her homework.

Luciana has not finished her homework.

Luciana have not finish her homework.

3/3 My mother has bought ne glasses. (Interrogative)

Has my mother bought new glasses?

Have my mother bought new glasses?

4/3 We (not write) a lot of beautiful poems.

We have not written a lot of beautiful poems.

We has not written a lot of beautiful poems.

4/3 We (not write) a lot of beautiful poems.

We have not written a lot of beautiful poems.

We has not written a lot of beautiful poems.

Unit 1- Activity 3-Pre-task-Presentation



- What do you think this video is about? Tutankhamun treasure
- Where do you think the archaeologists found these remains? Egypt
- Archaeologists found Tutankhamun's tomb? Yes

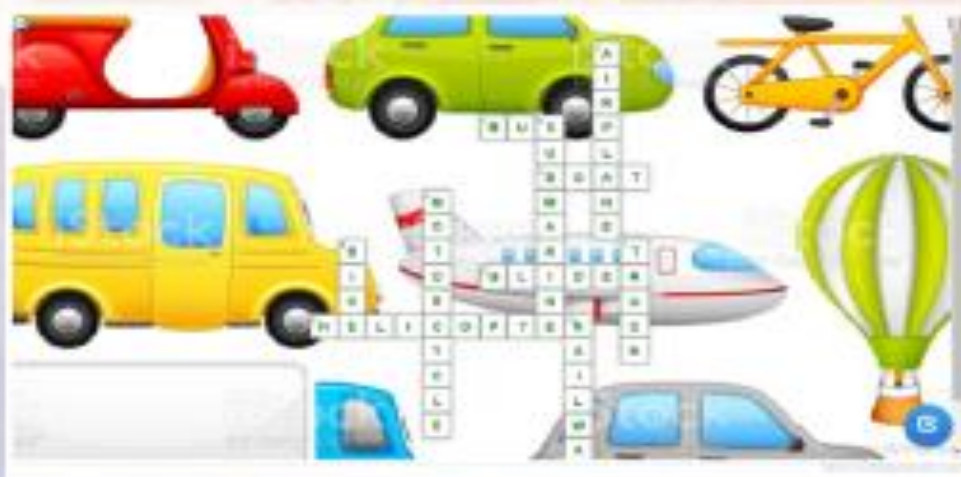
UNIT 2

UNIT 2-ACTIVITY 1- PRACTICE 1



- **Ground Transportation**
Bike, Truck, Bus, Motorcycle
- **Marine Transportation**
Boat, Submarine, Ship
- **Air Transportation**
Airplane, Plane, Glider

UNIT 2-ACTIVITY 2-PRACTICE 1



VOCABULARY PART 2

Vocabulary part 2. Item 1

Robotics

Reach speeds

Well done!
OK

Environmentally friendly means of transportation

engine

The interface shows a central 'Well done! OK' message. On the left, there is a 'Robotics' category with an image of a robot head. On the right, there is an 'engine' category with an image of a car engine. Below these, there is an 'Environmentally friendly means of transportation' category with an image of a green car. The background is a yellow grid.

UNIT 2- ACTIVITY 1-PRACTICE 2

1/4

We could have our own.....lab in the garage.

robot

environmentally friendly car.

diesel fuel

engine

1/4

I turned off the.....

diesel fuel

engine

robotics

1/4

The heating is powered by.....

engine

diesel fuel

1/4

The karts canof 80 kilometers per hour.

Perfect
OK

engine

reach speeds

Unit 2- Activity 3-Task cycle-Practice 1

She will take a bus to go to school. (Interrogative)

Will she take a bus to go to school?

Will she take a train to get to school?

I will buy a car soon. (Negative)

I will not buy a car soon.

I will not buying a car soon.

UNIT 2-ACTIVITY 2-PRACTICE 1

Paraphrase 1	<input type="radio"/> A	Anna will arrive before it's time to leave. (Interrogative)	Paraphrase 1	<input type="radio"/> A	They will go on a trip in a helicopter. (Negative)
Paraphrase 1	<input type="radio"/> A	Will Anna arrive before it's time to leave?	Paraphrase 1	<input type="radio"/> A	They will not go on a trip in a helicopter.
Paraphrase 2	<input type="radio"/> A	She will buy more to make cakes. (Interrogative)	Paraphrase 2	<input type="radio"/> A	She will write ten love letters tonight. (Negative)
Paraphrase 2	<input type="radio"/> A	Will she not buy more to make cakes?	Paraphrase 2	<input type="radio"/> A	She will not write ten love letters tonight.
Paraphrase 2	<input type="radio"/> A	Will she not travel to Mexico or a trip to Alaska? (Interrogative)	Paraphrase 3	<input type="radio"/> A	I will get some sleep. (Negative)
Paraphrase 3	<input type="radio"/> A	Yes, she will.	Paraphrase 3	<input type="radio"/> A	I won't get some sleep.
Paraphrase 4	<input type="radio"/> A	Will she buy a new car for her graduation? (Interrogative)	Paraphrase 4	<input type="radio"/> A	Will he cook spaghetti tomorrow? (Short answer)
Paraphrase 4	<input type="radio"/> A	Will she buy a new car for her graduation?	Paraphrase 4	<input type="radio"/> A	Yes, he will. / No, he won't.
Paraphrase 5	<input type="radio"/> A	They will go on a trip in a helicopter. (Negative)			
Paraphrase 5	<input type="radio"/> A	They will not go on a trip in a helicopter.			

UNIT 2-ACTIVITY 3-PRACTICE 1



- The effects of pollution affect people? Yes, because it can cause diseases.
- Does air pollution affect plants? Yes, because the gases damage the growth of trees and plants.
- Does air pollution affect animals? Yes, because the gases affect the breathing of animals and cause infections.
- To avoid air pollution people should use public transport and bicycle? Yes, because people would no longer use their cars much, and they would prevent the pollution from spreading.
- Recycling and reusing would help minimize pollution? Yes, because you can help the planet by avoiding using plastics.

UNIT 3-ACTIVITY 1 - PRACTICE 1



UNIT 3-ACTIVITY 1-PRACTICE 1



Snorkeling, kayak, peak, summit, wonderful, packing tape.

UNIT 3-ACTIVITY 1-PRACTICE 1



UNIT 3-ACTIVITY 2-PRACTICE 1



UNIT 3-ACTIVITY 2-PRACTICE 1

She's.....never pizza with chocolate!

never

has

are

Have you ever.....off your tiles?

let

have

are

We've..... the Pyramids, so

have

are

has

They..... been asking.

have't

aren't

haven't

UNIT 3-ACTIVITY 3-PRACTICE 1

110

She has never been to Florida. (Negative)

She has not never been to Florida.

She have not never been to Florida.

110

We have lived in this house for over twenty years. (Interrogative)

Have we lived in this house for over twenty years?

Has we lived in this house for over twenty years?

110

We have finished dessert and we are ready to go. (Negative)

We has not finished dessert and we are ready to go.

We have not finished dessert and we are ready to go.

110

I have talked to the doctor. (Interrogative)

Have you talked to the doctor?

Has you talked to the doctor?

110

They have improved the service. (Negative)

They have not improved the service.

They has not improved the service.

110

I have taught this game to all of my friends. (Interrogative)

Has you taught this game to all of my friends?

Have you taught this game to all of my friends?

110

We have finished dessert and we are ready to go. (Negative)

We has not finished dessert and we are ready to go.

We have not finished dessert and we are ready to go.

110

He has eaten an apple. (Interrogative)

CONGRATULATIONS!

Has he eaten an apple?

Have he eaten an apple?

OK

UNIT 3-ACTIVITY 3-PRACTICE 1

110

Ecotourism is when people travel to see plants and animals in a natural environment.

Yes, because that is the purpose of ecotourism: that tourists travel to a natural environment.

No, because ecotourism also includes traveling to natural environments that are not meant to be seen.

111

Ecotourism also focuses on helping local people?

Yes, because it provides an opportunity for jobs in order to earn money to meet the requirements of the state.

No, because ecotourism is not intended to help local people.

112

Does ecotourism promote the care and protection of the environment?

Yes, because ecotourism focuses on conserving the environment.

No, because ecotourism does not focus on the environment.

113

Does ecotourism promote the care and protection of the environment?

Yes, because ecotourism focuses on conserving the environment.

No, because ecotourism does not focus on the environment.

UNIT 3- ACTIVITY 3-PRACTICE 1

114

The purpose of Culinary tourism is that the tour will explore the food of the state he is visiting?

No, because to explore a state's food is not the main purpose of culinary tourism.

No, because the tour will only visit the place to see the food of other states.

115

Culinary tourism is related to the food of each country?

Yes, because culinary tourism focuses on visiting the food of other countries.

No, because culinary tourism also focuses on traditions.

116

Does culinary tourism help the tourists that tourists learn about the local history of a culture?

Yes, because culinary tourism allows tourists to learn about the food from different cultures.

No, because tourists do not learn about the local history of a culture.

117

Culinary tourism is a way to know the different ways of consuming food?

Yes, because each country has a different way of consuming food, drinks, and sweets.

No, because all countries consume the same food.

UNIT 4-ACTIVITY 1-PRACTICE 1



UNIT 4- ACTIVITY 1-PRACTICE 1



UNIT 4-ACTIVITY 1-PRACTICE 1



generation, relatives, priest, shepherd, disappeared, frightened, field descendant.

UNIT 4- ACTIVITY 1-PRACTICE 2



UNIT 4- ACTIVITY 2-PRACTICE 1





UNIT 4-ACTIVITY 2-PRACTICE 1

My sister and I _____ eat lots of candies, but now I can't eat them because I am on a diet. (Negative)

We didn't want to eat candies, but now we can't eat them because I am on a diet.

We used to eat lots of candies, but now I can't eat them because I am on a diet.

Frank _____ go to parties, but now he goes partying three times a week.

Frank used to go to parties, but now he goes partying three times a week.

Frank didn't use to go to parties, but now he goes partying three times a week.

_____ go out with her when she was still my girlfriend? (Interrogative)

Did you want to go out with her when she was still my girlfriend?

Did you use to go out with her when she was still my girlfriend?

She _____ write essays, but now she writes 2 essays every week. (Negative)

She used to write essays.

She didn't use to write essays.

UNIT 4-ACTIVITY 3-PRACTICE 1



UNIT 4-ACTIVITY 3-PRACTICE 2

H	H	A	I	C	A	R	V	O	Z	E	T
T	Z	B	U	H	L	N	K	P	D	M	I
W	A	H	P	E	P	O	B	D	U	M	Y
E	D	P	L	Y	E	C	B	I	O	E	X
N	C	O	V	E	C	H	E	R	O	K	E
U	T	E	N	A	T	I	O	N	A	X	Y
Y	B	L	C	N	P	R	E	Q	A	K	X
H	E	R	E	A	F	M	U	W	X	D	Y
F	S	V	E	I	C	K	I	O	A	M	T
B	A	I	Y	B	H	A	F	I	J	E	S
C	U	Y	P	R	E	I	P	S	O	R	S

1. CHEYENNE Yes
2. CHEROKEE Yes
3. ITE NATION Yes
4. NAVAJO Yes
5. IROQUOIS Yes
6. APACHE Yes

LINK:

https://www.canva.com/design/DAFBjxcfMyU/XikYzobnKoIVNXaduTWgGA/edit?utm_content=DAFBjxcfMyU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

4.8 Proposal effects

4.8.1 Introduction

Once the guide was completed with digital didactic resources and Task-Based Language Learning strategies, the proposal was socialized and applied to the seventh-grade students at “Daniel Reyes” school (See annex 8). Besides, a post-survey was used to know and measure the learners' opinions about digital resources and strategies that the researcher applied during the lesson to enhance speaking skills.

4.8.2 Procedure

In order to apply the guide, the researcher requested for permission from the principal of the institution and the seventh-year teacher. Then, with the approval of the Principal and the English teacher, an activity from Unit 1 was applied to the students. This activity was useful because it allowed students to practice oral production using the technology and Task-Based Language Learning strategies to strengthen their skills. After that, a post-survey was sent to the seventh-grade students to answer the question about the impacts and perspectives of the students about the proposal that was applied (See annex 9). On the other hand, the English teacher was present to monitor the class and at the end of the lesson, the teacher completed a checklist related to the impacts of the final proposal. It included three items for each impact (See annex 10).

The collected data from the post-survey associated with the application of the proposal is presented below:

4.8.3 Students' post-survey results

It is essential to mention that the proposal was applied virtually due to the “Paro Nacional”. Students from 7th-grade of parallel “A” participated in the activity during 60 minutes of class. Moreover, after applying the proposal, the researcher sent the students a post-survey that included nine questions to know the level of acceptance of the students toward the use of digital didactic resources with the Task-Based Language Learning (TBLL) strategies to improve speaking skills. In that way, the post-survey was divided into three parts: linguistic, academic, and social to analyze and measure the impacts of the participants.

Question 1

How useful were digital didactic resources to improve speaking skills in classes?

Table 12

Digital didactic resources help develop speaking skills

Options	Percentage
Excellent	74%
Very good	19%
Good	0%

Bad	0%
Not sure	7%
Total	100%

Note: researcher elaboration. Source: post-survey applied 2022.

Table 12 shows the results of the first question, which has five options. The majority of seventh-grade students, 74% indicated that the use of digital didactic resources in the classroom was excellent, the other 19% of participants selected the option very good; they consider that digital didactic resources are useful to improve speaking skills. Besides, only 7% of the surveyed are not sure of the effectiveness of these resources. Finally, the other options were not selected by anybody.

Question 2

How effective was the “questions and answers” activity to develop speaking skills?

Table 13

Questions and answers activity to develop speaking skills

Options	Percentage
Very useful	63%
Useful	17%
Irrelevant	0%
Not useful	0%
Total	100%

Note: researcher elaboration. Source: post-survey applied 2022.

As table 13 reveals, the highest proportion of students, 63% indicated that the “question and answers” activity is very useful for developing speaking skills. Meanwhile, 17% of the participants mentioned that this type of activity in class is very useful in the oral production process. The other options were not chosen by anybody.

Questions 3

Do you consider that the activities through the use of digital didactic resources contribute to the improvement of your speaking skills?

Table 14

The use of digital didactic resources to improve speaking skills

Options	Percentage
Strongly agree	70%
Agree	22%
Neither agree nor disagree	8%
Disagree	0%
Strongly disagree	0%
Total	100%

Note: researcher elaboration. Source: post-survey applied 2022.

The table 14 shows the students’ opinions about the use of digital didactic resources to improve speaking skills. The highest percentage, 70% mentioned that they strongly agree,

and the other 22% expressed that they agree that digital resources would help in the development of oral production. Finally, 8% of the participants marked the option neither agree nor disagree, the students were not sure of the usefulness of these resources.

Question 4

Do you consider that the use of digital didactic resources contributes to improving your academic performance?

Table 15

Digital didactic resources contribute to academic performance

Options	Percentage
Strongly agree	63%
Agree	26%
Neither agree nor disagree	11%
Disagree	0%
Strongly disagree	0%
Total	100%

Note: researcher elaboration. Source: post-survey applied 2022.

The table 15 illustrates the results obtained from question four, which referred to the use of digital didactic resources to improve academic performance. The vast majority of the students, 63% expressed that they strongly agree that through digital didactic resources they can improve their academic performance, and the other 26% indicated that they agree that through these resources, they would learn in an innovative way. Finally, 11% of the participants said that they neither agree nor disagree that these resources can contribute to academic performance. The other options were not selected by anybody.

Question 5

How effective were the strategies applied to create a comfortable environment to improve your speaking skills?

Table 16

Strategies helps to create a comfortable environment to improve speaking skills

Options	Percentage
Very useful	17%
Useful	63%
Irrelevant	0%
Not useful	0%
Total	100%

Note: researcher elaboration. Source: post-survey applied 2022.

The table 16 reveals the results obtained from question five. This question was related to the effectiveness of the strategies used in the classroom in order to create a comfortable environment to improve speaking skills. The highest proportion, 80% indicated that, during the lesson, the strategies were very useful to enhance oral production. Likewise, 18% marked the option useful; that is, students consider that the strategies applied by the

teacher in the classroom help create a pleasant environment for learning. Finally, the negative impact options were not selected by anybody.

Question 6

Did the strategies, digital didactic resources and activities that were applied facilitate participation and interaction between classmates?

Table 17

Strategies, digital didactic resources, facilitate participation and interaction

Options	Percentage
Strongly agree	74%
Agree	19%
Neither agree nor disagree	0%
Disagree	7%
Strongly disagree	0%
Total	100%

Note: researcher elaboration. Source: post-survey applied 2022.

The table 17 indicates the level of agreement of seventh-grade students. This question was related to digital didactic resources and activities to promote participation. The vast majority, 74%, marked the strongly agree option; that is, for them, the activities and resources that were applied are useful and help promote participation and interaction among classmates, 19% of the students agree that the digital didactic resources and the activities that were used motivate the student to participate in the activities. Finally, only 7% of the participants marked the option disagree.

Question 7

Did the digital didactic resources that were used in class useful to motivate you to practice and improve your speaking skills?

Table 18

Digital didactic resources motivate to practice speaking skills

Options	Percentage
Strongly agree	30%
Agree	63%
Neither agree nor disagree	7%
Disagree	0%
Strongly disagree	0%
Total	100%

Note: researcher elaboration. Source: post-survey applied 2022.

The table 10 reveals the results obtained about the usefulness of digital didactic resources to motivate the development of speaking skills. In this question, seventh-grade students from EGB of parallel “A” answered according to their perspectives. The vast majority of participants, 63% agreed that digital didactic resources are useful tools to motivate learning. On the other hand, 30% indicated that they strongly agree that through digital resources they can improve and practice their oral production. Nevertheless, 7% revealed

that they neither agree nor disagree with digital resources are an alternative to motivate and improve the level of oral production. The rest of the options were not chosen.

Question 8

Do you consider that the proposal was effective to improve speaking skills?

Table 19

Effectiveness of the proposal to improve speaking skills

Options	Percentage
Strongly agree	70%
Agree	30%
Neither agree nor disagree	0%
Disagree	0%
Strongly disagree	0%
Total	100%

Note: researcher elaboration. Source: post-survey applied 2022.

The table 19 reveals the students' levels of agreement and disagreement about the proposal that was applied. The highest percentage, 78% of the participants, strongly agree that the activity that was used was suitable for the development of oral production. Followed by 17% of the students agreed that the activity in class was effective, and nobody marked the options of disagreement. Therefore, the lesson that was carried out with the seventh-grade students had a positive level of acceptance; that is, the digital didactic resources with Task-Based Language Learning strategies helped students to increase and improve their oral production.

Question 9

Do you think that if the guide continues to be used during English classes it would help you improve your oral production?

Table 20

Application of the guide during English classes

Options	Percentage
Yes	100%
No	0%
Maybe	0%
Total	100%

Note: researcher elaboration. Source: post-survey applied 2022.

The table 21 shows the answers obtained from question nine. In this question, the seventh-grade students marked the option yes, this means that 100% of the participants expressed that the activities contained in the guide are interesting and are focused on promoting the improvement of oral production. Additionally, students mentioned that if they continue to use the guide, they will regularly improve their speaking skills through the use of technology. Finally, none of them selected the options no and maybe.

To sum up, the responses obtained from the post-survey students revealed that the vast majority of the participants had a positive opinion about the use of digital didactic resources with Task-Based Language Learning to improve speaking skills.

4.9 IMPACTS

The impacts obtained from the application of the guide with digital didactic resources with the Task-Based Language Learning strategies with the 7th-grade students of parallel “A”, were divided into three impacts:

- Linguistic
- Academic
- Social

The indicators of the impacts were determined based on the post-student survey and the teacher's checklist to analyze how the presented guide can contribute to the improvement of speaking skills. The indicators are the following:

Linguistic impacts

- a) Using digital didactic resources to improve the L2.
- b) Improving speaking skills with “questions and answers” activities with classmates.
- c) Promoting the development of speaking skills in students through different activities divided into three stages (Pre-task-Task-cycle, and Language focus).

Academic impacts

- a) Encouraging participation using the L2 in English classes.
- b) Promoting the use of different digital resources and methodological strategies in English class.
- c) Including digital didactic resources to contribute to the motivation for L2 learning.

Social impacts

- a) Creating a comfortable environment with digital didactic resources and current methodological strategies for students’ participation.
- b) Motivating the use of digital didactic resources as part of the teaching process.
- c) Promoting self-confidence through meaningful activities using digital didactic resources in English classes.

After determining the indicators, it is necessary to establish an equivalence matrix. The following matrix was used:

Table 21

Matrix of equivalence

Number	Equivalence
-3	High negative impact
-2	Medium negative impact
-1	Low impact

0	No impact
1	Low positive impact
2	Medium positive impact
3	High positive impact

Note: researcher elaboration. Source: Posso (2013)

4.9.1 Linguistic impact

The following table shows the linguistic impact obtained after applying the proposal of this research project.

Table 22

Linguistic impact

Indicator/ Impact levels	-3	-2	-1	0	1	2	3
Using digital didactic resources to improve the L2.							X
Improving speaking skills with “questions and answers” activities with classmates.						X	
Promoting the development of speaking skills in students through different activities divided into three stages (Pre-task, Task-cycle, and Language focus).							X
Total						2	6

Note: researcher elaboration. Source: post-survey and checklist June 2022

$$\text{Level of Linguistic impact} = \frac{\Sigma(8)}{\#Indicators\ 3} = 2,6 = 3$$

Level of Linguistic impact = High positive impact

Analysis

The linguistic impact of using digital didactic resources to improve the L2 had a high positive effect because technology is part of education and was a very useful tool during the pandemic. In this way, teachers can use digital resources to improve speaking skills and students can easily access those tools. Consequently, both teachers and students are interested in applying the activities included in the guide of this proposal because it is an opportunity to acquire the English language using educational platforms.

Improving speaking skills with “questions and answers” activities with the classmates had a medium positive impact, this is because students are not familiar with these kinds of activities. That is why it is important to integrate different activities where they can feel part of the class and can use the new language to interact with their classmates.

Therefore, it is expected that the proposal that was presented will help students improve their English language based on the different activities that each unit of the guide contains.

Promoting the development of speaking skills through different activities divided into three stages (Pre-task, Task-cycle, and Language focus) had a high positive impact because at each stage students can use the target language to complete the tasks. Besides, according to the English teacher, students feel more attracted when they will manipulate digital resources that they have not used in class. This is because in each stage the learners have different digital resources where they can practice and improve their oral production.

4.9.2 Academic impact

Table 23

Academic impact

Indicator/ Impact levels	-3	-2	-1	0	1	2	3
Encouraging participation using the L2 in English classes.							X
Promoting the use of different digital resources and methodological strategies in English class.							X
Including digital didactic resources to contribute to the motivation for L2 learning.							X
Total							9

Note: researcher elaboration. Source: post-survey and checklist June 2022

$$\text{Level of Academic impact} = \frac{\Sigma(9)}{\#Indicators\ 3} = 3$$

Level of Academic impact = High positive impact

Analysis

The academic impact of encouraging participation using the L2 in English classes had a high positive impact because the activities that were designed allowed students to participate in classes using the L2. Besides, through digital didactic resources, they can increase their vocabulary and use the new words in a conversation. Therefore, digital tools facilitate the learning of English because learners are more attracted to use this kind of resource; also, the stages of the lesson help students to engage in the tasks and participate in classes.

Promoting the use of different digital resources and methodological strategies in English classes had a high positive impact since this project had that purpose. Digital didactic resources are not normally used in classes; however, due to the pandemic, teachers had

to integrate some of them, but not specifically for oral production. Likewise, the Task-Based Language Learning (TBLL) strategies are not usually applied in English classes. Nevertheless, it is expected that the guide will continue to be used to encourage the use of technology so that learners can improve their speaking skills since the activities and strategies of the proposal focus on oral production.

Including digital didactic resources to contribute to the motivation for L2 learning had a high positive impact because these tools are attractive to students. This was evidenced because the students enjoyed using digital resources to improve their speaking skills during class. This means that English teachers should continue to use the guide as an alternative for students to feel motivated to learn the L2.

4.9.3 Social impact

Table 24

Social Impacts

Indicator/ Impact levels	-3	-2	-1	0	1	2	3
Creating comfortable environments to promote student participation.						X	
Motivating the use of digital didactic resources as part of the teaching process.						X	
Promoting self-confidence through meaningful activities using digital didactic resources in English classes.							X
Total						4	3

Note: researcher elaboration. Source: post-survey and checklist June 2022

$$\text{Level of Social impact} = \frac{\Sigma(7)}{\#Indicators\ 3} = 2,3$$

Level of Social impact = Medium positive impact

Analysis

The social impact of creating comfortable environments to promote student participation had a medium positive impact because the materials, resources, and activities helped the student feel part of the class. In addition, the new generations feel safer using tools that are familiar to them, such as the Internet. Therefore, teachers have to use different sources that facilitate the teaching process and can create a pleasant atmosphere where all learners have the confidence to participate in the classes.

Motivating the use of digital didactic resources as part of the teaching process had a medium positive impact. Technology in the educational field is based on providing new opportunities for teachers to create online activities using different sources and students

can use the Internet to acquire new knowledge. Consequently, digital didactic resources in classes contribute significantly to the language acquisition process.

Promoting self-confidence through meaningful activities using digital didactic resources in classes had a high positive impact because teachers and students were interested in knowing how digital platforms are used to create activities for oral production. This increased the level of trust and participation because everyone is attracted to the activities. For this reason, teachers must use materials that are attractive to learners because they are more curious to learn about and participate in activities that involve using innovative materials that are not normally used in class.

4.9.4 Classroom management impact

Table 25

Classroom management impact

Indicator/ Impact levels	-3	-2	-1	0	1	2	3
The researcher demonstrates good command of the English language.							X
The researcher uses various language learning resources including visual aids and realia.						X	
Demonstrates confidence and poise in managing the classroom environment.							X
The researcher answers students' questions using appropriate vocabulary.							X
The researcher develops and maintains group motivation.							X
The activities of the class were focused on oral production.							X
The researcher finished the lesson in the established time.							X
Total						2	18

Note: researcher elaboration. Source: English teacher checklist.

$$\text{Level of Social impact} = \frac{\Sigma(20)}{\#Indicators 7} = 2,85 = 3$$

Level of Social impact = High positive impact

Analysis

The impact of classroom management of the use of digital didactic resources with TBLL strategies to improve speaking skills had a high positive impact on six items, and a medium impact on the second item. All the items that the English teacher had to select

were related to the performance of the researcher during the application of the proposal. The first item was about language proficiency where the teacher affirms that the researcher has a good command of the English language. The second item was about the materials, visual aids, and reality where the teacher mentioned that during the lesson some resources were used for learning. The next item was related to confidence and poise in managing the classroom environment, the teacher stated that throughout the lesson the researcher demonstrated good classroom management. Then, item number four focused on questions and answers using appropriate vocabulary, and the teacher selected level three positive in this item. Finally, the last three items were related to motivation, the class lesson focused on oral production and the time of the lesson, and the English teacher stated that the class had a high positive impact on these items.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations obtained from this research project.

Conclusions

From the results obtained in the survey, it is evident that speaking is the skill that the 7th-grade students at “Daniel Reyes” school have the greatest difficulty in developing. For this reason, teachers must put more emphasis on the implementation of new technological resources to help improve this skill. There are some digital resources that the teacher can integrate; some of them were researched, selected, and used, considering the interests of the students. Four digital didactic resources were selected by the students: Learning apps, Voki, Flipgrid, and Lyrics Training, which were used in the final proposal.

From the results of the interviews with English teachers of the seventh-grade students, it is established that incorporating new teaching methods in English classes allows students to explore their abilities and have the opportunity to express their ideas and opinions in the target language. Thus, teachers must apply new methods, strategies, and resources to generate interest and motivation to learn a second language. It is necessary to continue including new teaching methods that facilitate the teaching-learning of speaking skills to provide new opportunities for acquiring the English language.

Based on the results obtained from the study, the reasons for speaking skills problems in seventh-grade students were the following. First, it is a challenging for students to speak in English because they are afraid of making mistakes. Second, it is related to the (COVID-19) pandemic because during that period not all students had access to Internet connection; as a result, they did not continue to practice the language. Finally, teachers need to receive training on the use of digital didactic resources, since they were not familiar with online educational platforms that can help in oral production.

In this research, a guide with digital didactic resources that were selected by 7th-grade students to improve speaking skills was presented. To the elaboration of the guide, the topics established in Education Ministry Book level A2.1, and the results of the survey and interview were considered. The guide called “Digital Didactic Resources Guide to Improving speaking skills” was socialized and applied to the seventh-grade students of parallel A. Likewise, a post-survey and a teacher checklist were used to determine the impacts of the proposal. As a result, three impacts were obtained: High positive linguistic impact, Medium positive academic impact, and High positive social impact. Finally, the proposal was considered by teachers as an effective alternative to improve L2.

Recommendations

Teachers of the English subject of seventh-grade students need to use and adapt digital didactic resources in the teaching process. These resources allow the process to develop in a dynamic, interactive, and interesting way. Therefore, teachers must promote the use of digital didactic resources in English classrooms as an essential learning strategy. These resources can be used for the development of speaking skills; considering the interests, expectations, and needs of the students. In this case, teachers can continue using the didactic guide presented in this research project because students show a big interest in using innovative resources in English classes.

English teachers should continue to integrate new methodologies and teaching techniques that allow for creating comfortable environments to motivate the student to participate in the lessons. To make it possible, teachers must continue to research academic innovations to solve problems of English language acquisition. In that way, teachers can find new strategies that guarantee the use of the foreign language in English classes.

To solve some of the causes of students' speaking skills development, it is recommended that English teachers continue to use the digital didactic resource guide. This guide is a support for teachers because it contains a variety of activities that give students more opportunities to interact in the target language. Consequently, through this guide, students can use different digital didactic resources and do the activities presented in the guide to practice their speaking skills at home. In this way, students can improve communication in English and adapt to the use of technology in education. It is essential to mention that this guide is available in digital and PDF versions.

It is important to use the digital didactic resources guide during English classes to improve speaking skills. The tasks, the strategies, and the digital didactic resources can motivate students so that they practice and use the English language in the different activities. Besides, English teachers have to establish and design lessons related to oral production to expand the opportunities to use technology to improve speaking skills. For this reason, the continuous use of the didactic guide can provide positive results in the oral production of each student.

GLOSSARY

Digital resource: refers to a digital element that can be used through the internet.

Guide: it is a book that contains information on how to do something.

Link: it is an element that allows access to another document automatically.

Procedure: a set of actions to carry out something.

Pronunciation: it is the action of how people articulate sounds.

Skill: the ability or capacity to do or create something and this develops with practice.

Task: it is an activity or job that people have to do.

Vocabulary: a set of words that come from a particular language.

Website: a set of web pages that are accessible through the internet and created by a person or company to share information.

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ANNEXES

Annex 1. Approbation of research instruments



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 17 de enero de 2022

Magister

Fernando Flores

Docente de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se dignen validar las entrevistas y encuestas de Investigación del Proyecto "DIGITAL DIDACTIC RESOURCES USING TASK-BASED LANGUAGE LEARNING TO IMPROVE SPEAKING SKILLS IN 7TH GRADE STUDENTS AT DANIEL REYES SCHOOL IN THE ACADEMIC YEAR 2021-2022". Previo a del título de: Licenciatura En Pedagogía de los Idiomas Nacionales y Extranjeros, Mención Inglés. Para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Instrumento dirigido a los estudiantes de séptimo año de la Unidad Educativa
 “Daniel Reyes” en San Antonio

Fecha											
Objetivo	Estimado estudiante Esta encuesta ha sido diseñada con el objetivo de exponer el uso de recursos didácticos digitales con las estrategias del Aprendizaje de Idiomas Basado en Tareas para mejorar la habilidad de expresión oral en el 7mo grado en la “Unidad Educativa Daniel Reyes” en el año lectivo 2021-2022.										
Indicaciones	<ul style="list-style-type: none"> • El cuestionario es anónimo, por lo que se le solicita que lo complete con sinceridad. Además, este proyecto se realiza con fines académicos. Por lo tanto, lea atentamente cada pregunta y responda de acuerdo con sus conocimientos. Por favor, sea honesto con sus respuestas. • Marque con una X según su preferencia. 										
Preguntas											
Edad	9 a 10 años <input type="checkbox"/> 10 a 11 años <input type="checkbox"/> 12 a 13 años <input type="checkbox"/>										
Género	Masculino <input type="checkbox"/> Femenino <input type="checkbox"/>										
Pregunta 1	¿Cree que el idioma inglés es importante para su futuro? Si <input type="checkbox"/> No <input type="checkbox"/>										
Pregunta 2	En una escala de 1 a 5, siendo 5 el nivel más alto y 1 el nivel más bajo, ¿qué tanto le agrada sus clases de inglés? <table border="1" style="width: 100%; text-align: center;"> <tr> <td>5</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	5	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	4	3	2	1							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
Pregunta 3	¿Cuál de las siguientes habilidades le resulta más difícil desarrollar cuando aprende inglés? a) Escuchar b) Hablar c) Leer d) Escribir										

Pregunta 4	<p>¿Con qué frecuencia usa el idioma inglés en una conversación con sus compañeros de clase?</p> <ul style="list-style-type: none"> a) Siempre b) A veces c) Casi nunca d) Nunca
Pregunta 5	<p>En sus clases de inglés, ¿Con qué frecuencia su profesor realiza actividades que involucren actividades de comunicación oral en clase?</p> <ul style="list-style-type: none"> a) Siempre b) A veces c) Casi nunca d) Nunca
Pregunta 6	<p>De la siguiente lista, ¿En qué actividades le gustaría participar para reforzar su expresión oral en inglés? Elija cuatro actividades según su preferencia.</p> <ul style="list-style-type: none"> a) Compartir experiencias b) Describir imágenes c) Juego de roles d) Preguntas y respuestas e) Actividades de emparejamiento f) Encontrar diferencias
Pregunta 7	<p>¿En sus clases de inglés su profesor utiliza recursos digitales para desarrollar la destreza de hablar?</p> <ul style="list-style-type: none"> a) Siempre b) A veces c) Casi nunca d) Nunca
Pregunta 8	<p>¿Le gustaría que en sus clases de inglés se utilice recursos didáctico digitales que promuevan el desarrollo de la producción oral?</p> <ul style="list-style-type: none"> a) Sí b) No
Pregunta 9	<p>De la siguiente lista, ¿Cuáles de los siguientes recursos digitales le gustaría utilizar en sus clases de inglés para mejorar su expresión oral? Elija cuatro recursos según su preferencia.</p> <ul style="list-style-type: none"> a) Voki b) Flipgrip

	c) Duolingo d) Lyrics training e) Vocaroo f) Educandy g) Busuu <p style="text-align: center;">¡Gracias por su colaboración!</p>
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UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS



En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

.....

.....

.....



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

Entrevista a los Directivos de la Unidad Educativa “Daniel Reyes” en San Antonio

Fecha:

Nombre de la persona entrevistada:

Objetivo: La presente entrevista tiene como objetivo de exponer el uso de recursos didácticos digitales para mejorar la habilidad de hablar de los estudiantes de 7mo grado en la “Unidad Educativa Daniel Reyes” en el año lectivo 2021-2022.

Gracias por su tiempo.

Preguntas:

Pregunta 1.- Según el Ministerio de Educación el perfil de salida propuesto en el currículo nacional para los estudiantes de séptimo año es un nivel A1 según el Marco Común Europeo, por lo cual ¿considera usted que los estudiantes de séptimo grado de esta institución han logrado alcanzar este nivel?

Pregunta 2.- ¿De qué manera, la institución ha logrado que los estudiantes al concluir con la Educación Básica alcancen el nivel A1 establecido en el currículo del inglés?

Pregunta 3.- ¿Considera usted los materiales y recursos que utilizan los docentes del área de inglés satisfacen las necesidades y a través de la utilización de los mismo se logra que los estudiantes alcancen el nivel A1 establecido por el Marco Común Europeo?

Pregunta 4.- En el idioma Inglés existen cuatro habilidades (escuchar, hablar, leer y escribir) que es necesario desarrollar en los aprendices del idioma. ¿Qué habilidad considera que es la más difícil de desarrollar en los estudiantes de séptimo grado que pertenecen a la institución?

Pregunta 5.- ¿Considera usted que los recursos didáctico-digitales favorecen el aprendizaje de la habilidad oral de la lengua extranjera?



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

Interview for English Teacher at Unidad Educativa “Daniel Reyes” in San Antonio

Date:

Position:

Objective: The present interview aims to expose the use of digital didactic resources to improve speaking skills in 7th grades students at “ Daniel Reyes” in the academic year 2021-2022.

Thanks for your time.

Questions:

Question 1.- According to the Ministry of Education (2017), at the end of the seventh grade of EGB students must have an A2 CEFR. Do you consider this goal achievable or not? Why?

Question 2.- In your perception, out of the four skills in English (speaking, listening, reading, writing), which skill is the most difficult for you to develop in your students? Why?

Question 3.- What are the possible reasons why speaking skills in English may be difficult for students to acquire?

Question 4.- Have you ever used the Task-Based Language Learning approach to improve the speaking skills in your students?

Question 5.- Have you ever used any digital didactic resources to improve the oral production in your students?

Question 6.- Do you consider that the integration of digital didactic resources using the strategies of the Task-Based Language Learning in your English class can facilitate the development of students in oral production? Why? Why not?

Question 7.- Would you be willing to use a didactic guide that includes activities based on the use of digital didactic resources to facilitate the development of oral expression?



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS



A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			
10	X			
11	X			

.....
Firma del Evaluador
C.C.: 1002188470

Apellidos y nombres completos	Darwin Fernando Flores Albuja
Título académico	Magister
Institución de Educación Superior	Universidad técnica del Norte
Correo electrónico	dfflores@utn.edu.ec
Teléfono	0986357931

Annex 2. A request to the principal asking for permission to apply research instruments



**UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
DECANATO**

Oficio 039-D
Ibarra, 18 de enero de 2022

Magíster
Guillermo Collaguazo
RECTOR DE LA UNIDAD EDUCATIVA DANIEL REYES

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a usted con la finalidad de solicitarle de la manera más comedida, se brinde las facilidades necesarias, a la señorita Perugachi Fuenes Katerine Lizeth, estudiante de octavo nivel de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtenga información y desarrolle el trabajo de grado: "DIGITAL DIDACTIC RESOURCES USING TASK-BASED LANGUAGE LEARNING TO IMPROVE SPEAKING SKILLS IN 7TH GRADES AT DANIEL REYES SCHOOL IN THE ACADEMIC YEAR 2021-2022".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

Mgs. Raimundo Alonso López Ayala
DECANO FECYT

Annex 3. Approbation letter to do the research in the institution.



**UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
DECANATO**

Oficio 039-D
Ibarra, 18 de enero de 2022

Magíster
Guillermo Collaguazo
RECTOR DE LA UNIDAD EDUCATIVA DANIEL REYES

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

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Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

Mgs. Raimundo Alonso López Ayala
DECANO FECYT



Fecha 25/01/2022

Annex 4. Consent letters

Principal

Acepto participar voluntariamente en esta investigación, conducida por Katerine Lizeth Perugachi Fueres estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es desarrollar una guía con recursos didácticos digitales usando el método de Aprendizaje de Idiomas Basado en Tareas para mejorar la destreza oral en inglés de los estudiantes de séptimo año de la Unidad Educativa Daniel Reyes 2021-2022.

Me han indicado también que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 10 a 15 minutos.

Reconozco que la información que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Vice-rector
Nombre del participante: Mgs. Guillermo Collaguazo

Firma del participante

Nombre del investigador: Katerine Perugachi

Firma del investigador

English Teacher

Acepto participar voluntariamente en esta investigación, conducida por Katerine Lizeth Perugachi Fueres estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es desarrollar una guía con recursos didácticos digitales usando el método de Aprendizaje de Idiomas Basado en Tareas para mejorar la destreza oral en inglés de los estudiantes de séptimo año de Unidad Educativa Daniel Reyes 2021-2022.

Me han indicado también que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 10 a 15 minutos.

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Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Profesor de inglés
Nombre del participante: Lic. Ismael Salazar

Firma del participante

Nombre del investigador: Katerine Perugachi

Firma del investigador

Students

Acepto participar voluntariamente en esta investigación, conducida por Katherine Lizeth Perugachi Fuentes estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es desarrollar una guía con recursos didácticos digitales usando el método de Aprendizaje de Idiomas Basado en Tareas para mejorar la destreza oral en inglés de los estudiantes de séptimo año de la Unidad Educativa Daniel Reyes 2021-2022.

Me han indicado también que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 10 a 15 minutos.

Reconozco que la información que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Nombre del investigador : Katherine Perugachi

Firma del investigador

Estudiante Dylon Marcos Trujillo Carungu

Nombre del participante:

Firma del participante

Acepto participar voluntariamente en esta investigación, conducida por Katherine Lizeth Perugachi Fuentes estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es desarrollar una guía con recursos didácticos digitales usando el método de Aprendizaje de Idiomas Basado en Tareas para mejorar la destreza oral en inglés de los estudiantes de séptimo año de la Unidad Educativa Daniel Reyes 2021-2022.

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Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Nombre del investigador : Katherine Perugachi

Firma del investigador

Estudiante

Nombre del participante: Abasron Stevin

Firma del participante

Annex 5. Interview from the principal and English Teachers

Principal



English Area Coordinator

English Teacher



Annex 6. Application of the survey from seventh-grade students.

Parallel A



Parallel B



Annex 7. Principal interview



UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Entrevista a los Directivos de la Unidad Educativa “Daniel Reyes” en San Antonio

Fecha:

Nombre de la persona entrevistada:

Objetivo: La presente entrevista tiene como objetivo de exponer el uso de recursos didácticos digitales para mejorar la habilidad de hablar de los estudiantes de 7mo grado en la “Unidad Educativa Daniel Reyes” en el año lectivo 2021-2022.

Gracias por su tiempo.

Preguntas:

Pregunta 1.- Según el Ministerio de Educación el perfil de salida propuesto en el currículo nacional para los estudiantes de séptimo año es un nivel A1 según el Marco Común Europeo, por lo cual ¿considera usted que los estudiantes de séptimo grado de esta institución han logrado alcanzar este nivel?

Buenos días, le saluda Guillermo Collaguazo rector de la Unidad Daniel Reyes. Bueno, con respecto a la pregunta, como sabe producto de la pandemia el sistema educativo tuvo un fuerte impacto, por lo que diría en este momento los estudiantes de séptimo grado no están en la posibilidad de alcanzar el nivel establecido por el Marco Común Europeo de Lengua. Sin embargo, esperamos como institución poder alcanzar el nivel porque la situación de emergencia provoco que los estudiantes tuvieran falencias; es decir, esto no solo pasó en la Unidad Educativa Daniel Reyes, sino en todas las instituciones a nivel; cantonal, provincial, y nacional. Por lo cual, aspiramos que con el regreso a clases los profesores puedan trabajar con los estudiantes y en un futuro alcanzar el nivel.

Pregunta 2.- ¿De qué manera, la institución ha logrado que los estudiantes al concluir con la Educación Básica alcancen el nivel A1 establecido en el currículo del inglés?

Bueno, con respecto a esta pregunta yo puedo decir que la Escuela “Daniel Reyes” está en proceso de alcanzar el nivel A2 en los estudiantes de séptimo grado ya que como sabe por la situación de pandemia muchas actividades se postergaron estamos esperando que se normalice todo en cuanto al aspecto sanitario que vive el país. Además, con las clases

presenciales los profesores de inglés pueden enfocarse en lograr que los estudiantes alcancen el nivel establecido por el Marco Común Europeo.

Pregunta 3.- ¿Considera usted los materiales y recursos que utilizan los docentes del área de inglés satisfacen las necesidades y a través de la utilización de los mismo se logra que los estudiantes alcancen el nivel A1 establecido por el Marco Común Europeo?

En cuanto a esta pregunta los recursos y materiales con los que cuenta el Ministerio de Educación y que están a disposición de todos los docentes del sistema educativo nacional son recursos muy importantes que el docente sí los utiliza. Por ejemplo, en el periodo de la pandemia los docentes utilizaron los materiales “Recursos 2” que estaban disponibles para el programa “Aprendemos Juntos en casa”, pero esto no pudo ejecutar mejor por la disponibilidad de internet en muchos casos los estudiantes no tenían conexión a internet, pero considero que todos los recursos que utiliza el área de ingles son útiles porque mediante eso recursos se trata de que los estudiantes alcancen el nivel.

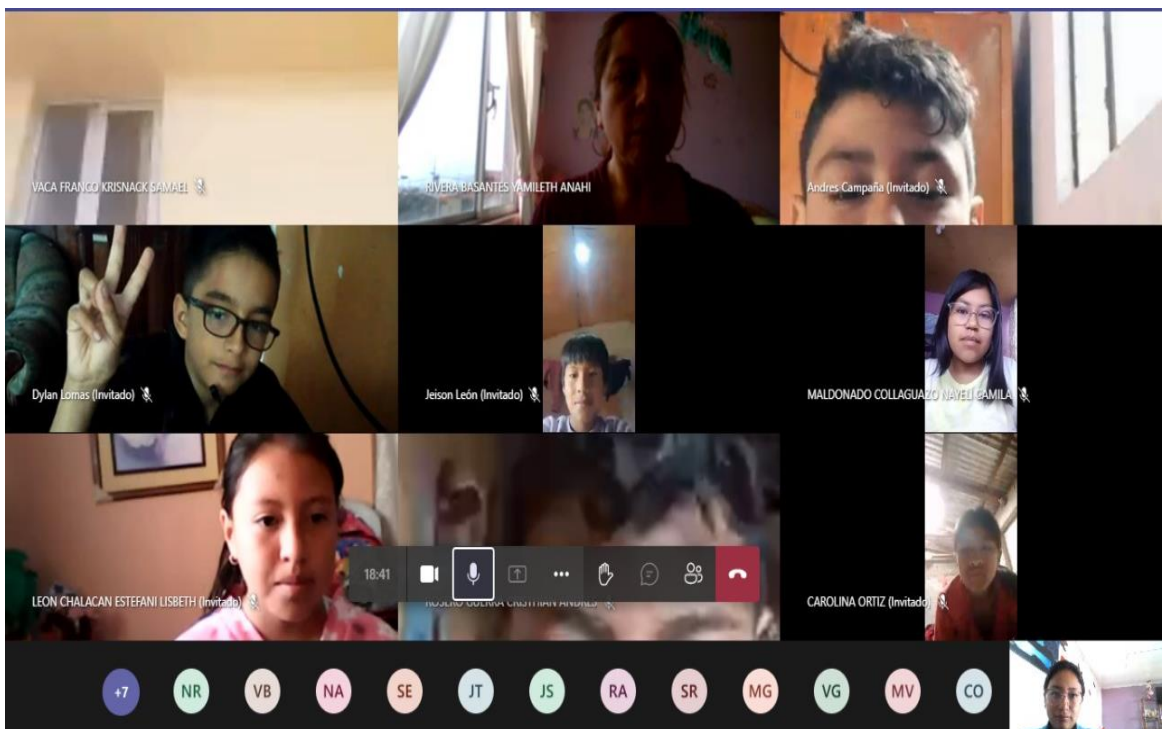
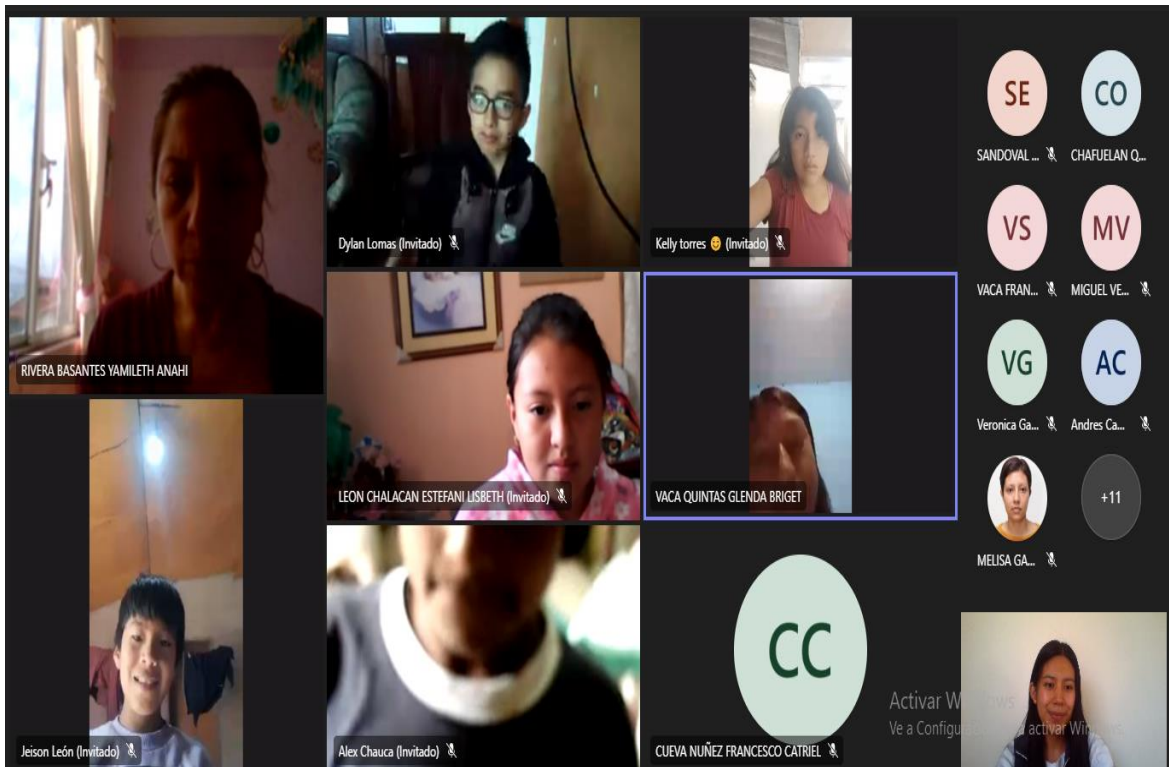
Pregunta 4.- En el Idioma Inglés existen cuatro habilidades (escuchar, hablar, leer y escribir) que es necesario desarrollar en los aprendices del idioma. ¿Qué habilidad considera que es la más difícil de desarrollar en los estudiantes de séptimo grado que pertenecen a la institución?

Bueno, yo puedo decir que en base a mi experiencia los estudiantes, por lo general, tienen dificultades en la producción oral porque les resulta muy difícil hablar en otro idioma. Por lo tanto, mis compañeros del área de inglés deben tratar de usar otros recursos o materiales que les permitan a los estudiantes desarrollar las habilidades que les resulta difíciles, aunque por la pandemia la situación empeoró porque los estudiantes no pudieron seguir practicando el idioma, aspiramos como institución con el regreso presencial que el área de inglés se enfoque en trabajar con las falencias y el desarrollo de las destrezas.

Pregunta 5.- ¿Considera usted que los recursos didáctico-digitales favorecen el aprendizaje de la habilidad oral de la lengua extranjera?

Por su puesto, estaría muy bien utilizar recursos digitales porque después de la pandemia se pudo evidenciar la utilidad de la tecnología en la educación no solo en la asignatura de inglés sino en todas las demás. Por ello, pienso que el Ministerio de Educación debería incluir esos recursos porque ayudan a los estudiantes en aspectos auditivos y visuales lo que facilita el aprendizaje de la lengua extranjera.

Annex 8. Application of the guide



Annex 9. Students post- survey



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Instrumento dirigido a los estudiantes de séptimo año de la Unidad Educativa
“Daniel Reyes” en San Antonio

GRADUATION WORK: “Digital didactic resources using Task-Based Language Learning to improve speaking skills in 7th grade students at Daniel Reyes school in the academic year 2021-2022”

Date:

Objetivo: Evaluar la efectividad de la guía con Recursos Didáctico Digitales usando el Aprendizaje de Idiomas Basado en Tareas.

Estudiantes:

1.- ¿Qué tan útiles fueron los recursos didácticos digitales para mejorar las habilidades orales en las clases?

Excelente

Muy bueno

Bueno

Malo

No estoy seguro

2.- ¿Qué tan efectiva fue la actividad de “preguntas y respuestas” para desarrollar las habilidades de hablar?

Muy útil

Útil

Irrelevante

No útil

3.- ¿Considera que las actividades mediante el uso de recursos didácticos digitales contribuyen a la mejora de sus habilidades orales?

Totalmente de acuerdo

De acuerdo

Ni de acuerdo ni en desacuerdo

Totalmente en desacuerdo

En desacuerdo

4.- ¿Consideras que el uso de recursos didácticos digitales contribuye a mejorar tu rendimiento académico?

Totalmente de acuerdo

De acuerdo

Ni de acuerdo ni en desacuerdo

Totalmente en desacuerdo

En desacuerdo

5.- ¿Qué tan efectivas fueron las estrategias aplicadas para crear un ambiente cómodo para mejorar sus habilidades para hablar?

Muy útil

Útil

Irrelevante

No útil

6.- ¿Las estrategias, recursos didácticos digitales y actividades aplicadas facilitaron la participación e interacción entre compañeros?

Totalmente de acuerdo

De acuerdo

Ni de acuerdo ni en desacuerdo

En desacuerdo

Totalmente en desacuerdo

7.- ¿Los recursos didácticos digitales que se utilizaron en clase te sirvieron para motivarte a practicar y mejorar tus habilidades orales?

Totalmente de acuerdo

De acuerdo

Ni de acuerdo ni en desacuerdo

En desacuerdo

Totalmente en desacuerdo

8.- ¿Considera que la propuesta fue efectiva para mejorar las habilidades orales?

Totalmente de acuerdo

De acuerdo

Ni de acuerdo ni en desacuerdo

En desacuerdo

Totalmente en desacuerdo

9.- ¿Crees que si se sigue utilizando la guía durante las clases de inglés te ayudaría a mejorar tu producción oral?

Si

No

Tal vez

¡Gracias por su colaboración!

Annex 10. Check list of the guide



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACION, CIENCIA Y TECNOLOGIA
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Instrumento dirigido a los estudiantes de séptimo año de la Unidad Educativa
"Daniel Reyes" en San Antonio

GRADUATION WORK: "Digital didactic resources using Task-Based Language Learning to improve speaking skills in 7th grade students at Daniel Reyes school in the academic year 2021-2022"

Objective: Evaluate the effectiveness of the guide through Digital Didactic Resources using Task-Based Language Learning.

Check list of the guide

Table 1

Matrix of equivalence

Number	Equivalence
-3	High negative impact
-2	Medium negative impact
-1	Low impact
0	No impact
1	Low positive impact
2	Medium positive impact
3	High positive impact

Linguistic impacts

Indicator/ Impact levels	-3	-2	-1	0	1	2	3
Using digital didactic resources to improve the L2.							X
Improving speaking skills with "questions and answers" activities with the classmates.						X	
Promoting the development of speaking skills in students through different activities divided into three stages (Pre-task, Task-cycle, and Language focus).							X
TOTAL							

Indicator/ Impact levels	-3	-2	-1	0	1	2	3
Encouraging participation using the L2 in English classes.							X
Promoting the use of different digital resources and methodological strategies in English class.							X
Including digital didactic resources to contribute to the motivation for L2 learning.							X
TOTAL							

Social impacts

Indicator/ Impact levels	-3	-2	-1	0	1	2	3
Creating comfortable environments to promote student participation.						X	
Motivating the use of digital didactic resources as part of the teaching process.						X	
Promoting self-confidence through meaningful activities using digital didactic resources in English classes.							X
Total							

Classroom Management

Indicator/ Impact levels	-3	-2	-1	0	1	2	3
The researcher demonstrates good command of the English language.							X
The researcher uses various language learning resources including visual aids and realia.						X	
Demonstrates confidence and poise in managing the classroom environment.							X
The researcher answers students' questions using appropriate vocabulary.							X
The researcher develops and maintains group motivation.							X
The activities of the class were focused on oral production.							X
The researcher finished the lesson in the established time.							X
Total							

Observations: It is an excellent guide. The activities are very interesting.

Mgs. Rosa Rosales

Annex 11 Urkund analysis



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