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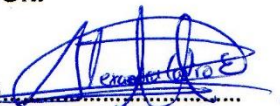
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## COURT APPROVAL

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## DEDICATORY

This research aims to provide useful information both for students interested in learning English and for teachers who wish to help their students. It focuses mainly on the English teachers and students of the U.E. "Ana Luisa Leoro", who kindly collaborated in the development of this research work.

I am grateful to the Universidad Técnica del Norte, a renowned institution, which fosters the growth of students and provides opportunities to become excellent, ethical, critical, humanistic, leaders and entrepreneurs with a strong social commitment. I would also like to acknowledge the hard work of the professors of the UTN English Degree, who from the beginning have been examples of life and have dedicated great effort to their educational work.

I would like to express my gratitude to my classmates and future English teachers with whom I have shared this path of personal growth. I would also like to thank my colleagues for their contribution to my professional development. In addition, I cannot fail to mention my friends, who gave me their unconditional support throughout this process.

Finally, to my family who are with me at all times when I need them and above all for instilling in me the example of effort and courage, of not fearing adversity because God is always with me.

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## RESUMEN

La presente investigación se enfocó en mejorar la habilidad del habla utilizando herramientas en línea basadas en la enseñanza comunicativa de la lengua en estudiantes de segundo bachillerato de la U. E. Ana Luisa Leoro, período académico 2022-2023. El propósito de esta investigación fue el desarrollo y evaluación de herramientas en línea basadas en el enfoque de la Enseñanza Comunicativa de Lenguas con el objetivo de potenciar las habilidades de expresión oral en el aprendizaje de lenguas extranjeras. A su vez, se buscó crear una guía de herramientas en línea destinada a fomentar la motivación y el interés de los estudiantes por el aprendizaje de un idioma extranjero.

Este estudio se sustentó en una revisión teórica exhaustiva con el propósito de identificar herramientas en línea apropiadas que no solo beneficiarían a los estudiantes, sino que también serían de utilidad para los docentes. La investigación contó con la colaboración activa del Rector, profesores de inglés, el Coordinador del área de inglés y los estudiantes de la Unidad Educativa "Ana Luisa Leoro".

En el transcurso de este estudio, se emplearon enfoques tanto cuantitativos como cualitativos para la recopilación de datos, utilizando herramientas como entrevistas y encuestas. Con base en los resultados obtenidos, se desarrolló una guía que incluye una evaluación destinada a determinar la eficacia de las herramientas en línea en la mejora de las habilidades de expresión oral. Estas herramientas se caracterizan por ser accesibles y fáciles de utilizar.

## **ABSTRACT**

The present research focused on improving speaking skills using online tools based on communicative language teaching in junior students at U. E. Ana Luisa Leoro, academic period 2022-2023. The purpose of this research was to develop and evaluate online tools based on the Communicative Language Teaching approach in order to enhance speaking skills in foreign language learning. At the same time, it sought to create a guide of online tools aimed at fostering students' motivation and interest in learning a foreign language.

This study was based on a thorough theoretical review in order to identify appropriate online tools that would not only benefit students, but would also be useful for teachers. The research had the active collaboration of the Rector, English teachers, the Coordinator of the English area and the students of the Educational Unit "Ana Luisa Leoro".

In the course of this study, both quantitative and qualitative approaches to data collection were employed, using tools such as interviews and surveys. Based on the results obtained, a guide was developed that includes an evaluation aimed at determining the effectiveness of online tools in improving speaking skills. These tools are characterised by their accessibility and ease of use.

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## LIST OF ABBREVIATIONS

**BGU** – Bachillerato General Unificado

**EFL** – English as a Foreign Language

**TEFL** –Teaching English as a Foreign Language

**UTN** – Universidad Técnica del Norte

## INTRODUCTION

In the research process of this study, agreement N0052-14 issued by the Ministry of Education and Culture of Ecuador is cited, which highlights the importance and necessity of the English language as a communicative tool and for accessing up-to-date scientific and technological information. The agreement emphasizes the relevance of teaching this language from an early age due to the current demands of the knowledge society (Ministry of Education, 2014). Based on this argument, the main motivation for carrying out this research arises. In Ecuador, the acquisition of a second language is a crucial aspect of education, as it opens up new opportunities in life and contributes to the pursuit of a bilingual community with achievements both nationally and internationally.

The work of teachers is undoubtedly one of the most challenging and fundamental in today's society. In addition to transmitting knowledge, they must create pedagogical strategies that promote effective learning, especially in the area of communicative language teaching. This process not only requires creativity and dedication but is also subject to a growing need to demonstrate results and adapt to the demands of the constantly changing educational environment.

In the educational context of Ecuador, teachers must tangibly demonstrate their ability to impart knowledge and develop language skills in their students. The digital world offers a wide range of resources and technologies that can enhance language teaching and learning. These online tools not only simplify the teacher's work but also have the potential to reduce students' stress at critical moments, such as tests and speaking exams. Finally, they contribute to the optimization of financial and material resources, which is beneficial for both educational institutions and learners themselves.



## **Background**

Nowadays, technology has become a very important requirement in the construction of knowledge over the years in the personal training of each student, as well as being very useful for teachers in that it facilitates the implementation of technological tools within educational methodologies (Erazo, S., 2022).

In this sense, educational technology serves for educators to have the possibility of guiding the learning process, more efficiently, this is possible with the use of resources. Students are expected to acquire different types of knowledge and acquisition of more information in the oral field coupled with the needs of each student. Thompson and Strickland, (2004) define information and communication technologies, are those devices, tools, and electronic components, capable of manipulating information that supports educational development and growth, On the one hand, it increases the motivation and interactivity of students and encourages cooperation between students and encourage initiative and creativity (BCcampus and CAPER-BC, 2012).

English in Ecuador is taught and learned as a foreign language; each institution, whether private or public, has English as a compulsory subject as a study plan, since it is possible to acquire new skills, deal with weaknesses, access better education and information and above all it is a Universal language. However, based on research carried out by the EF (2020), Ecuador's position is #93 out of 100 countries in Latin America, in English language proficiency, which is a low percentage, which means that students do not they are developing the necessary skills. English is a fundamental language to have more possibilities of finding a good job, access to the most complete education, also to know new cultures, to travel around the world, to improve the communicative capacity in general, without fear of not being understood or not being able to communicate with others effectively. For this, a good precise pronunciation is of vital importance that helps your communication in English, such as grammar, collocation, accent, spelling, etc. When learning a foreign language, some students are reluctant to use the language. According to previous research findings, some of the reasons for this are “stress, nervousness, or lack of confidence when taking an oral assessment, giving a lecture, or giving instructions. to an audience, fear of making mistakes and an infinity of things” (Dublin Academy, 2022).

For this reason, English teachers need to find the most appropriate ways and resources to help the student, improve skills or interactive strategies to create a healthy

environment in the classroom. How can online tools help to enhance oral expression in English? A very essential question, in the first instance, within the tools we have techniques that teachers can use to help student learning. Some examples might be providing practical ways to improve speaking (and thinking about writing), such as having a conversation, reading aloud, staying serious and calm, etc (Paredes, M., 2021). Technology motivates students and makes it easier for students to maintain attention, and learn in a different and fun way according to tastes and needs. Therefore, teachers have to seek relevant information that is aimed at ways to reduce affective factors in the evaluation process to create a balance during it (Borzani, B., 2017).

A study proposed by (Ricoy, M & Álvarez Sabela, 2016) through a qualitative approach, shows that the pedagogical strategies used in the teaching of the English language are related to traditional methodologies. It emphasizes the development of regular educational activities, supported by formal language, the inclusion of a limited variety of teaching resources, as well as a limited use of the school's infrastructure.

The purpose of this study is to analyze and discover the dynamics in which the learning of the English language is involved, as a foreign language, in the field of education, especially in young people, one of the innovative educational practices are: to give more voice to students, in other words respect the opinion of the students, "Teachers should talk less so that students learn more", it is also important to pose challenges, promote critical spirit and entrepreneurship, work on emotions, encourage reading, encourage collaborative work, integrate ICT, and reformulate the way of evaluating, that is, the evaluation must be continuous and the weight of traditional exams must be minimal.

## PROBLEM

Ecuador remains one of the Latin American countries with the least English proficiency, after Mexico. The score is 440/1000, according to the EF EPI report (English Proficiency Index 2021), with these statistics, in general, the English language in Ecuador is very weak, so one of the first problems usually arises when learning. It is the lack of time, or rather, the ability to self-manage and dedicate enough time to learning the language (Castillo, L., 2021).

Mainstream classes, demanding subjects, standardized tests, and limited class time" are factors that hinder effective language practice, as confirmed by the EF EPI report. As a result, despite years of studying English in schools, pupils often leave school with insufficient oral communication skills in English.

However, in some students, there is a disturbance in the acquisition of language such as expressing oneself, taking the floor, and engaging in conversation, among others, which could hinder the ability to communicate feelings, emotions, and needs to their environment, which can interfere with the ability to communicate emotions, feelings, and needs of their environment. The problems often come in many different forms and affect complex speech (Noguera, C., 2016).

The student has a valuable tool that allows him to interact with others, this tool is language. Language and communication are vital in human beings. Castro García (2017), states that to achieve communication in a second language, learners need a broad vocabulary that conveys the necessary meaning for expression, fluency, gesticulation, and vocalization, this is essential when learning English since, This helps reinforce trust in oneself and the listener, as well as requiring fully trained teachers in the appropriate methodology to develop a correct language teaching-learning process, who have the ability to recognize the different types of students, their forms of learning, their learning problems, etc (Juan & Garcia, 2012).

Language teaching requires the improvement of skills or interactive strategies with students to create a healthy environment in the classroom and also results as evidence of student learning, so teachers must adopt various ways of evaluating the process. of the student for improvement, in the same way, obtain valid information on the specific actions, to determine to what extent the quality goals are being fulfilled. Teachers generally tend to create different strategies and instruments to assess student learning. Classroom education, distance education, and home education are routes to carry out the

teaching and learning process. However, in Ecuador, it is essential to monitor the learning process to collect, systematize, and analyze the information obtained from various sources, to improve student learning and teacher intervention. Therefore, online tools become a fundamental key to enhancing oral ability in English; In the same way, to reduce stress, nervousness, or lack of confidence when performing an oral evaluation, speech, transmitting information, giving a conference or instructions to an audience. Therefore, teachers must seek relevant information that is aimed at ways to reduce affective factors in the evaluation process to create a balance during it (Beltrán, M., 2017).

On the other hand, the time it takes to evaluate each of the students in evaluations takes a certain time to qualify them. Leveraging technology productively and interacting and learning from multiple platforms is essential as it streamlines everyday tasks. What's more today, the new digital tools offer a very high level of security, to facilitate learning English and, above all, oral expression.

Consequently, online tools contribute to the improvement of English, where you can find numerous contents for different flexible learning methods, to gain knowledge in a fun and practical way, showing the student that it is a great source of alternatives. This project will contribute since it is a guide to design cooperative learning strategies to reinforce English as a foreign language, as well as the reading comprehension of the language in students of the last year of "Ana Luisa Leoro".

Finally, the evaluation allows the teacher to assess the level of performance and the achievement of learning; In addition, the students show and evidence things they have learned such as obtaining standards of the Ecuadorian Curriculum. Online tools are paramount as they provide a great way to gain confidence in English and you can learn the basics of words and progress a lot of information. That is why teachers have had to be trained in its use; to feedback knowledge, always looking for the best strategies, pedagogical technologies, and educational approaches that allow learning to take shape.

## **SIGNIFICANCE OF STUDY**

The realization of this research project has aspects and information that can be useful for teachers and learners of English. Furthermore, it focuses on oral expression and the use of technology in communicative language teaching. The importance of this research is divided into linguistic, academic, and affective impacts.

### **Linguistic Impact**

Through the use of online tools, Junior Students at the U. E. "Ana Luisa Leoro" will be able to improve their speaking skills in English, which will enable them to communicate effectively in the target language. Students' motivation to use the target language can be fostered, with a particular focus on the development of productive skills, such as speaking.

### **Academic Impact**

The study had a significant impact on the academic environment by benefiting the students of the U.E. "Ana Luisa Leoro" in the Canton of Ibarra. The use of technology was promoted as a tool to improve the language learning process and to facilitate the students' communication in the English classroom. In addition, oral activities in the foreign language were successfully developed by applying updated methodological strategies.

### **Affective Impact**

The affective impact of this research focuses on how students will emotionally experience the results and implications of the study. Consequently, the emotional factors that could affect the development and learning of this foreign language will be diminished, which will result in a higher level of learning.



## **Objectives**

### **General objective**

- Establish suitable Online Tools Based on Communicative Language Teaching to Improve Speaking Skills in Junior Students at U. E. Ana Luisa Leoro.

### **Specific objectives**

- Identify the online tools based on Communicative Language Teaching to Improve Speaking Skills.
- Analyze communicative language teaching strategies applicable in the enhancement of speaking skills.
- Design a guide of online tools based on communicative language teaching to improve speaking skills in Junior Students at U. E. Ana Luisa Leoro.

## **CHAPTER I: THEORETICAL FRAMEWORK**

This chapter includes the theoretical support for the research “Online Tools Based on Communicative Language Teaching to Improve Speaking Skills in Junior Students at U. E. Ana Luisa Leoro, Academic Period 2022-2023”.

### **1.1.English as a foreign language**

The influence of English extends to everything from international diplomacy to the entertainment industry. It is the official language in more than 50 countries and is widely used as a second language in many others. In addition, English is the predominant language on the Internet and in most scientific publications.

EFL, or English as a foreign language, is the process of learning and acquiring the English language by non-native speakers of English. This field focuses on teaching language skills to non-native speakers. EFL teaching generally occurs in countries where English is not the main language but is taught as a compulsory or elective subject in schools, colleges, and language institutes. EFL programs aim to develop students' English language competence, including speaking, listening, reading, and writing skills, "Over time, methods and approaches to teaching English have evolved, opening up new possibilities and facilitating communication" (Paredes, M. 2021).

#### **1.1.1. English education in Ecuador**

In Ecuador, the teaching of English as a foreign language in secondary education has been promoted since 1992 (Paredes et al., 2018). This initiative seeks to provide Ecuadorian students with the necessary skills to communicate in English, as its importance as a tool for academic and professional development is recognized. In Ecuador, at school and baccalaureate level, English is taught according to the guidelines established by the Ministry of Education in 2014. These guidelines highlight the importance of aligning the English curriculum with recognized standards, such as the Common European Framework of Reference for Learning, Teaching, and Assessment (p. 5). According to the research conducted by (Cifuentes, A., Contreras, M., & Beltrán, J., 2019), there has been a gradual advance in the teaching of English in Ecuador. It is now taught in all educational institutions in the country, whether public, private, or parochial

(p. 90). This approach to teaching English is constantly evolving and improving, which has a positive impact on the Ecuadorian population.

### **1.1.2. English level required by junior students in Ecuador**

The Ministry of Education generally prioritizes the teaching of English as a foreign language because of its global importance and its relevance in academic and professional fields. This research focuses on students in their final years, who have to reach the B1 level, which involves acquiring the necessary communicative and linguistic competencies. Upon achieving level B1, students are considered independent users of the language, following the established guidelines.

The curriculum sets out specific requirements for the number of hours of English language instruction to be offered at different levels of education. It also sets language proficiency objectives that students must achieve. In the Ecuadorian educational context, the Common European Framework of Reference for Languages (CEFR) is adapted to local needs and establishes a scale of levels from A1 to C2 to assess language proficiency. Each school year, pupils are assigned a specific category to achieve in English. For example, in the 8th EGB and 9th EGB, the target is A1; in the 10th EGB 1st BACH, A2; and the 2nd BACH. 3rd BACH B1 (National English Curriculum Guidelines, 2011)

### **1.1.3. Common European Framework of Reference (CEFR)**

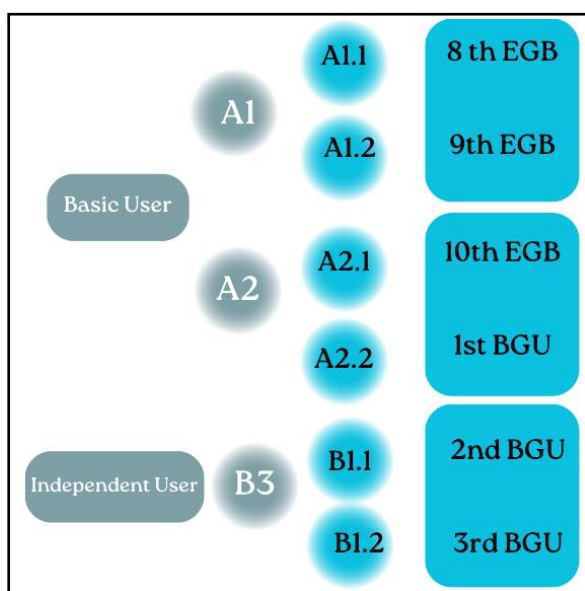
The Common European Framework of Reference for Languages: Learning, Teaching, Assessment is a framework widely used in the field of language teaching. According to the Council of Europe (2010), this framework provides a common basis for describing levels of language proficiency and establishes clear and consistent criteria for the assessment of language learning.

The Common European Framework of Reference (CEFR) is divided into six levels: A1, A2, B1, B2, C1, and C2, ranging from basic to mastery of the language. These levels are defined in terms of language skills in areas such as listening comprehension, speaking, reading comprehension, and writing. (CEFR, 2019). The CEFR also describes the communicative competencies required for each level, which go beyond linguistic knowledge and focus on the learner's ability to communicate effectively in real-life situations.

According to the Ministry of Education of Ecuador (2014), proficiency levels in language learning are established and applied according to the school year, following the Common European Framework of Reference for Languages.

**Figure 1.**

*Relationship between CEFRL and Ministerio de Educación*



*Note: Relationship MCERL and Ministry of Education. Adapted by Gennesis Castro.*

#### 1.1.4. English language skills

"In English as a foreign language (EFL), language skills are divided into productive skills and receptive skills. Productive skills include speaking and writing, as students and individuals use them to communicate and convey information. On the other hand, receptive skills are listening and reading, through which people obtain information" (Metruk, R., 2018)

Metruk (2018) conducted research on language skills in the EFL context and, in her study, she highlighted that listening and reading skills are commonly referred to as passive language skills. However, the specific focus of his research was on productive skills, in particular speaking or oral production.

#### 1.1.5. Speaking

The ability to express oneself verbally is essential to communicate ideas, thoughts, feelings, and opinions. Both teachers and students use oral production as a means of

communication in the classroom. According to research by Zafari, Heidari, & Chalak (2020), speaking is held to be one of the four basic language skills that EFL learners must develop to communicate efficiently and effectively in various contexts. (p. 50)

**Table 1.**

*Features and application of Sub-Skills*

<b>Sub skills</b>	<b>Application</b>
<b>Pronunciation:</b> Is essential for effective communication. This involves the correct articulation of sounds, emphasis on the correct syllables and proper intonation.	<ul style="list-style-type: none"> <li>• Use apps and online resources that provide pronunciation exercises.</li> <li>• Record yourself speaking English and then compare your pronunciation with that of native speakers.</li> </ul>
<b>Fluency:</b> Fluency refers to the ability to speak continuously and without excessive interruptions. It implies the ability to put ideas and thoughts together coherently and effortlessly.	<ul style="list-style-type: none"> <li>• Perform sentence and dialogue repetition exercises to improve speed and fluency.</li> <li>• Narrate stories or describe events continuously without interruption.</li> </ul>
<b>Clarity:</b> Clarity relates to the ability to communicate ideas clearly and understandably. It includes appropriate word choice and sentence structure to facilitate understanding.	<ul style="list-style-type: none"> <li>• Learn new words and expressions daily.</li> <li>• Keep a word notebook with definitions and examples of usage.</li> </ul>
<b>Vocabulary:</b> Expanding and using a varied vocabulary is essential to enrich discourse and express ideas accurately.	<ul style="list-style-type: none"> <li>• Learn new words and expressions daily.</li> <li>• Keep a word notebook with definitions and examples of usage.</li> <li>• Use flashcards to review and memorise vocabulary.</li> </ul>
<b>Grammar:</b> The correct use of grammar is important for constructing sentences and expressing ideas accurately. Incorrect grammatical structures can hinder	<ul style="list-style-type: none"> <li>• Study grammar through grammar books or online resources.</li> <li>• Do grammar practice exercises to strengthen skills.</li> </ul>

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comprehension.

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<b>Expressing Ideas:</b> The ability to express thoughts, opinions and arguments effectively is an essential sub-skill. This involves the logical organisation of ideas and the ability to argue clearly.	Practice writing essays, presentations and speeches. Participate in group discussions and debates. Develop a logical outline to organise ideas before speaking or writing.
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Note: From “Speaking Subskills”. *Adapted by Genesis Castro*

### **1.1.6. The role of speaking in language learning**

Speaking plays a fundamental role in language learning. Through speaking, learners can communicate effectively in real-life situations, develop fluency and accuracy in language use and make meaningful connections with native speakers and other language learners.

According to Srinivas (2019), language is used as a communication tool therefore perfect communication is not possible without the use of a language, however speaking is considered an essential communicative skill in the process of acquiring a new language. By practicing speaking, learners improve their ability to formulate and express ideas, construct grammatically correct sentences, use appropriate vocabulary, and apply the rules of pronunciation and intonation.

### **1.1.7. Teaching speaking skills in communication classroom**

Teaching speaking in a communication classroom can be challenging but rewarding. there are some important aspects to encouraging student participation - in a speaking class, students need to speak to develop their skills. Encouraging all learners to participate in class discussions, debates, role-plays, and other activities that require speaking, as well as meaningful practice i.e., practice activities should be meaningful and related to learners' interests and needs. Using authentic materials such as videos, podcasts and news articles to engage learners and provide them with real-life situations to practice.

Feedback is essential to help learners improve their speaking by providing both positive and constructive comments to help learners identify their strengths and weaknesses.

Concerning technology, it can be used to enhance speaking activities. For example, students can record their speeches and listen to themselves to identify areas for improvement and create a supportive classroom environment in which students feel comfortable practicing their speaking. Encourage learners to reflect on their progress and set themselves targets for improvement, this can be done through self-assessment activities or reflective journals. Many learners equate being able to speak a language with knowing it and therefore see language learning as learning to speak it or, as Nunan (1991) wrote, "success is measured in terms of the ability to carry on a conversation in the (target) language".

On the other hand, if the right activities are taught correctly, classroom presentations can be fun, increase learners' overall motivation and make English fun and dynamic (British Council, 2023). Overall, effective teaching of speaking in a communication classroom requires a balance between theory and practice, as well as a supportive classroom environment that encourages student participation and engagement.

## **1.2. Factors affecting speaking in a language**

According to Popescu (2019), "Language attitudes play a significant role in the process of students' learning English as a foreign language (EFL)". These attitudes can have an impact on learners' willingness and motivation to learn the language effectively and to meet the requirements set. Speaking is one of several factors that students are concerned about, as well as other factors listed below:

### **1.2.1. Vocabulary**

Having a limited vocabulary can present challenges when communicating verbally. When our words become repetitive and lack diversity, we run the risk of not conveying our ideas clearly and effectively. However, by having a wide range of words and phrases at our disposal, we can greatly enrich our oral expression.

### **1.2.2. Grammar and sentence structure**

To communicate effectively, it is essential to understand and use grammar rules and sentence structure correctly. These linguistic rules provide us with the framework we need to express our ideas clearly and coherently. However, grammatical errors or

difficulties can hinder comprehension and lead to confusion in our speech.

On the other hand, mastering the grammar rules allows us to convey our ideas fluently and accurately. The correct use of syntax and grammar helps to establish logical relationships between words and sentences, which facilitates mutual understanding. In addition, an adequate grammatical structure provides coherence and fluency to the speech, avoiding ambiguities and misunderstandings.

### **1.2.3. Pronunciation and accent**

Clear pronunciation and an accurate accent help others understand what you are saying. Pronunciation difficulties can affect comprehension and make it difficult for others to understand the speaker.

It is important to stress that pronunciation difficulties should not be a cause for embarrassment or discouragement. Through practice and dedication, it is possible to improve pronunciation and minimize barriers to understanding. Working on pronunciation and accent can open new doors in communication, allowing our ideas to be understood more effectively and fluently.

### **1.2.4. Confidence and motivation**

Confidence and motivation are key aspects when it comes to speaking a language. Confidence plays a crucial role, as fear of making mistakes can lead to insecurity and hinder a person's willingness to engage in conversation and express themselves freely. Also, a lack of motivation to practice can limit the development of language skills and hinder the communication process.

## **1.3. English teaching methods and approaches**

"English Teaching Methods and Approaches play a crucial role in language education, shaping the learning experience for students. As stated by Benjamin Franklin, 'Tell me and I forget, teach me and I may remember, involve me and I learn.' This quote emphasizes the importance of student-centered approaches that actively engage learners in the language acquisition process. By involving students in meaningful and interactive activities, educators can foster a deeper understanding and retention of the English language.



### **1.3.1. Methods and approaches focused on speaking development**

According to Richards and Rodgers (2014), methods and approaches in English language teaching focus on how students learn the language and seek to find more efficient and effective ways of teaching. The book "Approaches and Methods in Language Teaching" provides a comprehensive analysis of the main trends in language teaching during the 20th century. Its main aim is to highlight the similarities and differences between approaches and methods through a coherent descriptive framework throughout the book.

Methods and approaches focused on speaking development play a crucial role in language learning. These strategies aim to enhance student's ability to express themselves orally and communicate effectively in the target language. By providing ample opportunities for speaking practice, learners can improve their fluency, accuracy, and confidence in speaking.

### **1.3.2. Direct method or natural method**

The direct method or natural method is characterized by its inductive approach, the exclusive use of the target language in the classroom, and the promotion of oral communication. This approach seeks to promote intuitive learning and fluency in the target language through interactive activities and immediate error correction (Brown, 2007).

The direct method seeks to immerse students in an authentic linguistic environment, where only the target language and visual elements are used for instruction. Teachers focus on the development of communication skills, focusing on pronunciation, intonation, and fluency.

During classes, students participate in oral activities, such as dialogues and repetition exercises, with the aim of internalizing structures and vocabulary intuitively. The error is fixed immediately, and students are encouraged to speak in the target language from the start.

### **1.3.3. The use of audio-lingual method in improving speaking**

The audio-lingual method is a pedagogical approach that focuses on the development of oral skills in language learning. This method is based on repetition,

memorization, and imitation of linguistic patterns, and uses audio recordings to provide models of pronunciation and intonation. According to Richards and Rodgers (2014), the audio-lingual method became popular in the 1950s and 1960s, especially in teaching English as a foreign language.

This approach is based on the principle of conditioning, where students learn through repetition and intensive practice of common structures and phrases. Students' speech accuracy improves after they are taught using the Audio-Lingual method. (Sukarma & Algiovan, 2022) The main objective of the audio-lingual method is to develop the ability to speak fluently and accurately in the target language. It is believed that repetition and intensive practice of linguistic structures help to internalize the language and improve oral production.

#### **1.3.4. Communicative language teaching**

Communicative Language Teaching (CLT) is an approach to language teaching that emphasizes the use of language in real-life communication situations. This method focuses on teaching learners to communicate effectively in the target language, rather than simply teaching grammar rules and vocabulary. The goal of CLT is to develop learners' communicative competence, which includes not only their ability to produce accurate language but also their ability to use the language appropriately in social contexts. In CLT, the classroom is seen as a place where language is used for meaningful communication, rather than a place where learners memorize and practice isolated linguistic elements.

According to Thamarana (2015) “Communicative language teaching (CLT) is one of the best and most recent approaches to teaching English as a foreign language and has received a great deal of attention”. CLT encourages interaction among learners, and between learners and teachers, through activities such as role-plays, discussions, and simulations. It also emphasizes the use of authentic materials, such as newspapers, films, and songs, to familiarize learners with real-life language use.

Overall, CLT is a learner-centered approach that prioritizes the development of communicative skills and aims to create an environment in which learners can practice naturally using the language. Now a day, the CLT method, which originated in Britain, is widely used in English as Second Language (ESL) classrooms around the world. According to Barnaby and Sun (1989) and Ellis (1996), CLT is recognized as a powerful

theoretical model in ELT by many linguists and language teachers as a useful approach to language teaching.

#### **1.3.4.1. The principles of communicative language teaching method**

Here are some key principles of Communicative Language Teaching (CLT):  
Communication as the goal: The primary goal of CLT is to develop students' ability to communicate effectively in the target language. This means that the focus is on teaching language that students can use in real-life situations, rather than just memorizing grammar rules and vocabulary.

Authentic language use is a key aspect of Communicative Language Teaching (CLT). According to Richards and Rodgers (2001), CLT emphasizes the importance of using authentic materials and situations in language teaching. This means exposing learners to real-life conversations, media, and other sources of language use that are relevant and meaningful to them. CLT also adopts a learner-centered approach, as Richards and Rodgers (2001) state. In this approach, learners play an active role in their learning, while teachers act as facilitators, providing guidance and support. The focus is on enabling students to develop their communication skills. The approach promotes opportunities for students to engage in meaningful interaction and collaborate with their peers. This allows them to practice and develop their communication skills naturally and authentically (Richards, J. C., & Rodgers, T. S, 2001).

#### **1.3.4.2. Techniques of communicative language teaching**

Through communicative language teaching, teachers must create a communicative environment in which communication can be used in real life. Some of the methods relevant to communicative language teaching have been identified by Richards in Jolliffe (2007), who distinguishes two broad categories of communicative language teaching techniques: functional communication and social interaction (Hadi, I., 2017). Functional communication involves task-based actions, following instructions, and problem-solving based on shared signals. Social interaction itself includes activities such as conversations, role-plays, simulations, brainstorming, discussions, debates, storytelling, and information gaps.

In the speaking class, teachers can apply some didactic techniques. Role-plays and information gaps are two techniques that can facilitate communicative language learning.

Role-play is a very useful technique in language teaching, as it allows learners to practice language skills in a realistic and meaningful context. In this way, learners have an opportunity to speak the language they are learning, this can improve students' confidence.

The information gap can be seen as an opportunity to improve communication and understanding between people. By recognizing this gap, it is possible to take steps to bridge it and make information more accessible. In the area of language, it is important to adapt the level of knowledge of the interlocutor when explaining complex concepts or specialized terms. This promotes clearer and more effective communication. In addition, the use of role-playing and information gaps in language learning can encourage communicative language use. Learning styles also influence learners in this process (Richards, J. C., & Rodgers, T. S., 2014).

### ***Teacher's Role***

Teachers are responsible for creating a supportive and engaging learning environment that encourages students to participate in speaking activities actively. They design and facilitate various interactive tasks and discussions that provide opportunities for students to practice and improve their speaking abilities. Teachers should carefully select topics and materials that are relevant and interesting to students, fostering their motivation to communicate and express themselves.

Teachers play a key role in facilitating and promoting meaningful learning. Through their expertise and guidance, teachers can help students acquire practical communicative skills and promote effective language use in real-life situations.

### ***Student's Role***

According to García et al. (2017), "Student autonomy is essential for the development of independent learning skills" (p. 56). Students must take responsibility for their learning process, set goals, and plan their studies. In the educational context, the student plays an active and fundamental role in his or her learning process. Their commitment, participation, and responsibility are key factors in achieving meaningful and lasting learning (García, L., Castillo, M. J., & Del Río, P., 2017).

### *CLT strategies*

"CLT strategies emphasize the importance of using authentic and meaningful tasks to promote communicative competence in language learners" (Richards, J. C., & Rodgers, T. S., 2010). In the CLT approach, teachers play an active role in selecting and designing authentic communicative tasks that reflect real-life situations. These tasks enable learners to interact and collaborate in meaningful contexts, thus encouraging active language use. Teachers are also responsible for providing appropriate language models and facilitating access to authentic resources such as audiovisual materials and real texts. In addition, teachers should adapt activities according to students' needs and proficiency levels, thus ensuring effective and meaningful learning.

#### **1.4. Online tools in English teaching and learning**

Online tools in English teaching and learning have become increasingly prevalent in recent years, offering new and innovative ways to engage students and enhance language acquisition. According to Liaw (2013), online tools refer to digital resources and platforms that can be accessed through the Internet and used for various language-learning purposes.

One significant advantage of online tools is their accessibility and convenience. Students can access a wide range of resources, such as interactive exercises, multimedia content, language games, and virtual communication platforms, from any location with an internet connection (García & López, R., 2019). This flexibility allows learners to engage with English language materials at their own pace and tailor their learning experience to their specific needs.

Online tools also provide opportunities for authentic language use and communication. Platforms like language exchange websites, video conferencing tools, and language learning communities enable students to connect with English speakers from around the world, practicing their speaking and listening skills in real-life contexts (Kessler, G. , 2018). This exposure to authentic language use contributes to the development of fluency and cultural understanding.

#### **1.4.1. Advantages of the use of technology to improve communicative language teaching**

Technology has proven to be a valuable tool for the communicative approach to language teaching (CLT), as it provides several advantages that contribute to the development of language skills in real-life contexts. One of the main advantages is the expansion of the range and quality of input and output opportunities (Chapelle, C., 2001).

Thanks to technology, learners have access to a wide range of authentic and varied resources, such as texts, audio, and video materials, which reflect real-life communication situations. This allows them to interact with the language in different contexts and become familiar with the authentic forms of communication they will encounter outside the classroom. In addition, technology facilitates access to up-to-date and relevant resources and materials. Through online platforms, learners can access current news, articles, podcasts, and videos that reflect technological advances and socio-cultural changes. This enriches their learning by exposing them to situations and topics of current interest.

Technology also provides opportunities for practice and development of communication skills. Students can participate in interactive online activities, such as conversation simulations, virtual role-plays, and online discussions, which allow them to practice their communication skills dynamically and collaboratively.

#### **1.5. The use of online tools in English language teaching in Ecuador**

The use of technology in English language teaching in Ecuador has experienced significant growth in recent years. This incorporation of technology in the English classroom has been driven by the need to improve the quality and effectiveness of teaching, as well as access to digital resources and tools that enrich the learning experience for students.

The implementation of technology in English language teaching in Ecuador has been supported by the country's Ministry of Education, which has promoted the incorporation of technological resources in curricula and educational programs. According to the National English Plan of the Ministry of Education of Ecuador (2018), it is recognized that the use of technology can enhance English language learning by providing access to authentic materials, interactive resources, and communication tools.

## **1.6. Online tools to improve speaking skills**

"The use of online tools to improve speaking skills has proven to be beneficial for language learners. These tools offer a wide range of interactive resources that allow learners to practice pronunciation, intonation, and fluency in the language effectively" (Smith, J., 2022).

### **1.6.1. Some current academic online tools**

There are several online tools available that can help you improve your speaking skills in a foreign language. These tools provide various interactive resources and exercises to practice pronunciation, intonation, and fluency. Here are some popular ones:

#### **1.6.2. Seesaw**

Seesaw is an online platform carefully designed for academic environments, providing teachers with the ability to forge a virtual environment in which students can actively immerse themselves in their learning process, share their work, and collaborate effectively with their peers. In addition, Seesaw stands out for its user-friendly and easy-to-navigate interface, which is equally accessible and functional for teachers and students, regardless of their age level. This platform enables educators to assign tasks, projects, and activities efficiently through Seesaw, allowing them to bring all of their students' work together in one central location. This, in turn, greatly simplifies the task of assessing and tracking individual student progress.

Ultimately, using Seesaw not only benefits students academically but also provide them with essential digital skills in today's world, preparing them to face the challenges of the technological age with confidence and competence. Seesaw's link: <https://www.seesaw.com/>

#### **1.6.3. ClassDojo**

ClassDojo is a versatile platform designed to improve educational dynamics by effectively connecting teachers, students, and parents. Its main objective is to promote an enriching learning environment and active participation. This platform allows teachers to manage student behavior by recording positive and negative points based on their

performance in the classroom, thus promoting accountability and positive behavior. In addition, ClassDojo empowers students by providing them with a clear view of their behavior and progress, motivating them to take an active role in their learning and behavior. Overall, ClassDojo stands as a comprehensive tool that strengthens collaboration between all those involved in the educational process, while giving students the autonomy to take responsibility for their academic development. ClassDojo's link: <https://www.classdojo.com/>

#### **1.6.4. Edpuzzle**

Edpuzzle stands out as an online platform that helps teachers create highly customized video lessons or use pre-existing videos, enriching them with educational interactions, such as questions and comments, at strategic moments throughout the visual content. This innovative tool allows educators to tailor the learning experience precisely and assess their students' understanding in real-time. One of Edpuzzle's key strengths lies in its ability to provide teachers with valuable immediate feedback by embedding questions within the videos. This functionality allows them to closely monitor each student's progress and understanding and, in turn, gives them the tools to tailor their teaching according to the individual needs of the class. On the students' side, Edpuzzle encourages autonomous learning by allowing them to progress at their own pace and to review videos and questions as often as they deem necessary. This not only promotes independence in the learning process but also ensures that all students have the opportunity to fully understand the material. Edpuzzle's link: <https://www.edpuzzle.com/>

#### **1.6.5. Flipgrid**

Flipgrid is an online platform that allows teachers and students to create and share short videos, known as grids, to promote discussion and collaboration in the virtual classroom. Participants can respond to questions posed by the teacher or by their peers through video responses, facilitating interaction and personal expression. Flipgrid is inclusive by providing a variety of options for students to express themselves. They can use videos, emojis, text, and subtitles, accommodating different learning styles and needs. Flipgrid is versatile and can be integrated into a variety of educational contexts, from traditional classrooms to online environments, making it a valuable tool for education. Flipgrid's link: <https://www.flipgrid.com/>



## **CHAPTER II: METHODOLOGY**

This chapter outlines the research methodology used throughout this research. The different types of research and methodology were useful during the research. Various instruments were used including interviews and surveys conducted at U. E. "Ana Luisa Leoro", also shown are the research sites, the population needed to apply the instruments and obtain the results for the inquiry into the problems in speaking skills, as well as the online tools that students and teachers used to develop and improve speaking skills.

### **2.1. Type of research**

The methodology used in this research employed a mixed methodology combining quantitative and qualitative approaches. This combination allowed for more robust data to be obtained by analyzing a variety of qualitative and quantitative sources. Abbuhl and Mackey (2015) highlight that by using this careful combination of approaches, researchers can approach the question from multiple complementary perspectives, thus enriching the analysis.

These methods can enrich research with greater breadth, interpretative diversity, and a sense of understanding. During this research, the kind of method used allowed the interpretation and analysis. Conducting mixed-methods research that combines quantitative and qualitative research to collect data from teachers and students simultaneously builds on their strengths (Muñoz, 2020, p. 549).

In this chapter, we show how different methods can be combined in applied linguistic research and provide practical advice on conducting mixed methods research, as well as some tips on data design and analysis.

### **2.2. Methods**

The methods were essential during this investigation because they contributed to the development of the parts of the investigation. The methods used were the inductive method, the deductive method, and the analytical method.

These are described below:

### **2.2.1. Inductive method**

During this research, the inductive method was applied. Its objective is a logical approach to reasoning that involves making generalizations based on “specific observations or data and then developing a hypothesis or generalization that explains the observed patterns” (Garcke, J., & Vanck, T, 2014).

### **2.2.2. Deductive method**

The deductive method was used to obtain the results of the surveys because it is based on hypotheses in quantitative research. “The surveys were analyzed using this method that allowed conclusions to be drawn from a series of principles” (Paredes, M., 2020).

### **2.2.3. Analytical method**

The analytic method was used to develop this research until the results from surveys and interviews were obtained. “The main goal is to break down a complex problem into smaller, more manageable parts so that they can be studied and solved more effectively” (Rigal, M., 2020). This method provided logical analysis during data collection and, after that, in the results obtained from the surveys and interviews.

## **2.3. Research sites**

The present investigation is going to be carried out in the "Unidad Educativa Ana Luisa Leoro" AMIE CODE: 10H00050, It is located in Ecuador, province of Imbabura, in the city of Ibarra, the parish "Sagrario" Av. Jaime Rivadeneira Luis Vargas Torres. This educational institution is appropriate to carry out this research as it is one of the popular schools in the city of Ibarra; this institution is also part of the educational system, which is why the rules are respected and complied with like any public educational institution.

The Educational Unit "Ana Luisa Leoro" has an important aspect; this school does not have previous levels of 8th grade, so all students who belong to that level are new. They have to face a change and adapt to new methodologies and teaching styles. Starting a new stage in their life, also allows this research to work with similar cases in all students.

**Table 2.***Research site information*

<b>Sector</b>	<b>High school</b>	<b>Streets</b>
<b>Ajaví</b>	“Unidad Educativa Ana Luisa Leoro”	Av. Jaime Rivadeneira 117 Luis Vargas Torres.

Note: researcher elaboration.

## 2.4. Participants

### 2.4.1. Population and context

The population of the present research is the junior students of "Ana Luisa Leoro". Besides, English teachers' participation, the English teacher-coordinator, and the vice-principal. The observation units correspond to 33 students from parallel A, 26 from parallel B, and 26 from parallel C at the junior students. The total number of students who were able to participate in the research was 85. The institution's data is presented in the following table:

**Table 3.***Population information*

<b>Sector</b>	<b>High School</b>	<b>Junior “A B” and “C”</b>	<b>Teachers Coordinator</b>	<b>Total Number</b>
<b>Ajaví</b>	Ana Luisa Leoro	84	1	85

Note: researcher elaboration.

### 2.4.2. Sample

The sample was not applied in this research because the population was less than 100 participants.

## **2.5. Research instruments**

The development of this research was supported by data collection instruments of vital importance, as they facilitated the collection and precise organization of relevant information. The interview is particularly noteworthy as it emerges as an invaluable tool in the context of qualitative research, allowing a deep and contextual approach to the phenomena studied (Avila, H. F., González, M. M., 2020). Likewise, the survey played an essential role as it was considered a very useful tool in quantitative data collection. Specifically, by collecting data directly from the responses of the participants, in this case, the students, they contribute significantly to the understanding and resolution of the issue at hand.

The combination of interview and survey tools has enriched the process of data collection and analysis, laying a solid foundation for the development of informed solutions and the generation of relevant knowledge in the field of study.

### **2.5.1. Interview**

The methodology employed in this research is based on the use of interviews. In this sense, three structured interviews were conducted with different key actors: the vice-director, the coordinator of the English area, and an English teacher. Each interview was conducted by a different teacher, which allowed for the collection of qualitative information. In addition, it is important to note that "The interview presents itself as an invaluable research tool, as it allows for an in-depth and contextual exploration of participants' experiences and perspectives" (Ryan, G. W., Bernard, H. R., & Wutich, A, 2019).

### **2.5.2. Survey**

The second technique is the survey, and the instrument was a questionnaire with nine closed questions to eighty-five junior students from U. E. Ana Luisa Leoro to collect quantitative information. According to Check & Schutt (2012), survey research is defined as "the collection of information from a sample of individuals through their responses to questions", p.160.

## **2.6. Procedure and data analysis**

The process began with a thorough investigation of the theoretical foundations for creating the required instruments. In this case, a student survey was designed and three interviews were conducted with the vice-director, the sub-coordinator of English, and the teacher. These instruments were reviewed and validated by an expert (see Annex 1). The application was then submitted to the rector of the institution, and once authorization was obtained, the consent form was signed and stamped (see Annex 2). Subsequently, all participants were informed of the approval.

The first interview was conducted with the vice director, allowing him to express himself freely and continue with the interview (see Annex 3). This was followed by the sub-coordinator, who cooperated respectfully in answering the questions (see Annex 4). During the interview, the educator was allowed to express his or her ideas and reflect on the issues raised. The researcher adopted an active listening role and guided the questions so that the conversation flowed naturally (see Annex 5).

A total of 85 students participated in the study, divided into 33 Parallel A, 26 Parallel B, and 26 Parallel C students at the initial level. For the student survey, a link to Google Forms provided by the institution was used, which was shared through WhatsApp groups (see Annex 6, 8). The information obtained from the interviews was compared with the data collected through the survey. From this point, emphasis was placed on interpretation and analysis, considering both quantitative and qualitative aspects.

Quantitative data were used to construct graphs and identify aspects that were related to previous similar research. On the other hand, as for the qualitative data, the educators' responses were transcribed and organized systematically and then analyzed and interpreted through the use of qualitative content analysis. "The qualitative method used in this research allowed the researcher to analyze in depth the messages conveyed during the interviews and to describe in detail the emerging themes" (Smith, A., & Johnson, B., 2018). Based on the research questions and objectives set out in the introduction and chapter one, conclusions and recommendations will be made.

## **CHAPTER III: DATA ANALYSIS AND DISCUSSION**

This chapter presents the results of the data analysis and the subsequent discussion of the findings. To carry out this synthesis work, three interviews and a survey questionnaire were used as data collection instruments. The first interview was conducted with the vice-chancellor of the institution, as this area is focused on academic administration. This interview aimed to determine whether the students are reaching the B1 level established by the Ministry of Education of Ecuador, according to the standards of the Common European Framework of Reference for Languages (CEFR). On the other hand, the second interview was conducted with the coordinator of the English area, followed by an interaction with the teacher in charge of teaching and supervising the students. The purpose of this interview was to determine how teachers use online tools based on the communicative approach to teaching (CLT) in their English classes. Finally, a survey addressed to the students of the U.E. "Ana Luisa Leoro" was used as part of this research. This survey aimed to analyze and evaluate specific aspects related to oral expression and the use of online tools in English language learning.

### **3.1. Results from vice-director interview**

The Vice-director of the U. E. "Ana Luisa Leoro" plays a key role in the supervision and organization of the academic environment of the institution. The interview was conducted face-to-face and consisted of eight relevant questions, designed for a specific purpose. Each question was carefully elaborated and validated based on the corresponding theoretical framework, to obtain the most accurate and relevant information.

#### **Questionnaire**

##### **1.- What are the main obstacles and difficulties in English curriculum development and what could be possible solutions to address these challenges?**

The limited availability of technological resources and the insufficient use of applications constitute a challenge of considerable magnitude in the implementation of the curriculum, especially in the development of the four language skills: speaking, reading comprehension, listening comprehension, and writing.

**2.- In your opinion, do you think the institution has the necessary innovative resources and materials to carry out and develop the English curriculum established by the Ministry of Education?**

At this institution, teachers focus mainly on the use of texts as a key resource for teaching English. In addition, they implement workshops and use magazines, among other methodological methods. However, I believe that there is a lack of connection with the wide range of available resources that could enrich the implementation of the English curriculum established by the Ministry of Education. It is essential to explore and take advantage of these additional resources to improve the effectiveness of English language teaching and learning.

**3.- Based on your experience, do you consider that doing activities with the help of online tools to improve oral expression can reduce stress, anxiety, or nervousness among students during tests or exams?**

Yes, in general, in our institution, the stereotype of teachers is somewhat introverted, and they have few opportunities to apply active participation techniques, such as forums. This is evident when they are asked to present in front of the class. However, I consider that online tools are of great help in enhancing oral expression, I have observed that these tools allow for practicing pronunciation and speaking, as well as assessing students' listening comprehension, which favors the development of language skills.

**4.-Do you consider it necessary to use online tools to facilitate the development of oral production skills in foreign language learning?**

Yes, the lack of access to technological resources and the scarce integration of educational applications in the teaching and learning process poses a significant challenge in curriculum development, particularly concerning the effective practice of the four language skills: oral expression, reading comprehension, listening comprehension, and written expression. The use of technology contributes significantly to empowering the student's senses, with video being an especially powerful tool to awaken student interest and motivation.

**5.- Do you consider that the implementation of online tools in communicative language teaching can contribute to the reduction of physical materials used in the educational process?**

Yes, I believe that the implementation of online tools in communicative language teaching can contribute significantly to the reduction of physical materials used in the educational process. By integrating these tools in the classroom, educators can decrease the dependence on traditional physical materials, such as textbooks and worksheets, and opt for digital resources that offer greater flexibility, updating, and customization.

**6.-In your position as a representative of the institution, would you be willing to promote the implementation of a guide that includes a variety of online tools to improve English oral production?**

I believe that it is essential not only to incorporate technology in the classroom but also to look for ways to optimize a variety of applications and resources available on the Internet, taking into account the appropriateness of different ages of students. It is important to make sure that the tools used are appropriately designed for elementary educational levels.

**3.1.1. Vice director interview summary**

The results obtained in the interview with the Vice director revealed that students face significant challenges in the development of language skills, especially in speaking and listening comprehension. In this regard, an effective solution is to take advantage of age-appropriate digital resources, optimizing their implementation in the classroom and reducing reliance on conventional physical materials. The introduction of online tools offers greater flexibility, updating, and personalization of the learning process, as well as promoting a more sustainable approach by reducing the consumption of physical resources. Although some teachers may show initial resistance, these tools can enhance oral expression, improve pronunciation, and assess listening comprehension, thus strengthening learners' language skills.



### **3.2. Results from English Area Coordinator's interview**

**1.- According to the Ministry of Education of Ecuador (2019), at the end of the last academic year, students should have a B1 CEFR. Do you think this target is achievable? Why or why not?**

I think that this objective is not achievable. Because students only have three hours a week. Students need more time to understand the concepts, practice, and apply what they have learned. Three hours a week may be insufficient to achieve a thorough mastery of the methodology. In addition, it is important to consider that effective learning is not only based on the amount of time spent but also on the quality of the time invested.

**2.- In the area of English in this institution, how do teachers agree to carry out the process of teaching oral expression?**

English teachers meet once a month to discuss and share different strategies to develop effective speaking activities. These meetings are a valuable space where teachers can exchange ideas, experiences, and resources to improve the teaching of speaking in the classroom. During these meetings, we explore different pedagogical approaches, teaching techniques, and practical activities that encourage the active participation of students and promote the development of their communication skills.

**3.- What are the possible reasons why students find Speaking difficult?**

As we live in a Spanish-speaking country, we are generally not exposed to English in our everyday environment, unless it is during the few school hours dedicated to English. This lack of constant exposure to English can present a challenge to the development of our reading and listening skills. Regular practice of these skills is essential to improve our fluency and comprehension of the language. However, there are several strategies we can use to overcome this limitation.

**4.- Do teachers use any online tools for communicative language teaching, for oral expression?**

When we were in virtual classes, we could use various virtual tools that benefited us from the English language for learning. We learned new vocabulary such as: songs,

videos, stories, and readings in English. In face-to-face classes, we don't have internet in the schools and we don't apply these virtual tools.

**5.- Do you think that the use of online tools for communicative language teaching can help to reduce materials, resources, and marking time?**

I think that online tools are very important for learning a new language, in this case, the English language, this offers many activities in the current world in the way we live, that is, we are in the age of technology, and we must take advantage of the best manner.

**6.- Would you consider using a guide that provides a variety of activities to assess your students' speaking using online tools?**

Yes, I would consider it because I like to work with online tools. But in school. We don't have the internet and don't have technological media and this is a big problem in public institutions.

**3.2.1. English Area Coordinator's interview summary**

The English coordinator emphasized that the students have a limited time of three hours per week, which is insufficient for optimal development of the methodology. In addition, teachers meet monthly to exchange strategies and activities that promote oral expression. Given that in a Spanish-speaking country we are not regularly exposed to English, the virtual classes provided useful tools such as songs, videos, and readings. However, in face-to-face classes without internet access, these tools cannot be used.

**3.2.2. Results from the English Teacher interview**

**1.- In relation to the four language skills: oral production, written production, reading comprehension, and listening comprehension, which do you consider to be the most challenging skill to develop in the students of the institution you represent?**

Given the students' level of proficiency in English, I perceive reading to be a considerable challenge, as their comprehension is often limited. Although they make an effort, their comprehension skills are limited and we constantly strive to encourage

reading aloud as a means of practicing pronunciation. However, the biggest obstacle lies in the limitations inherent in the resources available, and the pedagogical tools and techniques we can employ to address this difficulty.

**2.- Have you noticed any particular difficulty in the development of any of these skills and what do you think may be the cause of this difficulty?**

The main difficulty lies in the lack of opportunities to practice speaking. They are allowed to speak and express themselves through other means, they are given the possibility to listen and even provided with song lyrics to sing, which also helps them to practice pronunciation. However, when they are required to speak spontaneously, they are confronted with limited vocabulary and experience embarrassment or make mistakes, which makes language production very difficult. In my opinion, this lack of opportunities to practice and the consequent challenge of generating language are crucial factors to consider.

**3.- Could you briefly describe your experience in teaching English, and specifically, how you have worked to improve students' conversational skills?**

My main focus is on improving students' speaking skills. To achieve this, I strive to explain concepts related to their daily activities, the films they watch, the music they like, and the books they read. I provide them with selected excerpts so that they can practice their English pronunciation and language production. However, I have noticed that they tend to forget the language easily, which requires me to repeat the lessons frequently, which can become monotonous. As a strategy to cope with this situation, I try to combine teaching with songs, as this allows them to listen and read at the same time, thus generating more interest and participation from the students.

**4.- What strategies do you use to motivate students to speak English outside the classroom and develop their confidence in oral communication?**

My main goal is to establish effective communication with students so that they can understand the language tools. I always emphasize the importance of students finding pleasure and enjoyment in using the language, whether it is through music or watching films. I recognize that English is a vital and, at the same time, challenging component for

them because of the lack of resources available to practice the language. We lack authentic books, materials, and visual resources to support learning. This scarcity of resources has become a significant constraint for us.

**5.- In your teaching practice, do you use any specific technological tools to improve the teaching of language communication?**

I am constantly present with my presenter and the students during the reading sessions. I also provide them with a written printout of the words they are listening to. In addition, on some occasions, I use a projector in the classroom, although unfortunately, the availability of projectors is limited in our school. We do not have a laboratory equipped with technology, so the tool most used by the students is their mobile phones. Taking advantage of this circumstance, I share with them the audio corresponding to the lesson so that they can listen to it on their mobile devices, and afterward, I compliment the activity with a project or, sometimes, with written words.

**6.- In your opinion, do you consider that the use of online tools plays a relevant and beneficial role in improving communicative language teaching?**

Yes, and I have done it in other classes in other schools because I have worked in 11 different schools. Here it's a bit difficult because even though you have your internet in this sector, you are not able to get good fidelity from the cables. So, at other times I used podcasts I have used YouTube videos, and also some chat so they could. In another school they have used the Moodle model, but here it's very difficult.

**7.- Would you consider using a guide that provides a variety of activities to assess your students' speaking using online tools? activities to assess your students' acquisition of English through online tools?**

It is an excellent idea to implement online tools for students, considering the circumstances I mentioned above. Although I have used videos on some occasions, I have encountered difficulties in their use due to the lack of clarity in the classrooms and the lack of projectors. You may notice that the windows lack curtains, which creates problems with projection. In addition, I have classes with oriental students at one or two o'clock in the afternoon, when the intensity of the sun is very strong, which makes projection even

more difficult.

### **3.2.3. English Teacher Interview Summary**

The English teacher suggested the implementation of online tools for students, considering the circumstances mentioned above. Although he has encountered difficulties in using videos due to the lack of clarity in classrooms and the absence of projectors, during the pandemic he was able to take full advantage of digital resources, including interactive games. In other schools, she has used podcasts, YouTube videos, and chats. However, in her current school, internet access, and cable quality are problematic. The availability of projectors in the school is limited, so mobile phones become the main tool for students. Share audio corresponding to the lesson for them to listen to on their mobile devices and supplement the activities with projects or written words.

### **3.3. Discussion**

The previous analyses have provided a valuable perspective for the development of this project, highlighting the importance of the three interviews with the vice-rector, the English area coordinator, and the English teacher. Through the answers collected in these interviews, the members of the educational community of the U.E. "Ana Luisa Leoro" have provided substantial data that nourish this research "The suggested strategies can be seen as resources to be employed by the educator in the course of the educational process, as they play a crucial role in facilitating the progress of students' speaking skills" (Herrera A., 2019).

In this context, the identification of significant challenges faced by students in the development of linguistic competencies, especially in listening and speaking comprehension, emerges. To address this issue, the opportunity to take advantage of age-appropriate digital resources is highlighted, optimizing their integration into the educational environment and reducing dependence on conventional materials in physical format. Heimy (2022) states that the use of these tools has become increasingly popular due to the constant use of electronic devices, which even allow communication with people from different parts of the world.

On the one hand, virtual classrooms have provided valuable tools such as songs, videos, and readings, bringing an enriching approach to teaching English. The English teacher, in particular, proposes the adoption of online tools as an appropriate response to

the above-mentioned circumstances. Although there have been obstacles, such as a lack of clarity in classrooms and a shortage of projectors, the pandemic period allowed for greater exploitation of digital resources, including interactive games. However, it is necessary to consider the limitations in terms of Internet access and the quality of connection in today's schools.

In summary, the analysis of the interviews and the reflections obtained from the educational community of the U.E. "Ana Luisa Leoro" show the relevance of integrating solutions based on digital resources to address the challenges in the teaching and learning of English in this educational context.

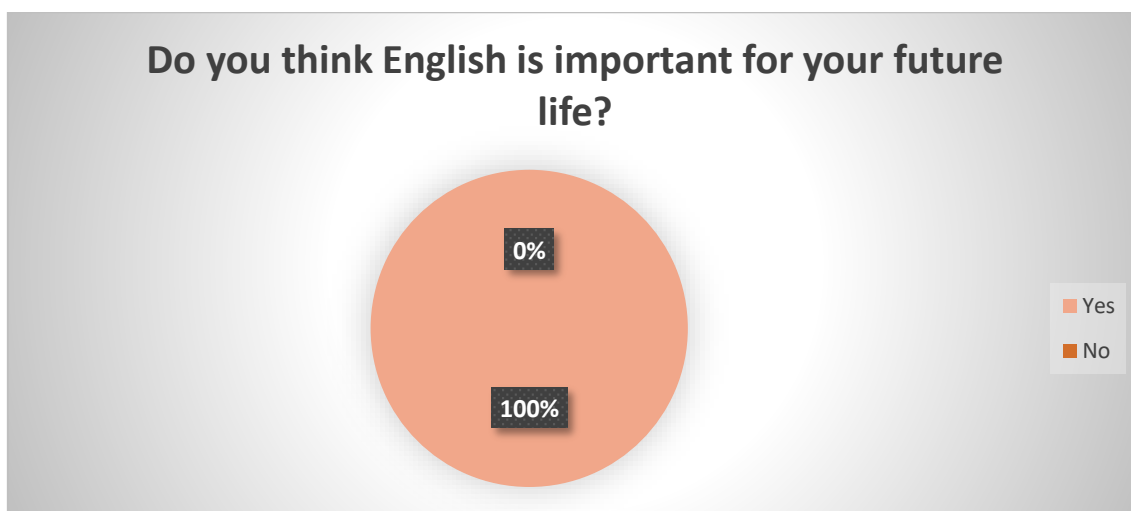
### 3.4. Results from students' survey.

The student survey was administered online using Microsoft Forms to collect the data. The survey link was sent to the WhatsApp group. The U.E. teacher "Ana Luisa Leoro" was present during the data collection. The survey focused on the importance of oral expression for learning English, and online tools for assessing specific competencies. In total, there were eighty-five participants, of which 46% were female and 54% male.

#### 3.4.1. Interpretation of English importance in students' future life

**Figure 2.**

*Question 1*



Note: Researcher elaboration. Source: survey Jun. 2023.

The data reveal the importance of English in students' future lives. The response revealed that (100%) of the final year students consider English to be important both for themselves and for their future. This result demonstrates a widespread recognition among students of the value and relevance of English language proficiency in their prospects. The fact that all students share this view reinforces the idea that English is perceived as a fundamental skill in today's world and as a key tool for success in various areas of life.

### 3.4.2. Interpretation of the degree of importance of achieving a solid and competent level of English language mastery.

**Figure 3.**

*Question 2*



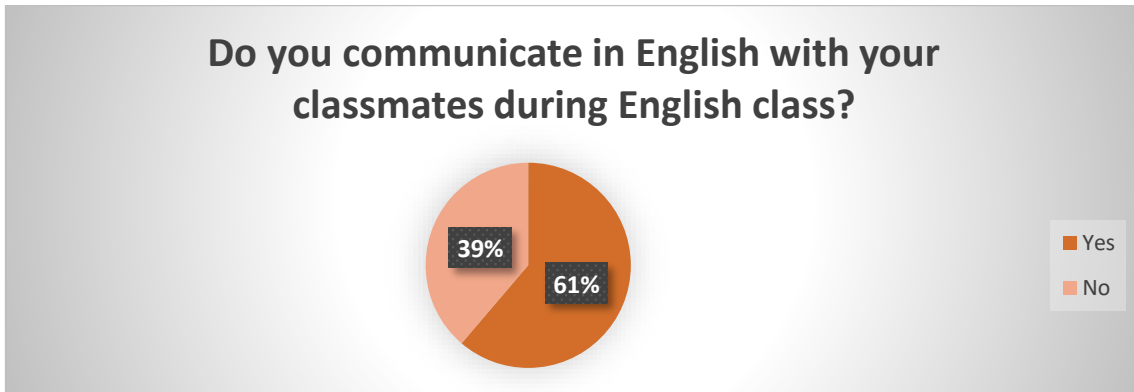
Note: Researcher elaboration. Source: survey Jun. 2023.

The data reveal the degree of importance of achieving a solid and proficient level of English language proficiency. The majority of the participants consider that the ability to speak English is fundamental and has a significant impact on the level of English proficiency. Likewise, a small percentage of the students of the E.U. "Ana Luisa Leoro" stated that they do not consider it relevant to achieve a solid level of English proficiency.

### 3.4.3 Interpretation of the way students communicate during English lessons.

**Figure 4.**

*Question 3*



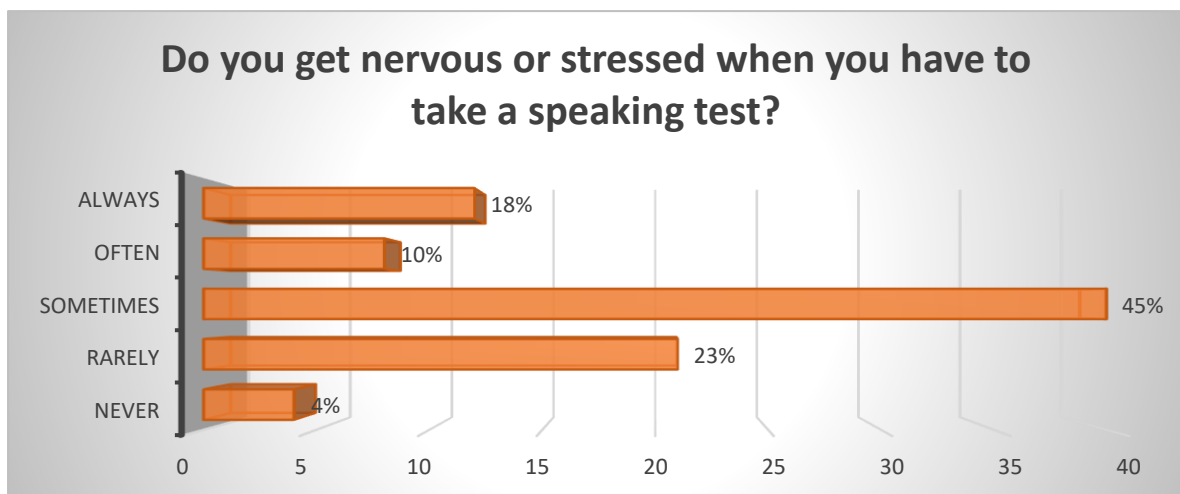
Note: Researcher elaboration. Source: survey Jun. 2023.

The data reveal communication with peers during English classes, with students showing active participation in oral communication and production during English classes, and the rest opting for more limited participation in this aspect. Both positions reflect different approaches and preferences in language learning, although it is important to remember that active practice and interaction with peers are fundamental to the development of strong communicative skills in English.

### 3.4.3. Interpretation of the level of nervousness or stress experienced by students when taking a speaking test.

**Figure 5.**

*Question 4*



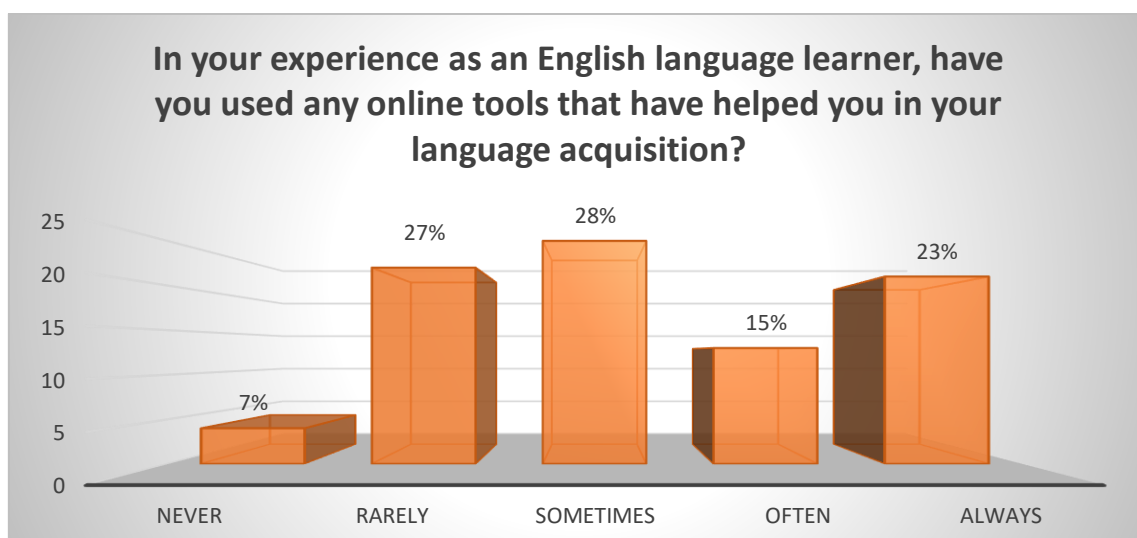
Note: Researcher elaboration. Source: survey Jun. 2023.



The data reveal that students experience varying levels of nervousness or stress when faced with a speaking test. A variety of responses is observed among the participants: (45%) of the students indicated that they sometimes feel nervous in these situations, (23%) of the students reflected that they rarely experience nervousness when facing an oral expression assessment, (18%) of the students stated that they always feel nervous when taking these types of assessments, (10%) of the students indicated that they often feel nervous, implying that they experience a significant degree of anxiety in most cases. Finally, (4%) of the students stated that they never feel nervous, reflecting a high degree of confidence in themselves and their oral skills.

#### 3.4.4. Interpretation of the frequency with which learners have used online tools to facilitate English language acquisition.

**Figure 6.**  
*Question 5*



Note: Researcher elaboration. Source: survey Jun. 2023.

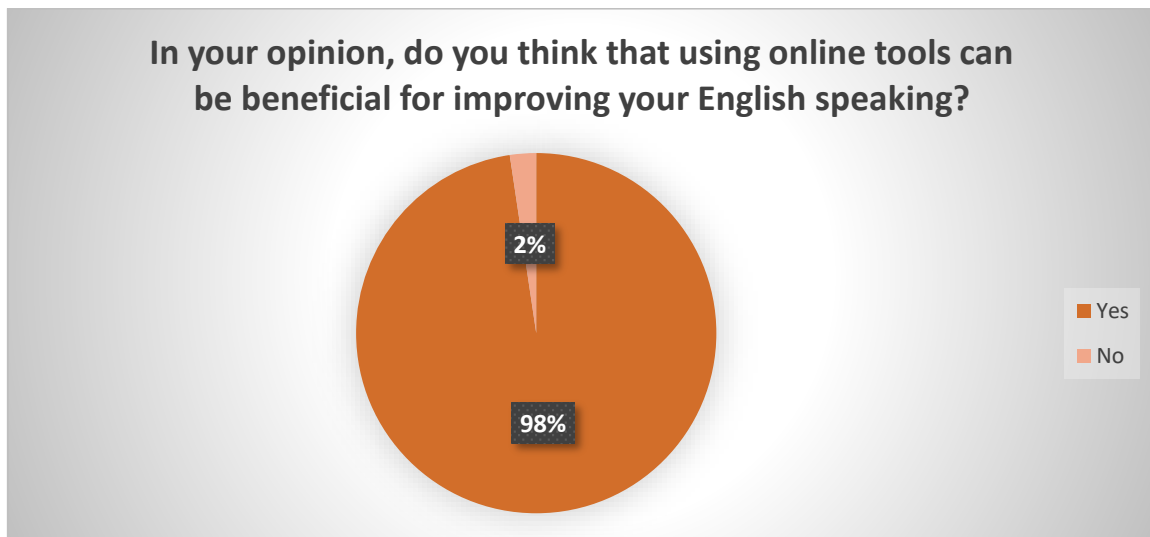
The data reveal the level of frequency with which learners have used online tools to facilitate English language acquisition. A variety of responses is observed among the participants: (28%) of the students indicated that they sometimes use online tools to facilitate English language acquisition, (27%) of the students marked that they rarely use online tools, (23%) of the students stated that they always use online tools to improve their English speaking, 15% of the students mentioned that they often use online tools, suggesting that they have a considerable frequency in their use, although not necessarily

consistent. Finally, (7%) of the students stated that they have never used online tools due to lack of knowledge or information about their existence or usefulness.

**3.4.5. The interpretation of how beneficial the use of online tools is for improving speaking in English is as follows.**

**Figure 7.**

*Question 6*



Note: Researcher elaboration. Source: survey Jun. 2023.

The data highlight the importance of using online tools to improve English language skills. There is a variety of responses among the participants: most of them recognize the importance of using online tools to improve their English language skills. These tools offer a wide range of resources and activities that facilitate language learning and practice. However, a small percentage do not consider the use of these tools relevant.

**3.4.6. The interpretation focuses on the participants' willingness to use online tools that offer activities to reinforce speaking in English as part of their lessons.**

**Figure 8.**

*Question 7*



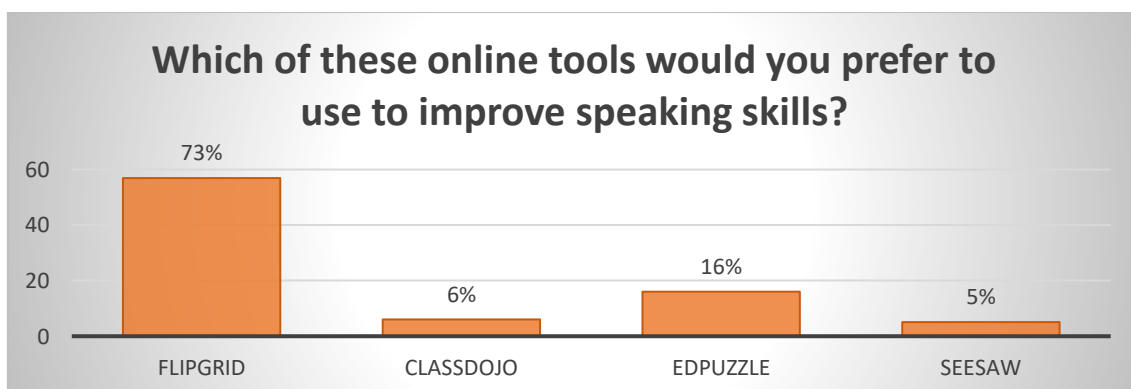
Note: Researcher elaboration. Source: survey Jun. 2023.

The data reveal the willingness of the participants to use online tools that offer activities to reinforce English speaking as part of their classes. There is a difference in the opinions of the participants: the majority of the participants consider it important to use these online tools to reinforce English speaking. These students recognize the value and effectiveness of these tools for practicing and improving their English communication skills, but a minority do not consider them as important.

**3.4.7. The interpretation focuses on students' preferences regarding the online tools they prefer to use to improve their speaking.**

**Figure 9.**

*Question 8*



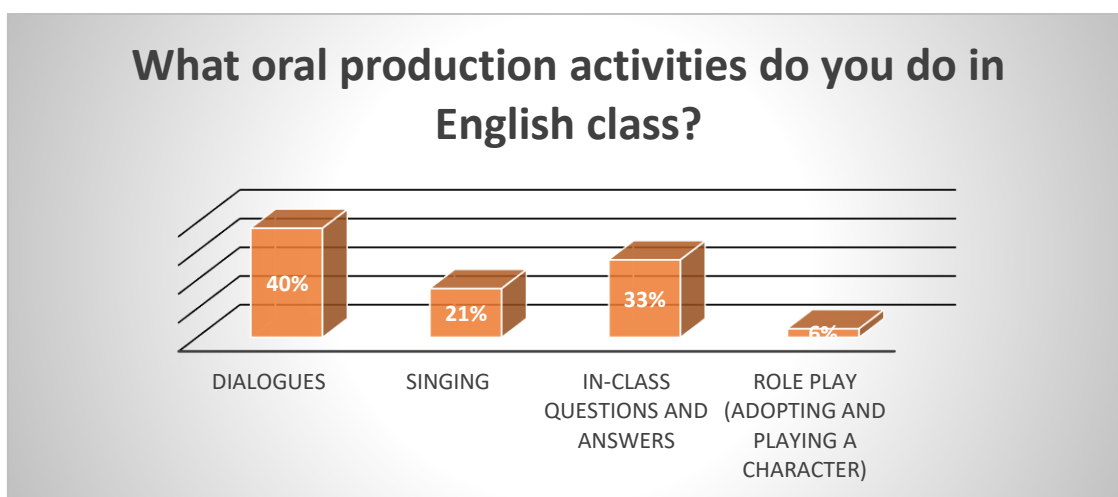
Note: Researcher elaboration. Source: survey Jun. 2023.

The data revealed students' preferences regarding the online tools they choose to use to improve their speaking in English. A diversity of choices is observed among the participants: the majority of learners prefer to use Flipgrid as their primary tool, followed by Edpuzzle as their second choice. Both tools are valuable and can complement each other in an integrated learning environment to provide an enriched learning experience.

### 3.4.8. Interpretation of what oral production activities they do in English classes.

**Figure 10.**

*Question 9*



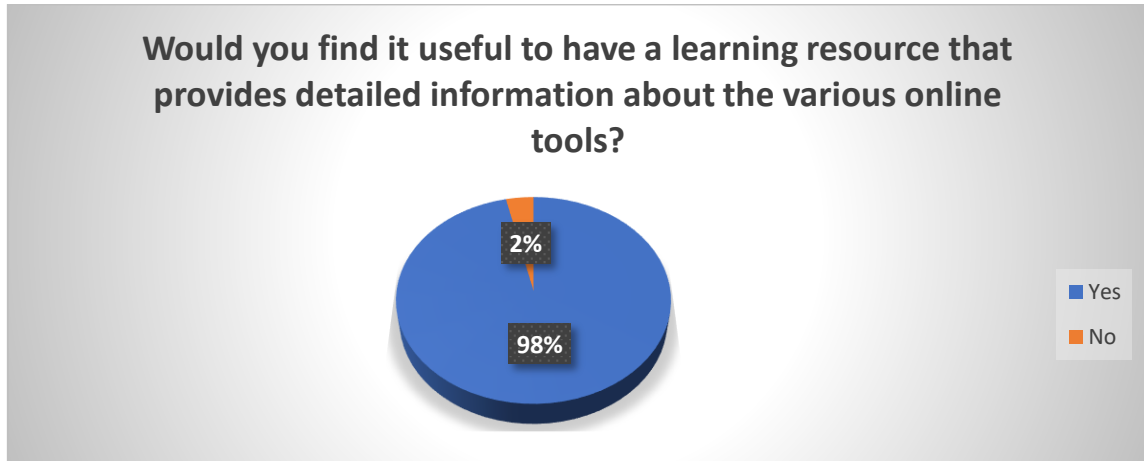
Note: Researcher elaboration. Source: survey Jun. 2023.

The data provide insight into oral production activities in English classes. According to the information collected, it is clear that students use dialogues as the main method to improve their oral production, closely followed by question-and-answer practice in class as a second option. It is observed that students do not participate much in role-play activities to reinforce their oral skills, which is particularly interesting, as this approach has proven to be an effective tool to promote active learning, develop social skills, and reinforce comprehension. In view of these results, it is planned to incorporate role-play activities into the guide, as it is a valuable resource to enrich teaching.

### 3.4.9. Interpretation of how useful it would be to have a learning resource that provides detailed information on different online tools.

**Figure 11.**

*Question 10*



Note: Researcher elaboration. Source: survey Jun. 2023.

The data reveal the potential usefulness of having a learning resource that provides detailed information on the various online tools. Based on the data collected, it appears that the majority of participants state that it would be important to have a guide detailing all the benefits of these tools. This suggests that educators and students consider it valuable to have a reference to help them understand the functionalities and advantages of online tools. However, a small percentage believe that such a guide would not be desirable.

### 3.5. Students' survey summary

The student survey provides significant information on the ability to speak in English. Firstly, it highlights that the vast majority of participants consider English to be important for their future. In addition, all participants agree on the importance of reaching a solid and competent level of English proficiency. In terms of classroom activities, 61% of the participants engage in speaking practice and communication during lessons, which indicates an active focus on speaking skills. On the other hand, 45% of Junior students mention feeling stress or nervousness during tests or exams, which shows the importance of addressing stress management in language learning. About the use of online tools, there

is a variety of responses. 28% of learners indicated that they sometimes use online tools to facilitate English language acquisition.

In addition, 98% recognize the importance of using these tools to improve their language skills, and 81% consider it important to use them to reinforce speaking in English. In terms of preferences for online tools, 62% of students choose Duolingo as their main tool. This data indicates the popularity and positive perception of this platform among participants. Finally, it is noted that 98% of participants consider it important to have a guide detailing the advantages of online tools. This shows that both educators and students value having a reference to help them understand the functionalities and benefits of these tools.

### **3.6. Discussion**

The previous analyses present relevant information for this project, demonstrating the importance of Communicative Language Teaching (CLT) strategies in the development of oral skills in English. Indeed, the theory put forward by Littlewood (2008) highlights that CLT encourages educators to go beyond established boundaries and consider multiple aspects of communication. According to Littlewood, "Communicative Language Teaching (CLT) focuses on the development of authentic, real-life communication skills in learners through interactive activities, oral practice, and real-life situations. This enables them to acquire the ability to communicate effectively in the target language" (Richards, J. C., & Rodgers, T. S., p. 123). Therefore, based on the verification of the hypothesis and the results obtained, it can be stated that the implementation of the communicative language teaching approach improves pupils' oral skills in the first cycle.

Giving a clear picture, it is highlighted that the repetitive and adequate practice of activities based on Communicative Language Teaching (CLT) leads to greater progress in second language acquisition, as the use of this approach enhances learners' communicative skills. According to Abe (2013), it is argued that the application of CLT in the educational environment contributes to comprehensive English language learning as it focuses on the development of all language skills rather than prioritizing one specific skill.

In addition, through some questions, the benefits of applying a manual solution can be highlighted. Among all the questions, one of the most relevant was obtained from

the surveys addressed to both teachers and learners.

The selected question from the teacher survey was: "What strategies do you use to motivate learners to speak English outside the classroom and develop their confidence in oral communication? Please justify your answer". The teachers responded in the affirmative, and their justification was based on fostering a safe and encouraging classroom environment where students feel comfortable expressing themselves in English without fear of making mistakes, as well as designing interactive and communicative activities that require students to use English to interact and communicate with each other. According to the teachers, some students find these activities fun and dynamic, which contributes to their active participation in the development of their oral communication skills. "Strategies to motivate students to speak English include creating a safe and supportive classroom environment, using interactive and communicative activities, and incorporating multimedia resources that are fun and dynamic" (Johnson, M., p. 72).

The next question from the student survey is: "What oral production activities do you do in English class? Please justify your answer". Students responded that they often use in English classes: Conversations and dialogues in which they engage in conversations in pairs or groups on various topics, practice everyday conversations, role-play or discuss specific topics or scenarios, presentations in which they prepare and deliver presentations on specific topics, which allows them to practice speaking in front of an audience, organize their ideas and communicate information effectively, and finally debates in which they engage in structured discussions, taking opposing positions on a given topic. This activity encourages critical thinking, persuasive speaking, and the ability to support arguments with evidence. "Incorporating effective strategies into English language teaching can have significant benefits for students" (Álvarez Sabela, 2016). In conclusion, the answers that teachers and students shared allowed this research to identify the necessity of using different strategies.

## **CHAPTER IV: PROPOSAL**

### **4.1. Title: Guide to online tools for improving oral expression**

#### **4.1.1. Introduction**

The present proposal is a guide that aims to improve speaking skills at the "Ana Luisa Leoro" school and, simultaneously, to enrich the teaching methodologies employed by English teachers. Recognizing the essential importance of this skill, our primary objective is to provide students with the necessary online tools, based on the Communicative Language Teaching (CLT) approach, to strengthen their speaking skills.

To achieve this goal, several online tools will be used to provide innovative and motivating activities to improve the speaking skills of students and teachers during English lessons. These online solutions add an interactive and novel approach to the language teaching and learning process, which represents a significant contribution. Both teachers and students will be able to use these tools as an instructional complement in their language acquisition process.

It is important to note that the online tools included in this guide were selected by junior students during the data collection phase of the research. This ensures that the proposed solutions are of direct interest and relevance to the beneficiaries. In addition, these tools provide a valuable opportunity to assess key aspects such as pronunciation, fluency, and vocabulary use, among others.

#### **4.1.2. Objectives**

##### **General**

- Reinforce oral expression through the use of online tools in Junior students of the U. E. Ana Luisa Leoro, Academic Period 2022-2023.

##### **Specific**

- Present the guide with different online tools to teachers and students so that they can use it to successfully incorporate oral expression activities.
- Develop an evaluation to determine the usefulness of online tools to improve



speaking skills in junior students.

- Reduce paper and time with online tools to improve speaking skills.

## **4.2. Proposal topic:**

A practical guide to improving speaking skills.

### **4.2.1. Presentation of the guide**

In this guide, each unit will be composed of a series of online tools and activities specifically designed to develop and improve speaking skills.

## **4.3. Guide**

The guide was developed from an online source called Canva. Which helps to have an interactive brochure. The link to the guide is the following:  
[https://www.canva.com/design/DAFRflo13To/uaq1E0\\_VBeFw3JAtUdHw\\_w/watch?utm\\_content=DAFRflo13To&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink](https://www.canva.com/design/DAFRflo13To/uaq1E0_VBeFw3JAtUdHw_w/watch?utm_content=DAFRflo13To&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)



Universidad Técnica del Norte  
Facultad de Educación Ciencia y Tecnología  
Pedagogía de los Idiomas Nacionales y Extranjeros- Inglés

# PRACTICAL GUIDE TO IMPROVE SPEAKING SKILLS

Author: Genesis Castro  
2023



# INTRODUCTION

The present guide aims to improve speaking skills and, simultaneously, to enrich the teaching methodologies. Recognizing the essential importance of this skill, our primary objective is to provide students with the necessary online tools, based on the Communicative Language Teaching (CLT) approach, to strengthen their speaking skills.

To achieve this goal, multiple digital tools will be implemented to offer online activities, which will allow students and teachers to improve their speaking skills in an innovative and motivating way during English classes. These online solutions contribute significantly to the language teaching and learning process by introducing an interactive and innovative component. Both teachers and students will be able to use these tools as an instructional complement in their language acquisition process.

## Presentation of the guide

In this guide, each unit will be composed of a series of online tools and activities specifically designed to develop and improve speaking.



All of the pictures are taken from Canva



# PRACTICAL GUIDE TO IMPROVE SPEAKING SKILLS

Welcome

"Knowledge is the path to success".



## UNIT 1

**Activity 1:** Page:9-13  
**Activity 2:** Page:14-19  
**Activity 3:** Page:20-24

## UNIT 2

**Activity 1:** Page:28-32  
**Activity 2:** Page:33-36  
**Activity 3:** Page:37-41

## UNIT 3

**Activity 1:** Page:45-48  
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## UNIT 4

**Activity 1:** Page:62-66  
**Activity 2:** Page:67-69  
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## RUBRICS

Unit 1, Unit 2, Unit 3,  
Unit 4.

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## ANSWERS

Unit 1, Unit 2, Unit 3,  
Unit 4.

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# ROLE OF THE TEACHER, STUDENT, AND ONLINE TOOLS



## COMMUNICATIVE LANGUAGE TEACHING (CLT)

### Role of the teacher

The teacher acts as a facilitator of learning, creating an environment where students can interact in authentic communicative situations.



### Role of the student

Students are encouraged to reflect on their own learning and assess their progress. This can help them identify areas for improvement and adjust their learning strategies.



### CLT

The CLT approach focuses on real communication and practical language use, promoting interaction and meaningful learning. Learners play an active role in their own learning process, and the teacher acts as a facilitator and guide rather than a transmitter of knowledge.

LET'S FUN



## Online Tools in English Teaching and Learning

Online tools in English teaching and learning have become increasingly prevalent in recent years, offering new and innovative ways to engage students and enhance language acquisition. According to Liaw (2013), online tools refer to digital resources and platforms that can be accessed through the Internet and used for various language-learning purposes.

- Enhanced Engagement
- Authentic Language Input
- Immediate Feedback
- Individualized Learning
- Collaboration and Communication
- Accessible Resources



### Online Tools to improve speaking skills

The use of online tools to improve speaking has proven to be beneficial for language learners. These tools offer a wide range of interactive resources that allow learners to practise pronunciation, intonation and fluency in the language effectively.





# Unit 1

## THE ENVIRONMENT

### UNIT OBJECTIVES

Give a short, rehearsed presentation on the environment.

Produce short, basic descriptions and sequence events.

### RESOURCES

- Computer
- Internet Connection
- Online tools

### DESCRIPTORS OF CEFR

- Level: B1
- Age: 15-16 years

#### Spoken Production

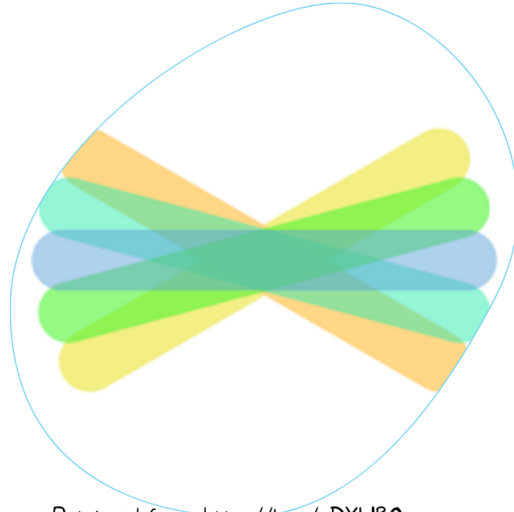
- Can relate with reasonable fluency a narrative or description as a linear sequence of points.

#### Spoken Interaction

- Express beliefs, opinion, and agreement/ disagreement politely within the personal and educational domains.



# SEESAW



Retrieved from: <https://lc.cx/qDYUB0>

Seesaw is an online educational platform designed to facilitate communication and collaboration between students, teachers and parents. It is primarily used in school environments and focuses on online learning and virtual classroom management.

## ADVANTAGES OF USE

- Facilitates Communication
- Digital Portfolios
- Distance Learning
- Rapid Feedback
- Content Organisation
- Progress Tracking
- Mobile Access

## SEESAW'S LINK:

<https://www.seesaw.com/es>



## HOW TO USE?

### Registration and Access to the Platform:

Go to the Seesaw website (<https://web.seesaw.me/>).

If you are a teacher, select "Log in as a teacher". If you are a student or parent, select "Log in as a student or parent"

### Class Settings (Teachers):

If you are a teacher, set up your class in Seesaw by following the instructions on the platform. You can add your class name, students and share a class code with them to join.

### Join a Class (Students and Parents):

If you are a student or parent, use the class code provided by the teacher to join the class in Seesaw.

### Explore the Platform:

After logging in and joining a class, explore the platform to familiarise yourself with its layout and features.

### Create Content (Teachers and Students):

Teachers: You can create activities, assign homework and add educational content for your students.

Students: You can complete assignments, upload work, add comments and complete teacher-assigned activities.

## EVALUATION CRITERIA

### Access:

Seesaw is a web-based platform, which means that users can access it from any device with an internet connection. This provides great flexibility in terms of access.

### Easy to Use:

Seesaw has an intuitive user interface, with a clean and organised design for easy navigation.

Seesaw facilitates communication between teachers, students and parents through messages and comments, which promotes collaboration and interaction.

### Privacy:

Seesaw has a clear and transparent privacy policy that explains how user data will be handled and what information will be collected.

## ACTIVITY 1

<b>Time:</b>	<b>45 minutes</b>
Topic:	Environment
Class Objective:	<b>Students will be able to use environmental problem vocabulary to talk about one of the most common environmental issues arising in the country in a 2/3 minute video</b>

### PRESENTATION....

WHAT TEACHERS DO	WHAT STUDENTS DO
Begin the class by sharing with the students the objectives of the objectives of the strategy and the desired outcomes.	To pay attention to the objectives of the class and to the to be responsible in the process of language learning process.
PRESENTATION Presenting vocabulary with the help of flashcards. Teacher explains the definitions	Learners can record and identify key information from a spoken message of immediate need or interest when the message contains frequently used expressions and visual support.

### PRACTICE....

WHAT TEACHERS DO	WHAT STUDENTS DO
The teacher uses precise language to describe an initial controlled activity in which students must complete specific sentences. This is followed by a semi-controlled activity where teacher supervision is required and students must create their own sentences. Finally, a totally free activity is assigned in which students work in pairs to answer the questions posed.	Students participate in three types of activities: controlled, semi-controlled and free, in which they complete tasks related to the environment. They will share their answers with the rest of the class, allowing them to practise their speaking in English and also to get to know their classmates better.



## USE....

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>Give instructions on the evaluation activity. Make a presentation on a change in the environment and discuss possible solutions.</p>	<p>Students pay attention in the instructions. Check the rubric's assignment.</p>
<p>Ask your students to choose an environmental issue in the country that they are passionate or concerned about. This could be biodiversity conservation, waste reduction, renewable energy, air or water pollution, etc. Encourage students to pay attention to the quality of their video in terms of production, editing and clarity of message.</p>	<p>Students should collect relevant data, facts and statistics to support their video. Students should create a short video (3-5 minutes) highlighting their chosen topic. Each student should include a personal message about why this issue is important to them and how they plan to contribute to solving the environmental problem.</p>



# Assessment

Student's name: .....

Date:.....

## PRESENTATION

### VOCABULARY

ADAPT



COASTAL



CONSERVATION



HABITAT



All of the pictures are taken from burst

EXPLOIT



WASTE



- Read the words and definitions

adap	to adjust to different conditions
coastal	on or related to land by the sea or ocean
conservation	biodiversity and natural resources to ensure their long-term survival
exploit	to the action of using or exploiting something efficiently or often for one's own benefit
habitat	is the physical environment
waste	materials or substances that are generated as unwanted by-products of human activities or natural processes

**PRACTICE**

**GIVE INSTRUCTIONS**

**PART 1**

- Then complete the sentences with the correct form of the words in bold.

<b>adapt</b>	<b>habitat</b>	<b>waste</b>
<b>conservation</b>	<b>exploit</b>	<b>coastal</b>



- 1.- .....cities will take the brunt of the storm.
- 2.- : The house is in an excellent state of.....
- 3.- This jungle is .....to thousands of species.
- 4.- Some animals have learned to ..... to a new environment as temperatures continue to rise.
- 5.- Recycling programmes are important, because less .....waste goes to landfill.
- 6.- Humans cannot continue to ..... exploit Earth's natural resources.

**PART 2**

- Write 5 sentences using the vocabulary you have learnt and read to your partner.

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### PART 3

# ROLE PLAY

- **Work with a partner. Discuss the questions.**

What is a habitat?  
What is a desert?  
What kind of plants and animals can be found in a desert?

Change roles and try the role play again



## USE

- **Record a video and talk about an environmental issue. Click on the following link.**

A screenshot of a Seesaw assignment card. The card has a header with a profile picture of Genesis Alexandra Castro Erazo, a heart icon, and an 'Assign' button. The title is "My environmental commitment in action". Below the title is a "Student Instructions" section. The instructions are: "To promote environmental awareness and action among students by creating and sharing videos on environmental issues that concern them. Instructions: Choose an environmental issue that you are passionate or concerned about. It could be biodiversity conservation, waste reduction, renewable energy, air or water pollution, reforestation, ocean protection, etc. -They should collect relevant data, facts and statistics to support their video. -Create a short video (3-5 minutes) that highlights their chosen topic. They can use images, graphics, music, voice-over narration or any other resources they deem necessary to make it interesting and compelling. -It should include a personal message about why this issue is important to them and how they plan to contribute to solving the environmental problem. -Pay attention to the quality of your video in terms of production, editing and clarity of message." There is a three-dot menu icon in the bottom right corner of the card.

Seesaw /code:SHUX JHWB

<https://app.seesaw.me/a/dabcl9ld-fbd4-4609-bdae-9f6d76dc529b>



## ACTIVITY 2

<b>Time:</b>	<b>45 minutes</b>
<b>Topic:</b>	Causes and effects of deforestation
<b>Class Objective:</b>	Students will be able to engage in a substantive and meaningful conversation about the causes and effects of deforestation, demonstrating a deep understanding of the factors that contribute to this environmental problem.

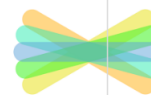
### PRESENTATION...

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>The teacher asks students to write a word that relates to deforestation. The teacher discusses with the students their answers. Suggested app :Mentimeter  <a href="https://www.menti.com/a15zb7b2eobq">https://www.menti.com/a15zb7b2eobq</a>                      Then, Teacher explains the definitions</p>	<p>Students should type enter the link and type two words about deforestation. Students should pay attention to the discussion with the teacher based on words.</p>

### PRACTICE

WHAT TEACHERS DO	WHAT STUDENT DO
<p>The teacher shows a short video about deforestation, its causes, and its effects. The teacher asks two questions about the video. Questions:                      1) How many pounds of carbon dioxide can a single tree absorb each year?                      2) How many trees are cut down per year?                      Video.  <a href="https://www.youtube.com/watch?v=v">https://www.youtube.com/watch?v=v</a></p>	<p>The student should pay attention to the video presented. The student should clearly answer the questions.</p>

WHAT TEACHER DO	WHAT STUDENTS DO
<p>The teacher provides brief prompts to the students and asks them to access the Kahoot link and enter the corresponding code. The teacher then reads the sentences and asks students to participate in real-time, allowing approximately 30 seconds for each response. The teacher corrects if necessary and provides feedback on the previously viewed vocabulary.</p>	<p>Students pay careful attention to the directions provided by the teacher. They then connect to the Kahoot link and continue to actively interact with the teacher through the platform.</p>



**USE....**

WHAT TEACHER DO	WHAT STUDENTS DO
<p>The teacher asks the following questions at random:</p> <ol style="list-style-type: none"><li>1) What is deforestation in your own words?</li><li>2) Tell me the cause of deforestation.</li><li>3) Tell me a consequence of deforestation</li></ol>	<p>Students should answer the questions based on the explanation and practice of deforestation.</p>





# Assessment

Student's name: .....

Date:.....

## PRESENTATION

- Write two words about deforestation

 Mentimeter



Write two words about deforestation

You can submit multiple responses

Submit

- Read the definitions

Causes	Effects
The expansion of agriculture is a major cause of deforestation.	Deforestation destroys natural habitats and can lead to the extinction of forest-dependent plant and animal species.
The felling of trees for timber is a direct cause of deforestation.	Deforestation releases large amounts of stored carbon, contributing to climate change.

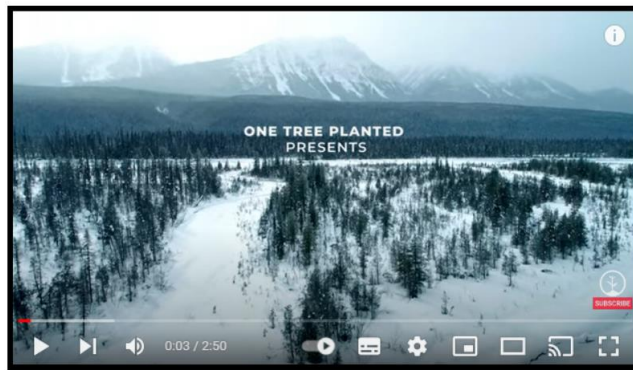
## PRACTICE

### PART 1

WATCH THE VIDEO AND ANSWER THE FOLLOWING QUESTION.

VIDEO ABOUT WHAT IS DEFORESTATION?





**PART 2**

- Write 3 main ideas about the video..

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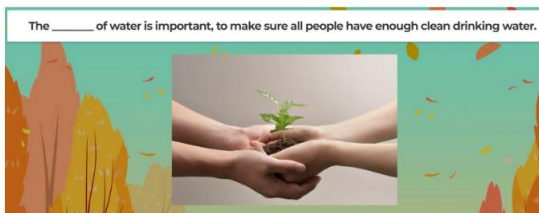
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**PART 3**

- Choose the correct option

Suggested digital tool:

<https://create.kahoot.it/share/ca-uses-and-effects-of-deforestation/1dc18ced-864f4163-915c775a2dfd1d9a8>



<b>conservation</b>	<b>habitat</b>
adapt	an adapt



<b>explote</b>	<b>accomplishment</b>
exploit	feat



<b>acclimatize</b>	<b>adapt</b>
an adapt	adjust



<b>environment</b>	<b>element</b>
a habitat	habitat



<b>waste</b>	<b>some waste</b>
throw away	wasted

# ROLE PLAY

- Answer the following questions.

## GROUP WORK

- 1) How many pounds of carbon dioxide can a single tree absorb each year?
- 2) How many trees are cut down per year?



## USE

### Preparation for speaking

- Answer the following questions and share your answers with two of your classmates.

- 1) What is deforestation in your own words?
- 2) Tell me the cause of deforestation.
- 3) Tell me a consequence of deforestation.



Retrieved from: <https://lc.cx/kvAt2e>

## ACTIVITY 3

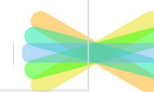
<b>Time:</b>	<b>45 minutes</b>
<b>Topic:</b>	<b>Air and climate.</b>
<b>Class Objective:</b>	Students will be able to use vocabulary related to air and climate to address environmental issues, including aspects such as habitat and biodiversity, in a video lasting 2-3 minutes.

### PRESENTATION...

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>Start the lesson by sharing with the students the main topic "air and climate", and show a picture to interact with. Choosing visuals for a talk. Visuals can be photographs, pictures, graphs or tables.</p>	<p>Pay attention to the topic and answer the questions.</p>
<p>Introduce the topic by asking about the students' previous experience. Do you prefer hot or cold weather? Describe the weather in your country? Which is your favorite seasons</p>	<p>Share with the class their prior knowledge "Environment". Respond to the teacher's questions.</p>

### PRACTICE.....

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>The teacher starts with the first activity, which is controlled, and aims to detect and monitor possible errors. This activity involves putting together vocabulary words that have been studied previously.</p> <p>This is followed by a semi-controlled activity which requires maximum attention from the students. In this activity, they have to complete a song using the missing words, which tests their comprehension and creativity.</p> <p>Finally, a completely free activity is assigned in which students are asked to write about their favourite season of the year. This allows them to express their preferences and apply what they have learned in a more creative and individual way. It will provide an opportunity to practice your oral expression.</p>	<p>Students put the words they have learnt into practice. They should put together the related words found in the vocabulary. This will help them to monitor and correct any mistakes they may make. Complete the song using the missing words in the lyrics. This will test their understanding and creativity, paying close attention to how the words fit into the song. They should write about their favourite season of the year, they can use the words and phrases they have learnt to describe why they like that particular season. Work with a partner and answer the questions posed in their writing.</p>



## USE....

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>The teacher invites you to record a video and answer the following questions:</p> <ul style="list-style-type: none"><li>• Which animals do you think are endangered and why?</li><li>• Why do you think it is important to take care of the environment and preserve biodiversity?</li></ul> <p>From your point of view, what are the possible solutions to protect and preserve the habitat of endangered animals? Give the rubric assignment.</p>	<p>Send the link to the teacher to the feedback. Record a presentation with the following statement:</p>

# Assessment

Student's name: .....

Date:.....

## PRESENTATION

- Circle the correct words for this photograph.



All of the pictures are taken from burst

- 1.- It's hot / cold
- 2.- There's a lot of sand / snow
- 3.- The photograph shows a desert / a mountain.
- 4.- It's summer / winter

### Vocabulary

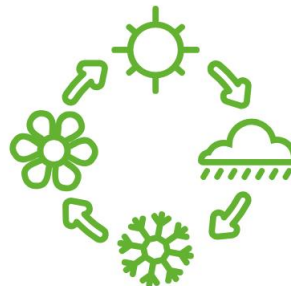


## PRACTICE

### PART 1 GIVE INSTRUCTIONS

- Match the pairs.

- |               |            |
|---------------|------------|
| 1.- sky       | a hot      |
| 2.- inside    | b sea      |
| 3.- cold      | c ugly     |
| 4.- summer    | d man-made |
| 5.- beautiful | e outside  |
| 6.- natural   | f winter   |





**PART 2**  
**LISTEN AND PRACTICE**



[https://lc.cx/-g\\_Sk6](https://lc.cx/-g_Sk6)

- A) USE THE IMAGES TO INSPIRE YOU AND HELP YOU COMPLETE THE LYRICS OF THE SONG.

Here we go, oh, oh Seasons of the year  
 Here comes the spring with the rain pouring down  
 Here comes the spring with the ..... in the ground  
 Here comes the spring with the rainbow in the ..... Here  
 comes the spring to bring new life  
 Here comes the summer with the heat from the sun  
 Here comes the summer with the kids having fun  
 Here comes the summer with the warm breeze Here comes the  
 summer with the ..... so green  
 Here comes the fall with the leaves changing color  
 Here comes the fall with the climate getting cooler  
 Here comes the fall with the leaves falling down Here comes  
 the fall with the ..... blowing loud



**flowers**



**sky**



**trees**



**wind**

- B) Circle the correct word.

- 1.- I'm happy when it's sun /sunny
- 2.- There's big, black cloud/ cloudy in the sky.
- 3.- I have an umbrella for when it's rain / rainy.



**PART 3**

- Select a season of the year of your choice and share your reasons for choosing it.

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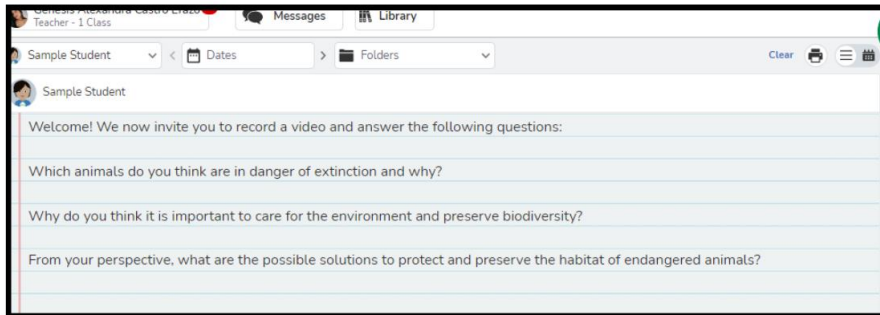


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**USE**

- **Record a video and talk about an environmental issue.**



Seesaw /code:SHUX JHWB  
<https://n9cl/wskbt>

# Unit 2

## LIFESTYLE

### UNIT OBJECTIVES

Deal with common aspects of everyday living within the personal, educational, public and vocational domains without undue effort.

Give short, basic descriptions of everyday events and activities within the personal and educational domains (e.g. their family, living conditions, and educational background).

### RESOURCES

- Computer
- Internet Connection
- Online tools

### DESCRIPTORS OF CEFR

- Level: B1
- Age: 15-16 years

#### Spoken Production

- Can relate sentences in a simple way to describe experiences and events, their dreams, hopes and ambitions within the relevant domains.

#### Spoken Interaction

- Compare and contrast alternatives within the personal and educational domains.



# CLASSDOJO



Retrieved from:[https://lc.cx/GI7hO\\_](https://lc.cx/GI7hO_)

ClassDojo is an online platform designed primarily for behaviour management and communication between teachers, parents and students in school settings. ClassDojo provides learning resources, such as videos and interactive activities, that help students reinforce what they learn in class.

## ADVANTAGES OF USE

- Effective communication
- Behaviour tracking
- Transparency
- Facilitates parental involvement
- Learning tools

## CLASSDOJO LINK:

[https://lc.cx/GI7hO\\_](https://lc.cx/GI7hO_)

## HOW TO USE?

- Visit the ClassDojo website or download the mobile app from your device's app shop.
- Register as a teacher, student or parent, depending on your role.
- Once you are logged in, you can create a class. Enter the name of your class and select the appropriate grade or level.
- For each class, you can add students. You can enter their names one by one or use a pre-prepared list.
- Assign an access code so parents can join their child's class.
- ClassDojo allows you to assign positive and negative points to students based on their behaviour and performance in the classroom.
- You can customise the categories of points and the rewards you offer students for achieving certain goals.
- Use ClassDojo's tracking and analysis tools to assess your students' progress and adjust your instructional approach as needed.
- ClassDojo offers online resources and tutorials to help you get the most out of the platform. You can also contact their support team if you have questions or technical issues.

## EVALUATION CRITERIA

### Access:

Teachers can invite parents and students to join their classes by providing access codes or customised links. This ensures that only authorised people can access class information.

### Ease of Use:

ClassDojo has an intuitive and easy-to-use user interface, designed to be accessible to teachers, parents and students alike.

### Privacy:

ClassDojo takes users' privacy seriously, especially that of students. Teachers have control over the information they share on the platform. They can decide what data is visible to parents and students.

## ACTIVITY 1

<b>Time:</b>	<b>45 minutes</b>
<b>Topic:</b>	<b>LIFESTYLE</b>
<b>Class Objective:</b>	Students will be able to produce a short rehearsed presentation with the help of vocabulary on a topic related to their everyday life in relevant areas in a 3-minute video.

### PRESENTATION.....

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>The teacher presents visual material related to a person's daily routine, including activities such as getting out of bed, brushing teeth and getting dressed, among others.</p> <p>The teacher asks basic questions in English: Do you go to a gym? Do you do exercise every day?</p>	<p>Share with the class their prior knowledge "Lifestyle".</p> <p>Respond to the teacher's questions.</p>

### PRACTICE.....

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>The teacher proposes a structured activity in which students are asked to fill in a table with basic questions.</p> <p>They are then given a semi-structured activity in which they have to write about their lifestyle using the vocabulary they have learnt.</p> <p>Finally, they are encouraged to participate in a free expression activity in which they have to answer two questions and share them with the whole class.</p>	<p>Complete a table with the answers.</p> <p>Write a paragraph about their lifestyle using the vocabulary learnt in class. You can include information about your daily routines, healthy habits, hobbies, etc.</p> <p>Finally, answer two open-ended questions and share your answers with the whole class.</p>



## **USE....**

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>Assign a personalised study plan in ClassDojo, taking into account your goals, language level and specific areas for improvement.</p> <p>Set daily goals in ClassDojo for your students.</p> <p>The teacher assigns an activity consisting of "daily routine", eating habits, among others, in a 2-minute video.</p>	<p>Students work autonomously in ClassDojo, following a structured plan focused on their individual needs.</p> <p>Students monitor their progress and submit regular reports to the teacher.</p>

# Assessment

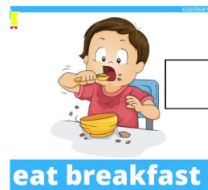
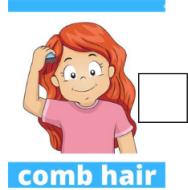
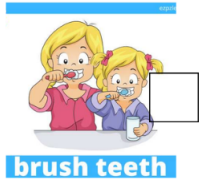
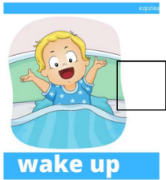
Student's name: .....

Date:.....

## PRESENTATION

Vocabulary

- Organise the images according to your preferences for your daily routine..



## PRACTICE

- A) Mark each task with a checkmark.

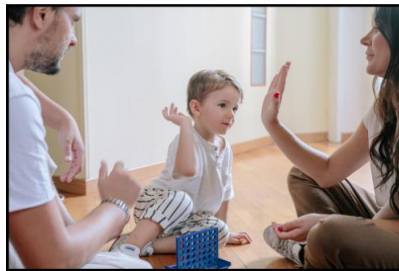
	GO POTTY	TAKE A BATH	GET DRESSED	EAT BREAKFAST	BRUSH TEETH	BRUSH HAIR
NAME: PABLO						
M						
T						
W						
T						



**PART 1**

- B) Work with a partner. Ask and answer the questions in the table Write "Y" (yes) or "N"(no).

QUESTIONS	YOU	YOUR PARTNER
Do you smoke?		
Do you eat a lot of chocolate biscuits?		
Do you live with your parents?		



All of the pictures are taken from Canva

**PART 2**

WRITE ABOUT YOUR LIFESTYLE AND DAILY ROUTINE

**Example:**  
 • I live in..... with my





### PART 3

- Ask questions with Do you...? about the phrases above. Discuss the answer with the rest of the class.

**Do you have a busy lifestyle?**

**Do you use the internet every day?**



All of the pictures are taken from Canva

## USE

### PART 2 COMPLETE THE ACTIVITY IN CLASSDOJO

<https://student.classdojo.com/#/story>

**LIFESTYLE** ✨ Editar

0 Aprobados 0 Pendientes por aprobación 3 Aún no se han enviado

In a written document or slide presentation, describe their current lifestyle. This may include:

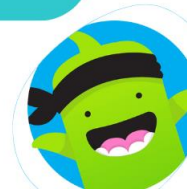
- Their daily routine (school schedules, extracurricular activities, free time, etc.).
- Their eating habits (what they eat, how many meals a day, etc.).
- Their level of physical activity (sports, exercise, outdoor activities, etc.).
- Their time spent on technology and social networks.

Identify at least three areas where you feel you could improve your lifestyle to lead a healthier and more balanced life.



#### Instructions for students:

1. Open the ClassDojo app or the website: [dojo.me](https://dojo.me).
2. Click on "Use QR Code" or click on "I am a student" in the application.
3. Scan the DojoCode to join the class.



## ACTIVITY 2

<b>Time:</b>	<b>45 minutes</b>
<b>Topic:</b>	<b>Sport</b>
<b>Class Objective:</b>	Students will be able to use sport-related vocabulary to talk about experiences, events, dreams, hopes and ambitions.

### PRESENTATION.....

WHAT TEACHERS DO	WHAT STUDENTS DO
Teacher asks basic questions in English. Do you have a favorite sport? Do you like watching sport?	Make comparisons; sports collocations; introduce a talk Compare different kinds of sport and exercise Respond to the teacher's questions.

### PRACTICE.....

WHAT TEACHERS DO	WHAT STUDENTS DO
The teacher assigns a control activity which consists of writing down the name of each sport. The semi-controlled activity consists of asking questions about the sport, with the help of pictures. Finally, assign roles, to interact with classmates. The teacher explains the following activity related to sports.	Students complete the activities following the instructions. Students pay attention to the directions and complete the activities.

### USE.....

WHAT TEACHERS DO	WHAT STUDENTS DO
Assign a final speaking activity in which students must use the sentence provided in the box as a guide or support. The teacher assigns activities to assess students' speaking skills.	Students carry out the activities to express their opinions about sport.



# Assessment

Student's name: .....

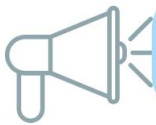
Date:.....

## PRESENTATION

- Vocabulary



- Answer the following questions.



Do you have a favorite sport?  
Do you like watching sport?



All of the pictures are taken from Canva

## PRACTICE

- A) Work with a partner. Ask and answer the questions.
- 1.- What sports can you see in the photographs?
  - 2.- Do you do any of these sports?
  - 3.- Do you watch any of these sports?

### PART 1

- Write the name of the sport.



\_\_\_\_\_



\_\_\_\_\_

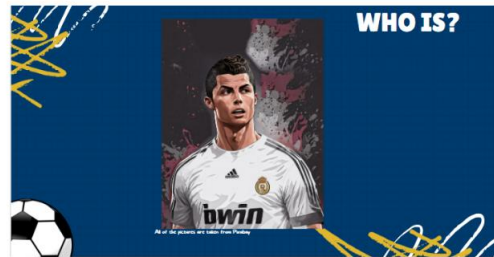
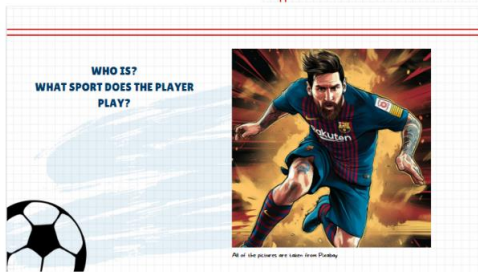




All of the pictures are taken from Canva

## PART 2

- Look at the pictures and answer the questions.



Canva <https://1c.cx/9hTh3d>



**PART 3**

# ROLE PLAY

- In groups of three, take on the roles of a fitness coach and two students. Imagine that you are having a conversation about your favourite sports. Each student should name a sport they like and name five outstanding players in that sport.

Favourite sport:

.....

Players:

.....

## USE

### PREPARATION FOR SPEAKING

- Look at the photographs (a-d). Use the phrase from the box below to help you.

I think ..... is better for.....

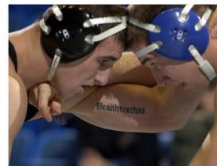
All of the pictures are taken from Canva



a



b



c



d





## ACTIVITY 3

<b>Time:</b>	<b>45 minutes</b>
<b>Topic:</b>	Travel
<b>Class Objective:</b>	Students will be able to make an educational presentation, conveying information in a persuasive and convincing way, to talk about a tourist site in Ecuador in a 2/3 minute video.

### PRESENTATION.....

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>Teacher asks basic questions in English. Do you live in a big city? Which cities are important in your country? Is your city part of a megaregion?</p>	<p>Respond to the teacher's questions.</p>
<p>The teacher asks for help to complete the activity</p>	<p>Students pay attention to the directions and complete the activities.</p>

### PRACTICE

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>The teacher sets up a sequence of activities. The first, controlled activity involves writing vocabulary words related to 'places', following the diagram. Students then move on to an activity in which they complete sentences related to the same topic.</p> <p>Finally, they are given a freer activity in which they must answer a series of questions. This progression allows students to gradually develop their skills from word identification to sentence construction and finally to personal expression through answers to questions.</p>	<p>Students write the names of the places in the diagram following the instructions and using the vocabulary words related to 'places', and fill in the blanks in each sentence.</p> <p>Answer the following questions in your own words and thoughts, using complete and appropriate sentences when answering each question.</p>



**USE.....**

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>The teacher uses ClassDojo as the main online tool in which students will have to record a video related to the main topic "travel". In order to carry out this activity, it is essential that students read carefully the instructions provided.</p>	<p>Students pay special attention to the instructions provided.</p>

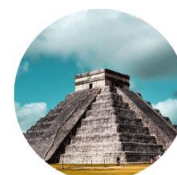
# Assessment

Student's name: .....

Date:.....

## PRESENTATION

### Vocabulary



India

Brasil

Italy

Mexico



ECUADOR
Ecuador is a country that straddles the equator on the west coast of South America.
Capital city: Quito
The natural beauty of its landscapes together with the cultural richness of its cities and the climatic contrasts make Ecuador the perfect place for a wonderful holiday.

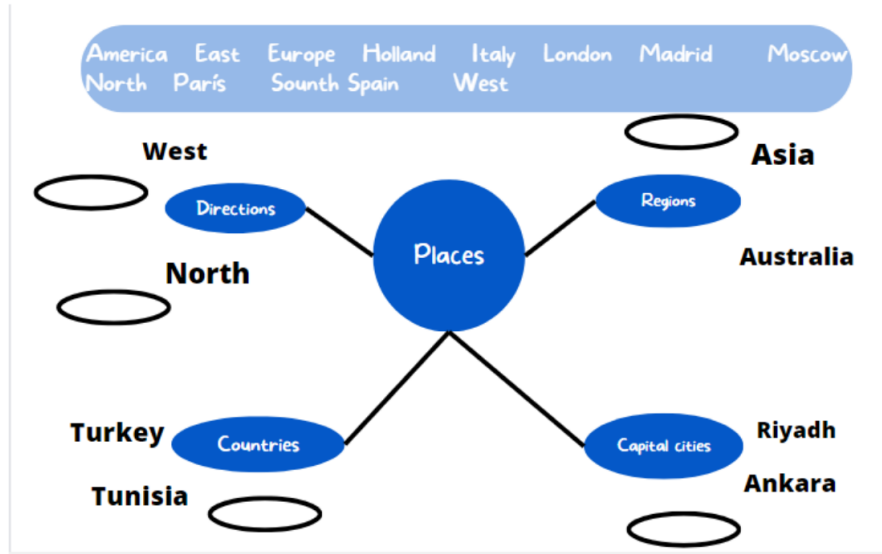




# PRACTICE

## PART 1

- WRITE THE WORDS FROM THE BOX IN THE VOCABULARY DIAGRAM BELOW.



## PART 2

- WRITE THE WORDS FROM THE BOX IN THE SENTENCES FOR EACH PHOTOGRAPH.

bright coral dangerous famous scuba diver shark Tourists  
underwater



Nico is a \_\_\_\_\_. He takes  
ubderwater \_\_\_\_\_

Many reef fish have \_\_\_\_\_  
colors.

The flowers in this photograh are  
coral a kind of \_\_\_\_\_ that lives  
on reefs.





This is a \_\_\_\_\_. It is very \_\_\_\_\_ animal.

### PART 3

#### PREPARATION FOR SPEAKING

- Work with a partner. Discuss the following questions.



- What is the most beautiful tourist place you have visited?
- What is your favourite travel destination and why?
- Have you ever been to a famous tourist spot? Which one?
- Do you prefer beaches or mountains when you travel? Why?



All of the pictures are taken from Canva

### USE

- RECORD A VIDEO IN CLASSDOJO

<https://student.classdojo.com/#/story>

### Exploring Ecuador's Tourist Treasures ✎ Editar

0 Aprobados 0 Pendientes por aprobación 3 Aún no se han enviado

Choose a tourist spot in Ecuador that catches your attention. It could be a city, a region, a national park, a mountain or any other destination of interest.  
Prepare a short presentation that includes the following:

- The name of the place and its location in Ecuador (provide a map if possible).
- Description of the main attractions and activities available in that place.
- Information about the local culture, history and traditions that can be found there.



#### Instructions for students:

1. Open the ClassDojo app or the website: [dojo.me](https://dojo.me).
2. Click on "Use QR Code" or click on "I am a student" in the application.
3. Scan the DojoCode to join the class.



# Unit 3

## EDUCATION



### UNIT OBJECTIVES

Explain their likes and dislikes in general.

Give short, basic descriptions and sequencing of everyday events and activities within the personal, educational, public and vocational domains.

### RESOURCES

- Computer
- Internet Connection
- Online tools

### DESCRIPTORS OF CEFR

- Level: B1
- Age: 15-16 years

#### Spoken Production

- Can give detailed accounts of experiences describing feelings and reactions in personal and educational settings.

#### Spoken Interaction

- Obtain more detailed information within the personal and educational domains.



# Edpuzzle



Retrieved from:<https://lc.cx/xx6lbi>

Edpuzzle is an online educational platform used to create interactive video-based lessons. This platform allows teachers and educators to select videos from a variety of sources, such as YouTube, Vimeo or Khan Academy, and add interactive elements to the videos to engage students more actively in the learning process.

## ADVANTAGES OF USE

- Live classes
- Communicative approach
- Variety of topics
- Interaction with other students
- Flexible timetable

## EDPUZZLE LINK:

<https://www.edpuzzle.com/es>

## HOW TO USE?

- Go to the Edpuzzle website (<https://edpuzzle.com/>).
- Create a user account as a teacher. You can use your email address or sign in via a Google account.
- Once inside, explore the platform to familiarise yourself with its features.
- You can search and select a video from Edpuzzle's extensive library or upload your own video from your device or from YouTube, Vimeo or another compatible source.
- Insert interactive questions (multiple choice or open-ended) into the video at desired points. These questions can help assess students' understanding and participation.
- Configure your lesson settings, such as due date, access restrictions, and the ability to allow students to rewind the video.
- Use the tracking and analytics data provided by Edpuzzle to evaluate student performance and adjust your future lessons accordingly.

## EVALUATION CRITERIA

### Access:

Edpuzzle provides access to its online language courses to learners from all over the world.

### Ease of Use:

Edpuzzle strives to offer a simple and friendly user experience. The registration and account creation process is intuitive and uncomplicated.

### Privacy:

Edpuzzle cares about the privacy and data protection of its users.

## ACTIVITY 1

<b>Time:</b>	<b>45 minutes</b>
<b>Topic:</b>	<b>Education</b>
<b>Class Objective:</b>	Students will be able to communicate confidently in everyday situations and within their educational context, enabling them to express their experiences during the pandemic in a 2-minute video.

### PRESENTATION....

WHAT TEACHERS DO	WHAT STUDENTS DO
Begin the class by sharing with the students the objectives of the objectives of the strategy and the desired outcomes.	To pay attention to the objectives of the class and to the to be responsible in the process of language learning process. Understand the meaning and use of "would" in different contexts and grammatical structures.
Improve understanding and correct use of "would" in its different forms, in order to communicate more accurately and fluently in different situations in English.	Correct use of "would" in everyday conversations, including personal descriptions, moods, nationalities, professions, locations and so on.

### PRACTICE....

WHAT TEACHERS DO	WHAT STUDENTS DO
Communicate tasks directly to students. Provides verbal instructions on what task to do, how to do it and when to hand it in.	Access these resources through the Ed puzzle platform and complete the corresponding activities.
The teacher designs a set of activities that offer a progressive approach to enrich the classroom learning experience. In a first stage, a highly structured and controlled activity has been proposed, consisting of describing study or career interests. In a second phase, a semi-controlled activity consisting of watching a video and answering a question was implemented. Finally, a free activity was assigned which is to answer the questions and in the same way interact with more classmates. This activity promotes communication and social interaction.	Students should describe their academic or professional interests. They can share what they want to study or the career they aspire to pursue. Watch a video provided by the teacher. After watching the video, students are asked to respond to a specific question related to the content of the video. Students are free to answer these questions using their own ideas and experiences. In addition, they are encouraged to interact with their peers, sharing their answers and perspectives.



## USE.....

---

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>Record a video or audio reflecting on the impact the global pandemic has had on education and share experiences and perspectives. Monitor your progress as you acquire information.</p>	<p>Record a video or audio reflecting on the impact the global pandemic has had on your education and share your experiences and perspectives.</p>

# Assessment

Student's name: .....

Date:.....

## PRESENTATION

DISCUSS THE QUESTIONS

1.- Which careers require a lot of study ? Which do no?

2.- What subject do you have to study to become...

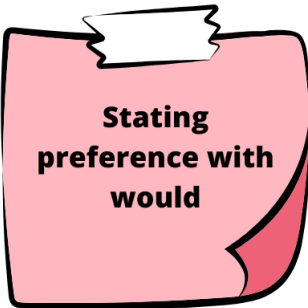
a teacher?

a doctor?

a lawyer?



### Note



Use **would rather** with the base form of a verb. Do not use **to**.

*I would rather study Engineering.*

Use **would like** and **would prefer** with an infinitive.

*I would like/prefer to study Engineering.*

## PRACTICE

### PART 1

WORK WITH A PARTNER.

**Describe your study or career interests.**



All of the pictures are taken from Canva

<input type="radio"/>	_____
<input type="radio"/>	_____
<input type="radio"/>	_____
<input type="radio"/>	_____
<input type="radio"/>	_____





## PART 2

WATCH THE VIDEO AND ANSWER THE QUESTION



Video

[https://www.youtube.com/watch?v=7xCe2m0kiSg&ab\\_channel=ABCNews%28Australia%29](https://www.youtube.com/watch?v=7xCe2m0kiSg&ab_channel=ABCNews%28Australia%29)

- Why do Finnish schools outperform most schools in the developed world?

## PART 3

- Compare your answer with 3 classmates. Write down the answers of your classmates.

Name	Answer

## USE

- Click on the link.

Preparation for speaking

Ed puzzle/ code for project login:zehcibz

<https://edpuzzle.com/assignments/64fe9014675cd53ffd0e4424/project>



## ACTIVITY 2

<b>Time:</b>	<b>45 minutes</b>
<b>Topic:</b>	Medicine
<b>Class Objective:</b>	Students will be able to interact with reasonable ease in structured situations (e.g. a debate) and in short conversations within the relevant domains, provided they are addressed clearly, slowly and directly.

### PRESENTATION....

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>The teacher explains the importance of medicine as health care and wellbeing. Addressing this topic is essential for students to learn about it and maintain a good quality of life.</p> <p>The teacher asks a question for the students to discuss: Which do you prefer?</p>	<p>The learner is able to use a range of verbal and non-verbal communicative devices to express likes and dislikes, The student shows his or her knowledge.</p> <p>Discuss different points of view and learn to make ethical decisions.</p>

### PRACTICE....

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>The teacher designs a series of interesting and participatory activities to enrich the classroom learning experience. The activities and what students are expected to do are described below: Sentence Completion Activity and Select the Correct Choice. Vocabulary Sentence Writing Activity.</p> <p>This activity promotes the exchange of ideas and the development of effective communication skills, these sequential activities provide students with the opportunity to gradually develop their language skills.</p>	<p>Students complete the sentences provided and choose the correct option.</p> <p>They create their own sentences using the vocabulary provided.</p> <p>In the final phase, students are invited to participate in a group discussion on the topic related to COVID-19. They should share their opinions, experiences and perspectives on this crucial topic.</p>



**USE.....**

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>Organise class debates for students to discuss.(This promotes independent research and oral communication). The teacher proposes a debate in which students address and discuss the relevance and impact of COVID-19.</p>	<p>They encourage critical thinking and the application of medical knowledge. Develop research and writing skills. Students to research, analyse and argue about the impact of the coronavirus (COVID-19).</p>

# Assessment

Student's name: .....

Date:.....

## PRESENTATION

WHICH DO YOU PREFER?

### Conventional medicine



Retrieved from: <https://lc.cx/5R7cGp>

### Traditional medicine



Retrieved from: <https://lc.cx/LkheRI>

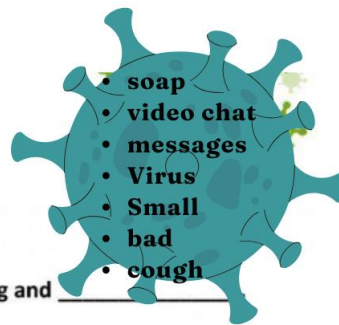
Why?

## PRACTICE

### PART 1

- Choose the correct option for each statement.

1. Coronavirus is a \_\_\_\_\_.
2. A virus is a \_\_\_\_\_ germ that cannot be seen.
3. Coronavirus is a \_\_\_\_\_ germ.
4. A person who has coronavirus has fever, difficulty breathing and \_\_\_\_\_.
5. All of us must wash our hands with clean water and \_\_\_\_\_.
6. You can contact your friends or family via \_\_\_\_\_.
7. You can also send them \_\_\_\_\_.



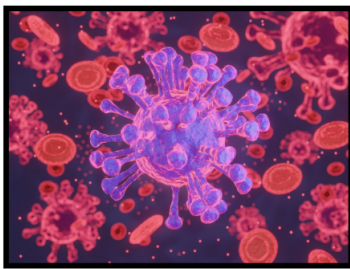
**PART 2**

- a) Work with your partner to compare your answers and, if necessary, make mutual corrections.
- b) Use the word bank to create two sentences.

.....  
.....

**PART 3**

**DISCUSSION.....**



**Do you think your country is prepared to deal with a pandemic?**

**How do you think people act when there is a pandemic?**

**USE**

**DEBATE**

Assignment Title:

"Coronavirus Debate: Impact and Response".

Description:

Objective: To assess students' ability to research, analyse and argue about the impact of the coronavirus (COVID-19) and the different responses to the pandemic.

## Instructions:

Divide the class into two teams: Team A and Team B. Each team will represent a different perspective in the debate.

Each team should select a coronavirus-related topic to discuss. Examples of topics could include:

- Economic effects of the pandemic.
- Government control measures and restrictions.

Students should research their topic and gather data, statistics and sound arguments to support their position in the debate. They can use reliable and current sources.

Each team should prepare a set of strong arguments and counter-arguments for their position in the debate.



## ACTIVITY 3

<b>Time:</b>	<b>45 minutes</b>
<b>Topic:</b>	Art
<b>Class Objective:</b>	Students will be able to talk and give ideas for their own creations and express their thoughts artistically in a 2/3 minute video.

### PRESENTACION.....

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>The teacher talks about the main objective of the class.</p> <p>The teacher asks the students to enter the link to do the puzzle.</p>	<p>Students should enter the link and assemble the puzzle, then send a screenshot of the finished image.</p> <p>Students should pay attention.</p>

### PRACTICE.....

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>The teacher explains the importance of the topic, as talking about art allows students to learn about different cultures, traditions and worldviews, which fosters understanding and respect for cultural diversity.</p> <p>The teacher shows some pictures and then asks students to participate.</p> <p>The free activity consists of answering some questions related to the main topic "Art".</p>	<p>Students look at the picture and answer the questions posed.</p>



**USE.....**

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>Teachers assign a project in which students must record a presentation about a work of art, be it a painting, sculpture, photograph or any form of artistic expression they find interesting.</p> <p>Prepare a short oral presentation (approximately 3-5 minutes) in which they share the information they have gathered about the work and the artist. They should answer the following questions:</p> <ul style="list-style-type: none"><li>• Who is the artist?</li><li>• When and where was the work created? What is its meaning or message?</li></ul> <p>After each presentation, encourage peer discussion.</p>	<p>Each student selects a work of art that appeals to them, whether it is a painting, sculpture, photograph or other artistic expression.</p> <p>They thoroughly research the work and its creator, gathering information about the artist, the historical context of the work and its significance.</p> <p>Students then participate in a group discussion where they share their choices of works and present their findings. In the discussion, they answer questions posed by their peers about their chosen work, its impact on them and their personal interpretation.</p>





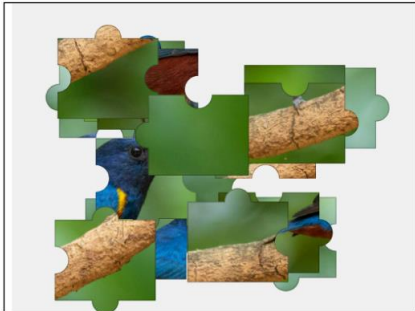
# Assessment

Student's name: .....

Date:.....

## PRESENTATION

- PERFORMING THE PUZZLE



Suggested tool:Puzzle  
<https://puzzle.org/es/jigsaw/play?p=-Ndm7nq4iZqhVOiGqAC8>

- Read the definitions

Abstract painting	Historical paintings
Is an artistic style characterised by the representation of shapes, colours and elements in a non-figurative, non-realistic manner.	Historical paintings can address a wide range of subjects, such as battles, religious scenes, portraits of historical figures, political events, mythology, and more.
Abstract artists focus on the expression of emotions, concepts or ideas through the combination of abstract shapes, lines, colours and textures.	History painting seeks to capture significant moments in history in an artistic and often detailed manner.

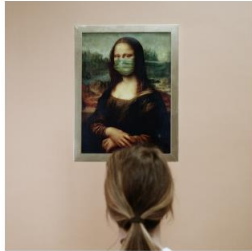
## PRACTICE

### PART 1

- Write the word under the corresponding image. Which artist painted this picture?



Vincent van Gogh    Salvador Dalí    Sandro Botticelli  
Leonardo da Vinci



All of the pictures are taken from Canva



**PART 2**

- Choose between abstract painting and historical painting as your artistic preference and explain your reasons behind your choice.



Source: <https://lc.cx/meTKvd>



Source: <https://lc.cx/HnA2dS>

Share your answer with two partners.



### PART 3

- Answer the following questions.



- What do you think makes something art?
- What kind of art do you art?

All of the pictures are taken from Canva

## USE

- Click on the link.

### Preparation for speaking

← Project Assignment Edit assigned project Share assignment ...

"Talking about Art"

**Goal**  
Students will be able to get ideas for their own creations and express their thoughts in an artistic way.

**Instructions**  
Choose a work of art that catches your attention. It can be a painting, sculpture, photograph or any form of artistic expression that you find interesting. Research the work and its creator: Who is the artist? When and where was the work created? What is its meaning or message? Prepare a short oral presentation (approximately 3-5 minutes) in which you share the information you have gathered about the work and the artist. You can use images or projections if you wish. After each presentation, encourage peer discussion. Ask and answer questions about the work, its impact and your personal interpretation. Finally, reflect on how art can influence society and your personal lives.

Ed puzzle /code for project login: pecoboh  
<https://edpuzzle.com/assignments/64ff506d305d4e40018381c0/project>



# Unit 4

## FAMOUS PERSONALITIES



### UNIT OBJECTIVES

Exchange views and express attitudes on issues of common interest. on matters of common interest.

Understand clear speech on personal, educational, public and professional topics, with the possibility of occasional repetition or reformulation.

### DESCRIPTORS OF CEFR

- Level: B1
- Age: 15-16 years

#### Spoken Production

- Briefly give reasons and explanations for opinions, plans, and actions within the corresponding domains.

#### Spoken Interaction

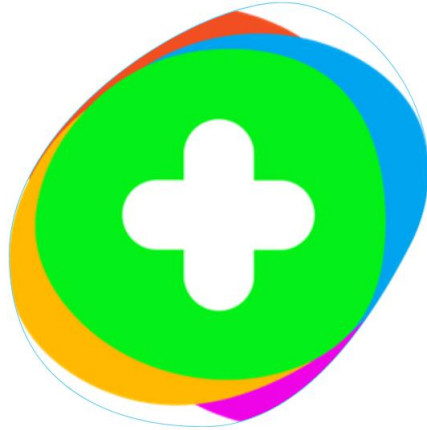
- Summarize and give their opinion about a short story, article, talk, discussion, and answer further questions of detail.

### RESOURCES

- Computer
- Internet Connection
- Online tools



# FLIPGRID



Retrieved from: <https://n9.cl/sh0nf>

Flipgrid is a valuable tool for improving speaking skills and encouraging active participation in language learning and other subjects that require the development of speaking skills. It allows learners to practice, receive feedback and collaborate effectively in an online learning environment.

## ADVANTAGES OF USE

- Facilitates speaking practice
- Builds confidence
- Feedback and evaluation
- Collaboration and participation
- Variety of activities

## FLIPGRID LINK:

<https://www.flipgrid.com/es>



## HOW TO USE?

1. Go to the Flipgrid website at <https://www.flipgrid.com/>.
2. Sign in with a Microsoft or Google account, or create a Flipgrid account if you don't already have one.
3. Once you have a Grid, you can add a "Topic" within it. A topic is a specific question or assignment that students will answer with a video.
4. Click on "Add New Topic" within your Grid and set the title, description and privacy options.
5. Once you have created a topic, you will get a link or QR code that you can share with your students. You can share this via your online learning platform, email, or however you prefer.
6. Learners access the link or scan the QR code to access the topic.
7. They can record a video in response to the topic using their device's camera and microphone.

## EVALUATION CRITERIA

### Access:

Flipgrid is compatible with screen readers and if it offers accessibility features such as alt text for images and closed captioning for videos.

### Easy of use:

Flipgrid's user interface is for both educators and students

### Privacy:

Assess the measures taken by the platform to protect users' data. Flipgrid allows educators to control access to grids, topics, and student responses, ensuring that privacy settings are customizable.

## ACTIVITY 1

<b>Time:</b>	<b>45 minutes</b>
<b>Topic:</b>	Famous personalities
<b>Class Objective:</b>	Students will be able to use the vocabulary in the crossword to enrich their understanding of key issues related to fame, enabling them to address this topic in a 2-minute video.

### PRESENTATION....

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>Begin the class by sharing with the students the objectives of the objectives of the strategy and the desired outcomes.</p>	<p>To pay attention to the objectives of the class and to the to be responsible in the process of language learning process. Talking about things you own or that belong to someone else, both singular and plural.</p>
<p>The teacher sends the link to the crossword with the vocabulary. Communicate more effectively and expand the vocabulary of "famous personalities".</p>	<p>Students should complete the crossword puzzle using the vocabulary we will explore throughout the lesson.</p>

### PRACTICE.....

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>The teacher assigns activities for students to solve, according to their knowledge. The teacher designs a set of activities that offer a tiered approach to enrich the classroom learning experience. The activities and instructions for students are detailed below: Controlled Activity - Vocational Word Search. Semi-Controlled Activity - Group Work and Fill in the Blanks. Free Activity - Conversation about "Famous personalities" This activity encourages the development of speaking skills and fluent communication.</p>	<p>Students pay attention in the instructions. Students must get each activity right. students have the opportunity to participate in a free conversation on the main topic, which is "Famous Personalities".</p>



## USE.....

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WHAT TEACHERS DO	WHAT STUDENTS DO
<p>The teacher assigns a final task, which consists of a conversation about "celebrities". It is important to practise conversation skills and reflect on the role of celebrities in society.</p>	<p>Students should choose a celebrity-related topic that interests them and that they would like to discuss.</p>



# Assessment

Student's name: .....

Date:.....

## PRESENTATION

- Complete the crossword

Horizontal	Vertical
2 Philosopher	1 Physicist
3 Canadian singer-songwriter	1 Physicist
4 Is an actress, director, producer	

SUGGESTED TOOL: CROSSWORD PUZZLE.....  
<https://puzzel.org/es/crossword/play?p=-NdmsVMrFaXIQ-ru8JLY>

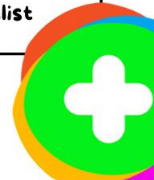
## PRACTICE

### PART 1

- Look at the words for some occupations. Add other words from this unit to the table.

Students will:  
 Understand the function and meaning of suffixes and base words.  
 Understand the meaning of noun suffixes -er, -or, -ian, and -ist.

verb+er/-r	verb+Or	noun +er	noun +ist
write: writer		football:footballer	
	direct:director		journal:journalist



## PART 2

- Work in small groups. Talk about famous people from your country. Show your group members their pictures and write them on the chart.

	PERSON 1	PERSON 2
NAME		
COUNTRY		
OCCUPAATION		
AGE		

## PART 3

- GROUP WORK
- Complete this information about your group. Ask any additional questions.

Our group
<p><b>What's your favourite kind od.....?</b></p> <p>music.....</p> <p>movie.....</p> <p>TV program.....</p> <p><b>What's your favourite .....</b></p> <p>song.....</p> <p>video game.....</p> <p><b>Who's your favourite?</b></p> <p>singer.....</p> <p>actor.....</p> <p>journalist.....</p>



Adele



Armando Maradona



The Kardashians

## PREPARATION POR SPEAKING

**Instructions:**

This final task will be carried out in pairs. Please choose your partner for this conversation.

Choose a celebrity-related topic that interests you and that you would like to discuss. This could include celebrities' influence on social media, their impact on fashion, their social responsibility, their relationship with the media, etc.

Preparation: Research your chosen topic and gather relevant information. Each of you should take notes to support your arguments during the discussion.



Retrieved from: <https://lc.cx/p3hMUT>

## USE

- Click on the link. Complete the activity



Código de unión: d72723cf

# Famous people 1

GENESIS ALEXANDRA C 0 0.0 horas de discusión

Compartir

1 tema 1 estudiante

Hace 8 minutos  
Recording a video

<https://flip.com/d72723cf>

## ACTIVITY 2

<b>Time:</b>	<b>45 minutes</b>
<b>Topic:</b>	Pop culture
<b>Class Objective:</b>	Students will be able to communicate effectively on topics related to pop culture, expressing their ideas with clarity, appropriate pronunciation and a wide range of vocabulary and grammatical structures appropriate to their level of proficiency, in a 2-minute video.

### PRESENTATION.....

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>The teacher will consult the students about their musical preferences and ask them to choose the genre of music they would like to sing.</p> <p>The teacher will then share their screen and organise karaoke sessions with the students, focusing on the genres of music they previously selected.</p>	<p>Students will actively participate by singing songs in English while using the lyrics as a support tool.</p> <p>Students should carry out different activities to strengthen the main theme.</p>

### PRACTICE.....

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>The teacher plans a series of activities to diversify the learning experience in the classroom. The activities and instructions for the students are described below:</p> <p>Synonyms and Antonyms Relation Activity.</p> <p>Semi-Controlled Activity - Practice of the song "Perfect" by Ed Sheeran.</p> <p>Free Activity - List Famous Artists.</p> <p>Teacher asks a question, who is your favourite artist?</p>	<p>Students must perform the activities correctly.</p>

### USE.....

WHAT TEACHERS DO	WHAT STUDENTS DO
<p>The teacher assigns an activity in which students must record a video with a maximum duration of 1 minute and 30 seconds to perform the chorus of a favourite song.</p>	<p>Perform the chorus of their favourite song and share why they chose it.</p>



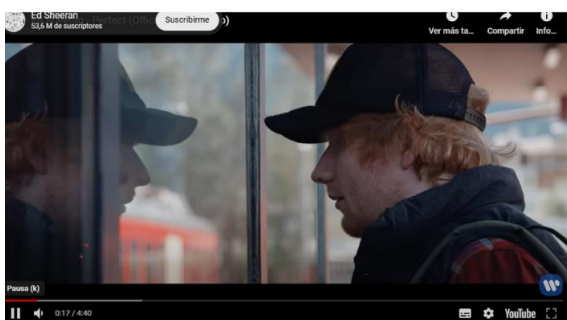
# Assessment

Student's name: .....

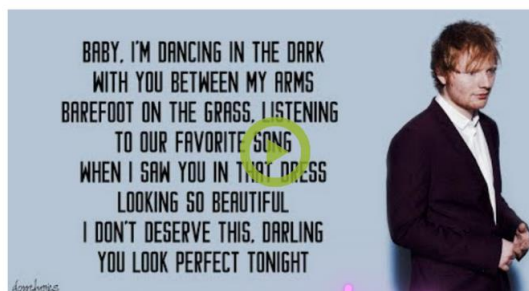
Date:.....

## PRESENTATION

- Listen to the song and follow the lyrics, paying special attention to the correct pronunciation.



<https://www.subingles.com/exercices/mode/9085/ed+sheeran/perfect>



karaoke

## PRACTICE

### PART 1

- Match the synonym with the antonym.

Synonym

Continue  
Sweet  
Wait  
Alone  
Know  
**Look**  
Whispered  
Perfect

Antonym

Impatient  
Accompanied  
Unknown  
Stop  
Bitter  
ugly  
shouted  
ignore



## PART 2

- Write in the empty space the corresponding word.

I found a love for me  
Darling just dive right in  
And \_\_\_\_\_ my lead  
\_\_\_\_\_ I found a girl beautiful and \_\_\_\_\_  
I never knew you were the someone \_\_\_\_\_ for me  
'Cause we were \_\_\_\_\_ kids when we fell in love  
Not \_\_\_\_\_ what it was  
I will not \_\_\_\_\_ you up this time  
But darling, just kiss me slow, your heart is all I own  
And in your eyes you're holding mine  
Baby, I'm dancing in the dark with you between my arms  
\_\_\_\_\_ on the grass, listening to our \_\_\_\_\_ song  
When you said you \_\_\_\_\_ a mess, I \_\_\_\_\_ underneath my breath  
But you heard it, darling, you look \_\_\_\_\_ tonight  
Well I found a woman, stronger than \_\_\_\_\_ I know

Practice in the following link:

<https://www.subingles.com/>



## PART 3

- Assign the number that corresponds to each image
- Who is your favourite artist?

1. Maluma

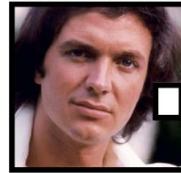
2. Camilo Sesto

3. Mychael Jackson

4. Peso Pluma

5. Mon Laferte

6. Romeo Santos



<https://pixabay.com/es/images/search/camilo%20sesto/>

All of the pictures are taken from Pixabay

**USE**

- Click on the link. Complete the activity

0 sept 2023

### "Sing and set your soul on fire!"

CENNESIS ALEXANDRA C

Perform the chorus of your favourite song and share why you chose it.  
Have fun!

Grabar



Flipgrid:

<https://flip.com/ec6fe3d7>



## ACTIVITY 3

<b>Time:</b>	<b>45 minutes</b>
<b>Topic:</b>	<b>Food and culture</b>
<b>Class Objective:</b>	Students will be able to create and deliver a comprehensive presentation that addresses the relationship between food and culture, demonstrating a deep understanding of how gastronomy influences and reflects cultural and social aspects, in a 2-minute video.

### PRESENTATION.....

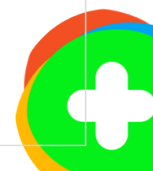
WHAT TEACHERS DO	WHAT STUDENTS DO
The teacher shares the link to the alphabet soup, students have to find them. Inside the alphabet soup is the vocabulary that will be worked on in class.	Students must find the words in the alphabet soup and memorise them.

### PRACTICE.....

WHAT TEACHERS DO	WHAT STUDENTS DO
The teacher describes an initial controlled activity in which students have to write 5 sentences using vocabulary from the presentation. This is followed by a semi-controlled activity where teacher supervision is required and students read and practise the Dialogue. Finally, a totally free activity is assigned in which students work in pairs to answer the questions posed.	Students are required to write 5 sentences using the vocabulary from the presentation. Read and practise the Dialogue. Work in pairs to answer the questions posed.

### USE.....

WHAT TEACHERS DO	WHAT STUDENTS DO
The teacher shares a link to a speaking activity in which they have to answer the following questions: <ul style="list-style-type: none"> <li>• What is the most popular dish or food in your culture or country and why do you think people like it so much?</li> <li>• What is your favourite homemade recipe to share with friends and family?</li> </ul> Give instructions on the evaluation activity. Monitor your progress as you become more proficient.	Students must record a video with a maximum duration of 1 minute and 30 seconds to answer the questions posed. Students pay attention in the instructions.



# Assessment

Student's name: .....

Date:.....

## PRESENTATION

### ALPHABET SOUP

FIND THE WORDS

D	M	T	Á	E	L	P	P	A	F
R	Í	P	P	N	Ú	S	E	I	R
Ñ	M	T	U	D	G	S	Í	M	R
B	F	R	Y	G	E	H	C	Ú	D
Z	U	W	E	E	H	Ó	H	B	F
B	É	T	H	M	S	K	I	R	P
D	E	C	T	G	I	G	C	E	I
Í	H	A	Ú	E	F	W	K	A	Z
S	U	J	N	F	R	L	E	D	Z
P	Ú	M	A	S	X	F	N	Ü	A



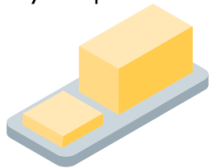
FISH, BEANS, CHEESE, CHICKEN, APPLE, EGGS, BUTTER, BREAD, PIZZA

## PRACTICE

### PART 1...

#### YUMMY FOOD

- Write 5 sentences using the vocabulary you have learned and read them to your partner.



Five horizontal lines for writing, each preceded by a small white heart icon.





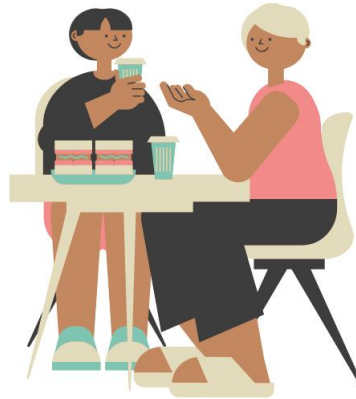
## PART 2....

Read and Practice dialogue

- Memorise the dialogue and work with your partner.

# DIALOGUE!

(S) Hello sir, What can I get you?  
[C] Hello, I would like a coffee please.  
(S) How do you take your coffee?  
[C] I would like two creams and one sugar.  
(S) Would you like anything else with your coffee?  
[C] Umm, Yes I would also like a chocolate dip donut  
(S) Certainly sir, will that be all for today?  
[C] Yes, that's all thanks  
(S) That will be \$2,50 please.



All of the pictures are taken from Canva

## PART 3.... DISCUSSION

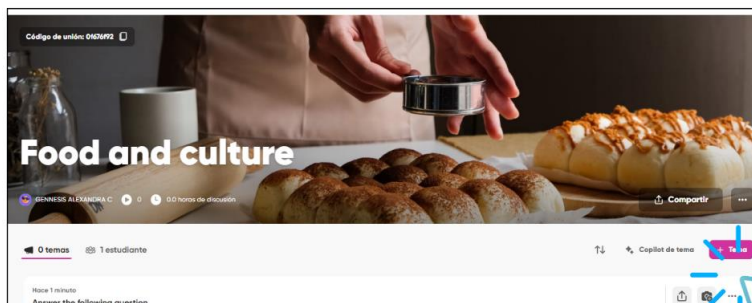
- **Work with a partner. Ask and answer the questions about your country**

**What is the most popular food?**  
**What kind of food do people eat at home?**



## USE

- **Click on the link. Complete the activity**



Flipgrid: <https://flip.com/3d0ac859>





# RUBRICS

UNIT 1  
UNIT 2  
UNIT 3  
UNIT 4



BY:GENNESIS CASTRO

# Speaking Assessment Rubric

Each category is rated on a scale of 0,5 to 5 points, where 0 represents poor performance and 5 represents outstanding performance.

## Rubric: Speaking Assessment Rubric

POINTS	CONTENT	CLARITY	FLUENCY	EYE CONTACT	GESTURES AND BODY LANGUAGE
0,5	Content is incoherent and does not relate to the topic.	Presentation is incomprehensible and confusing.	Presentation is choppy and lacks fluency.	No eye contact is maintained at all.	Gestures are inappropriate or distract from the presentation.
1-2	Content is limited and unclear; lack of organisation	The presentation is difficult to understand due to unclear pronunciation and articulation.	Presentation is very choppy and hinders comprehension.	Eye contact is minimal and ineffective.	Gestures are limited or unnatural.
3	Content is adequate but could be more complete or organised.	The presentation is understandable for the most part, but some aspects are unclear.	Presentation is relatively smooth, but is occasionally interrupted.	Eye contact is maintained intermittently.	Gestures are appropriate but could be more expressive.
4	Content is solid and well organised.	Presentation is clear and easy to understand for the most part.	Presentation flows smoothly with only minor interruptions.	Good eye contact is maintained with the audience.	Gestures are appropriate and expressive.
5	Content is exceptionally clear, complete and well structured.	The presentation is exceptionally clear and articulate; it is easily understood.	Presentation is exceptionally smooth and continuous with no noticeable interruptions.	Eye contact is constant and effective, establishing a connection with the audience.	Gestures are highly effective, enhancing the presentation.

Elaborated by: Genesis Castro



# Writing Assessment Rubric

Rubric: Writing Assessment Rubric

POINTS	CONTENT	ORGANISATION	COHERENCE AND COHESION	VOCABULARY AND GRAMMAR	STYLE AND CLARITY
0,5	Content is unrelated to the topic or incomprehensible.	The work lacks any discernible organisation.	The text lacks any coherence or cohesion.	The work is riddled with grammatical errors and uses inappropriate language.	Style and clarity are unacceptable, and the text is incomprehensible.
1-2	Content is insufficient and shows limited understanding of the topic. Lack of details and examples.	Organisation is poor, making the text difficult to follow.	Lack of coherence and cohesion makes the text difficult to understand.	Vocabulary use is poor and serious grammatical errors hamper comprehension.	Style is poor and lack of clarity seriously hampers understanding.
3	Content is limited and needs further development. Some details may be inaccurate or irrelevant.	Organisation is confusing in places, making the text difficult to understand.	The text has some noticeable disconnects and needs improvement in cohesion.	The text has limited vocabulary and frequent grammatical errors which affect comprehension.	Style and clarity are poor in places, making comprehension difficult.
4	Content is adequate and relevant for the most part, but could benefit from more detail or examples.	The organisation is adequate, but could be improved with a clearer structure or smoother transitions.	The text is coherent for the most part, but some transitions could be smoother.	Vocabulary is adequate, but could be enriched with more precise words. Some minor grammatical errors are present.	Style is adequate, but could be more engaging. Clarity is good, but could be improved.
5	Content is complete, relevant and demonstrates a thorough understanding of the topic. Specific details and appropriate examples are included.	The paper is clearly structured and follows a logical sequence. Paragraphs and sections are well organised.	The text shows excellent coherence and cohesion. Ideas are connected in a smooth and logical manner.	The text uses a varied and accurate vocabulary. Grammar is almost perfect, with minimal errors.	The style is clear and engaging, and the writing shows personality. Clarity is exceptional.

Elaborated by: Genesis Castro

# video

Students' name:.....

## Rubric: Video

<b>CRITERIA / RATINGS</b>	<b>4 EXCELLENT</b>	<b>3 GOOD</b>	<b>2 NEED IMPROVEMENT</b>	<b>1 LOW PERFORMANCE</b>
<b>CONTENT</b>	Comprehensively addresses all aspects of the subject with detailed exposition supported by examples.	Solid and detailed knowledge of the topic; understanding is demonstrated.	Basic knowledge of the topic with general information.	Limited knowledge of the topic; lack of detail.
<b>ORIGINALITY</b>	The ideas presented demonstrate significant creativity and ingenuity.	Shows great originality; uses new and inventive ideas.	Some original elements; shows limited creativity.	Lack of originality; not very innovative ideas.
<b>USE OF LANGUAGE</b>	No spelling or grammatical errors are found in the work presented.	Three or fewer spelling or punctuation errors.	Two or three spelling or punctuation errors.	More than three spelling or punctuation errors.
<b>VIDEOGRAPHY- INTEREST</b>	The video includes various shots, sound effects and online tools, enriching its visual content.	Several (3-4) different shots, varied camera angles, sound effects and/or appropriate use of online tools that enrich the visual presentation.	Some different shots and varied camera angles; limited use of visual effects.	Few or no different shots; repetitive camera angles; lack of visual effects.
<b>VIDEOGRAPHY- CLARITY</b>	The overall quality of the video and its approach are of outstanding excellence.	Overall video quality and focus are excellent; presents a clear and coherent message.	Average quality; uneven focus in some parts.	Poor quality and lack of focus.

Retrieved from: <https://ic.cx/fn7PrI>

# Dialogue

## Rubric: Dialogue

<b>CRITERIA / RATINGS</b>	<b>2 EXCELLENT</b>	<b>1.5 GOOD</b>	<b>1 FAIR</b>	<b>0.5 POOR</b>
<b>Written content</b>	The dialogue is exceptionally well-crafted, engaging, and effectively conveys the intended message or emotions.	The dialogue is well-constructed and effectively conveys the intended message or emotions.	The dialogue is somewhat effective but may lack depth, creativity, or clarity.	The dialogue is poorly crafted, lacks engagement, and may not effectively convey the intended message or emotions.
<b>Pronunciation</b>	Pronunciation is clear and most words are understood.	Pronunciation is acceptable, but effort is required to understand some words.	Pronunciation is very poor and hinders understanding of the dialogue.	Pronunciation is incomprehensible and makes it difficult to understand the dialogue.
<b>Fluency</b>	Conversation is exceptionally smooth and continuous without noticeable interruptions.	Conversation is relatively fluent, but is frequently interrupted.	Conversation is extremely choppy and difficult to follow.	Conversation is extremely choppy and lacks fluency.
<b>Volume</b>	Volume is excellent and maintained adequately throughout the dialogue.	Volume is adequate, but some parts are difficult to hear.	Volume is too low and makes it difficult to hear the dialogue.	Volume is inaudible; dialogue cannot be heard.

Elaborated by: Genesis Castro



# ANSWER SHEETS

UNIT 1  
UNIT 2  
UNIT 3  
UNIT 4



BY: GENNESIS CASTRO

## Answer Sheets

### Unit - Seesaw

#### ACTIVITY 1 /PART 1

- 1.- Coastal
- 2.- Conservation
- 3.-Habitat
- 4.- Adapt
- 5.-Exploit

#### ACTIVITY 2 /PART 1

- 1.A single tree can absorb approximately 48 pounds (22 kilograms) of carbon dioxide (CO<sub>2</sub>) per year on average. However, this number can vary depending on the tree species, its age, and environmental conditions.
- 2.The number of trees cut down per year worldwide varies from year to year and depends on a variety of factors, including forestry practices, land-use changes, and demand for wood products.

#### Part 2

Answers will vary.

#### Part 3

- 1.- Conservation
- 2.-Exploit
- 3.-Adapt
- 4.- habitat
- 5.- Waste

#### ACTIVITY 3

- 1.- Cold
- 2.-Snow
- 3.- Mountain
- 4.- Winter

#### Part 1

- 1.- (b)
- 2.- (e)
- 3.- (a)
- 4.- (f)
- 5.- (c)
- 6.- (d)

A)

#### Part 2

- 1.- flowers
- 2.-sky
- 3.-trees
- 4.-wind

B)

- 1.- sunny
- 2.-cloud
- 3.-rainy



**Part 3**

Answers will vary.

**Unit 2- ClassDojo**

**ACTIVITY 1**

**Part 1/2**

Answers will vary.

**Part 3**

My lifestyle is.....

**ACTIVITY 2**

Answers will vary.

**Part 1**

- football
- biclismo
- basketball
- tennis

**Part 2/3**

Answers will vary.

**ACTIVITY 3**

**Part 1**

- 1.- Directions:West / North /South /East
- 2.- Countries: Turkey/ Tunisia/ Italy / Spain / Holand
- 3.- Regions: Asia / Australia / Amaeria / Europe
- 4.- Capital cities: Riyadh / Ankara/ Paris / Madrid /Moscow/ London

**Part 2**

- 1.- Scuca diver - photographs
- 2.-Bright - animal
- 3.- shark- dangerous

**Part 2**

Answers will vary.

**Unit 3 - Edpuzzle**

### ACTIVITY 1

#### Part 1

Answers will vary.

### ACTIVITY 2

#### Part 1

- 1.- Virus
- 2.-Small
- 3.- bad
- 4.-cough
- 5.-soap
- 6.-video chat
- 7.-messages

### ACTIVITY 3

#### Part 1

- 1.- La Gioconda / Leonardo Da Vinci
- 2.-La noche estrellada/ Vicent Van Gogh
- 3.-El nacimiento de Venus / Sandro Botticelli
- 4.-La ultima cena /Leonardo Da Vinci

#### Part 2/3

Answers will vary.

## Unit 4 - Flipgrid

### ACTIVITY 1

- 1.-Isaac Newton
- 2.-Platon
- 3.-Justin Bieber
- 4.-Angeline Jolie

#### Part 1

- 1.- act: actor      art: artist
- 2.-dance:dancer    garden:gardener

#### Part 2/3

Answers will vary.

### ACTIVITY 2

#### Part 1

- Continue:Stop
- Sweet:Bitter
- Wait;Impatient
- Alone;Acxompaied
- Know:Unknown
- Look :Ignore
- Whispered :Shouted
- Perfect : Ugly

### Part 2

- Follow
- well /sweet
- waiting
- just
- knowing
- barefoot/ favourite
- looked / whispered
- perfect
- anyone

### Part 3

- 1.- Maluma
- 2.- Camilo Sesto
- 3.- Mon Laferte
- 4.- Mychael Jackson
- 5.- Peso Pluma
- 6.- Romeo Santos

### ACTIVITY 3

FOOD AND CULTURE

*	*	*	*	E	L	P	A	*
*	*	*	*	*	*	S	E	*
*	*	*	*	*	G	S	*	*
B	*	*	*	G	E	*	C	*
*	U	*	E	E	H	*	H	B
B	*	T	H	*	S	*	I	R
*	E	C	T	*	I	*	C	E
*	*	A	*	E	F	*	K	A
*	*	*	N	*	R	*	E	D
*	*	*	*	S	*	*	N	*

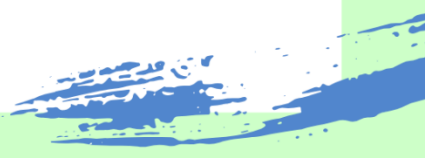
FISH, BEANS, CHEESE, CHICKEN, APPLE, EGGS, BUTTER, BREAD, PIZZA

### Part 1/2

Answers will vary.

### Part 3

The most popular food is.....



## CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

Chapter V presents the conclusions and recommendations derived from this thesis study. These conclusions and recommendations are based on the research objectives, both general and specific.

### Conclusions

- The use of resources available online has proven to be an effective tool for English teachers, specially, in aspects like time management to assess material and correct students' work. These resources have been investigated and applied in the final proposal of this study. In addition, it has been observed that the use of online tools based on communicative language teaching can contribute significantly to improving students' speaking skills.
- In the initial phase of this study, difficulties in the acquisition of oral skills by learners were identified. In addition, it was determined that both teachers and learners needed to become familiar with online tools that support communicative language teaching. Teachers of English can benefit significantly from integrating online tools into their pedagogical approach to support the acquisition of speaking skills in English. This results in a reduction of the time required for correction and optimization of the resources and materials used in teaching
- As a consequence of these considerations, a comprehensive guide has been developed that brings together a wide range of online tools. This guide has been structured in stages including presentation, practice and use, providing detailed information on each of them. It is expected that this guide will have a significantly positive impact on strengthening students' speaking skills, as indicated by the results obtained in the study.

## **Recommendations**

- Incorporate the online tool within the existing curriculum, ensuring that it is effectively synchronized with the scheduled lessons and activities, this will ensure that the use of the tool is relevant and fits naturally into the learning process.
- Define precise learning objectives related to speaking that learner should achieve through the use of the online tool, these objectives should be measurable and result-oriented to provide clear direction in the learning process.
- Motivate learners to incorporate regular use of the online tool as an integral part of their speaking practice routine. Consistent practice is key to the development of strong speaking skills, so the more they practice, the more their competence in this fundamental aspect of the language will improve.

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## ANNEXES

### Instruments Validation

(Appendix 1)



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 06 de Junio del 2023

Magister

MSc. José Obando

Docente UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar la Encuesta y Entrevista de Investigación del Informe final de trabajo de integración curricular, modalidad de proyecto de investigación "Online Tools Based on Communicative Language Teaching to Improve Speaking Skills in Junior Students at U. E. Ana Luisa Leoro, Academic Period 2022-2023" Previo a la obtención del título de Licenciada en Pedagogía de Idiomas Nacionales y extranjeros mención inglesa. Para lo cual, se dignará encontrar adjunto la encuesta, entrevista y los instrumentos de validación.

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

Atentamente,

Genesis Alexandra Castro Erazo

Estudiante.

C.C: 0450079934



**UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT**

**CUESTIONARIOS**

**PROYECTO:** Online Tools Based on Communicative Language Teaching to Improve Speaking Skills in Junior Students at U. E. Ana Luisa Leoro, Academic Period 2022-2023.

**Objetivo:** Apply Online Tools Based on Communicative Language Teaching to Improve Speaking Skills in Junior Students at U. E. Ana Luisa Leoro, Academic Period 2022-2023.

Incluir cuestionarios aquí

<b>Fecha de envío para la evaluación del experto:</b>	05/06/2023
<b>Fecha de revisión del experto:</b>	06/06/2023

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.

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

Observaciones:

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	/			
2	/			
3	/			
4	/			
5	/			
6	/			
7	/			
8	/			
9	/			
10	/			



MSc. José Obando

Firma del Evaluador

C.C.: 1001512043

Apellidos y nombres completos	Genesis Alexandra Castro Erazo
Título académico	Licenciada en Pedagogía de los Idiomas Nacionales y extranjeros mención Inglés.
Institución de Educación Superior	UNIVERSIDAD TÉCNICA DEL NORTE
Correo electrónico	<a href="mailto:gacastroe@utn.edu.ec">gacastroe@utn.edu.ec</a>
Teléfono	0985238498



## Institute authorization

(Appendix 2)

REPÚBLICA DEL ECUADOR



### UNIVERSIDAD TÉCNICA DEL NORTE

Acreditada Resolución Nro. 173-SE-33-CACES-2020

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

DECANATO



Oficio nro. UTN-FECYT-D-2023-0077-O  
Ibarra, 19 de mayo de 2023

**ASUNTO: TRABAJO DE INTEGRACIÓN CURRICULAR SRTA. GÉNNESIS ALEXANDRA CASTRO ERAZO**

**Magíster  
Milton Merlo  
RECTOR  
UNIDAD EDUCATIVA ANA LUISA LEORO  
Ibarra**

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.

Por medio del presente me dirijo a usted con el fin de solicitar de la manera más comedida, autorice que, se brinde las facilidades del caso, para que la señorita GÉNNESIS ALEXANDRA CASTRO ERAZO, portadora de la cédula de ciudadanía 0450079934, estudiante de la carrera de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, obtenga información y aplique los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular con el tema: "ONLINE TOOLS BASED ON COMMUNICATIVE LANGUAGE TEACHING TO IMPROVE SPEAKING SKILLS IN JUNIOR STUDENTS AT U.E. ANA LUISA LEORO, ACADEMIC PERIOD 2022-2023"

Por la favorable atención le agradezco.

Atentamente,  
**CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO**

JOSE  
LUCIANO  
REVELO RUIZ  
Firmado digitalmente  
por JOSE LUCIANO  
REVELO RUIZ  
Fecha: 2023.05.19  
11:51:57 -05'00'

MSc. José Revelo Ruiz  
**DECANO**  
CC: 1002072179  
Celular: 0993944457  
Correo Electrónico: jlrevelo@utn.edu.ec



JRR/M. Báez.

Milton Merlo  
2  
08/06/2023



## Vice director's interview

(Appendix 3)

 <p style="text-align: center;"><b>UNIVERSIDAD TÉCNICA DEL NORTE</b> <b>FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA</b> <b>PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS-</b> <b>INGLÉS</b></p> 
<b>GRADUATION WORK</b> Online Tools Based on Communicative Language Teaching to Improve Speaking Skills in Junior Students at U. E. Ana Luisa Leoro, Academic Period 2022-2023.
<b>Posición: Vicerrector</b>
<b>Objetivo:</b> El objetivo de esta entrevista es recopilar información sobre el rendimiento académico, conocimientos, habilidades y experiencias de los estudiantes de segundo de bachillerato en la U. E. Ana Luisa Leoro, Periodo Académico 2022-2023.
<b>Cuestionario</b> <b>Pregunta 1:</b> ¿Cuáles son los principales obstáculos y dificultades en el desarrollo del currículo de inglés y cuáles podrían ser las posibles soluciones para abordar estos desafíos? La limitada disponibilidad de recursos tecnológicos y el insuficiente uso de aplicaciones constituyen un reto de considerable magnitud en la implementación del currículo, especialmente en el desarrollo de las cuatro habilidades lingüísticas: expresión oral, comprensión lectora, comprensión auditiva y expresión escrita. <b>Pregunta 2:</b> En su opinión, ¿cree que la institución dispone de los recursos y materiales innovadores necesarios para llevar a cabo y desarrollar el currículo del inglés establecido por el Ministerio de Educación? En esta institución, los docentes se enfocan principalmente en el uso de textos como recurso clave para la enseñanza del inglés. Además, implementan talleres y utilizan revistas, entre otros métodos metodológicos. Sin embargo, considero que existe una falta de conexión con la amplia gama de recursos disponibles que podrían enriquecer la implementación del currículo de inglés establecido por el Ministerio de Educación. Es fundamental explorar y aprovechar estos recursos adicionales para mejorar la efectividad de la enseñanza y aprendizaje del idioma inglés. <b>Pregunta 3:</b>

Basado en su experiencia, ¿considera que realizar actividades con ayuda de herramientas en línea para mejorar de expresión oral puede reducir el estrés, ansiedad o nerviosismo de los estudiantes durante las pruebas o exámenes?

Sí, en general, en nuestra institución, el estereotipo de los profesores es algo introvertido y tienen pocas oportunidades de aplicar técnicas de participación activa, como los foros. Esto es evidente cuando se les pide que expongan delante de la clase. Sin embargo, considero que las herramientas online son de gran ayuda para potenciar la expresión oral, he observado que estas herramientas permiten practicar la pronunciación y la expresión oral, así como evaluar la comprensión auditiva de los alumnos, lo que favorece el desarrollo de las competencias lingüísticas.

**Pregunta 4:**

¿Considera usted que es necesario utilizar herramientas en línea para facilitar el desarrollo de las habilidades de producción oral en el aprendizaje de una lengua extranjera?

Sí, la falta de acceso a los recursos tecnológicos y la escasa integración de las aplicaciones educativas en el proceso de enseñanza y aprendizaje suponen un reto importante en el desarrollo del currículo, especialmente en lo que se refiere a la práctica efectiva de las cuatro destrezas lingüísticas: expresión oral, comprensión lectora, comprensión auditiva y expresión escrita. El uso de la tecnología contribuye significativamente a potenciar los sentidos del alumno, siendo el vídeo una herramienta especialmente poderosa para despertar el interés y la motivación del alumno.

**Pregunta 5:**

¿Considera que la implementación de herramientas en línea en la enseñanza comunicativa de lenguas puede contribuir a la reducción de materiales físicos utilizados en el proceso educativo?

Sí, considero que la implementación de herramientas online en la enseñanza comunicativa de idiomas puede contribuir significativamente a la reducción de materiales físicos utilizados en el proceso educativo. Al integrar estas herramientas en el aula, los educadores pueden disminuir la dependencia de materiales físicos tradicionales, como libros de texto y hojas de trabajo, y optar por recursos digitales que ofrecen mayor flexibilidad, actualización y personalización.

**Pregunta 6:**

En su posición como representante de la institución, ¿Estaría dispuesto a promover la implementación de una guía que incluya una variedad de herramientas en línea para mejorar la producción oral de inglés?



Creo que es fundamental no sólo incorporar la tecnología en el aula sino también buscar la manera de optimizar una variedad de aplicaciones y recursos disponibles en Internet, teniendo en cuenta la adecuación a las diferentes edades de los alumnos. Es importante asegurarse de que las herramientas utilizadas están adecuadamente diseñadas para los niveles educativos elementales.

Gracias



## English Area Coordinator's interview

(Appendix 4)

	<p><b>UNIVERSIDAD TÉCNICA DEL NORTE</b> <b>FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA</b> <b>PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS- INGLÉS</b></p> 
<p><b>GRADUATION WORK</b></p> <p>Online Tools Based on Communicative Language Teaching to Improve Speaking Skills in Junior Students at U. E. Ana Luisa Leoro, Academic Period 2022-2023.</p>	
<p><b>English Area Coordinator's</b></p>	
<p><b>Objective:</b> The aim of this interview is to identify the professional development needs of teachers and academic counselling for student welfare based on communicative language teaching in order to improve oral proficiency at U. E. Ana Luisa Leoro, Academic Period 2022-2023.</p>	
<p><b>1.- According to the Ministry of Education of Ecuador (2019), at the end of the last academic year, students should have a B1 CEFR. Do you think this target is achievable? Why or why not?</b></p> <p>I think that this objective is not achievable. Because students only have three hours a week. Students need more time to understand the concepts, practice, and apply what they have learned. Three hours a week may be insufficient to achieve a thorough mastery of the methodology. In addition, it is important to consider that effective learning is not only based on the amount of time spent but also on the quality of the time invested.</p> <p><b>2.- In the area of English in this institution, how do teachers agree to carry out the process of teaching oral expression?</b></p> <p>English teachers meet once a month to discuss and share different strategies to develop effective speaking activities. These meetings are a valuable space where teachers can exchange ideas, experiences, and resources to improve the teaching of speaking in the classroom. During these meetings, we explore different pedagogical approaches, teaching techniques, and practical activities that encourage the active participation of students and promote the development of their communication skills.</p> <p><b>3.- What are the possible reasons why students find Speaking difficult?</b></p> <p>As we live in a Spanish-speaking country, we are generally not exposed to English in our everyday environment, unless it is during the few school hours dedicated to English. This lack of constant exposure to English can present a challenge to the development of our reading and listening skills. Regular practice of these skills is essential to improve our fluency and comprehension of the language. However, there are several strategies we can use to overcome this limitation.</p>	



**4.- Do teachers use any online tools for communicative language teaching, for oral expression?**

When we were in virtual classes, we could use various virtual tools that benefited us from the English language for learning. We learned new vocabulary such as: songs, videos, stories, and readings in English. In face-to-face classes, we don't have internet in the schools and we don't apply these virtual tools.

**5.- Do you think that the use of online tools for communicative language teaching can help to reduce materials, resources and marking time?**

I think that online tools are very important for learning a new language, in this case, the English language, this offers many activities in the current world in the way we live, that is, we are in the age of technology, and we must take advantage of the best manner.

**6.- Would you consider using a guide that provides a variety of activities to assess your students' speaking using online tools?**



Yes, I would consider it because I like to work with online tools. But in school. We don't have the internet and don't have technological media and this is a big problem in public institutions.

**Thanks**



## English Teacher's interview

(Appendix 5)

 	<p style="text-align: center;"><b>UNIVERSIDAD TÉCNICA DEL NORTE</b> <b>FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA</b> <b>PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS- INGLÉS</b></p>
<b>GRADUATION WORK</b>	
Online Tools Based on Communicative Language Teaching to Improve Speaking Skills in Junior Students at U. E. Ana Luisa Leoro, Academic Period 2022-2023.	
<b>Interviewed:</b> English teacher	
<b>Objective:</b> The aim of this interview is to collect information about students' preferences in relation to online resources and tools based on communicative language teaching to Improve Oral Proficiency in Junior students at U. E. Ana Luisa Leoro, Academic Period 2022-2023.	
<b>1. In relation to the four language skills: oral production, written production, reading comprehension and listening comprehension, which do you consider to be the most challenging skill to develop in the students of the institution you represent?</b> Given the students' level of proficiency in English, I perceive reading to be a considerable challenge, as their comprehension is often limited. Although they make an effort, their comprehension skills are limited and we constantly strive to encourage reading aloud as a means of practicing pronunciation. However, the biggest obstacle lies in the limitations inherent in the resources available, and the pedagogical tools and techniques we can employ to address this difficulty.	
<b>1. Have you noticed any particular difficulty in the development of any of these skills and what do you think may be the cause of this difficulty?</b> The main difficulty lies in the lack of opportunities to practice speaking. They are allowed to speak and express themselves through other means, they are given the possibility to listen and even provided with song lyrics to sing, which also helps them to practice pronunciation. However, when they are required to speak spontaneously, they are confronted with limited vocabulary and experience embarrassment or make mistakes, which makes language production very difficult. In my opinion, this lack of opportunities to practice and the consequent challenge of generating language are crucial factors to consider.	
<b>2. Could you briefly describe your experience in teaching English, and specifically, how you have worked to improve students' conversational skills?</b> My main focus is on improving students' speaking skills. To achieve this, I strive to explain concepts related to their daily activities, the films they watch, the music they like, and the books they read. I provide them with selected excerpts so that they can practice their English	

pronunciation and language production. However, I have noticed that they tend to forget the language easily, which requires me to repeat the lessons frequently, which can become monotonous. As a strategy to cope with this situation, I try to combine teaching with songs, as this allows them to listen and read at the same time, thus generating more interest and participation from the students.

**3. What strategies do you use to motivate students to speak English outside the classroom and develop their confidence in oral communication?**

My main goal is to establish effective communication with students so that they can understand the language tools. I always emphasize the importance of students finding pleasure and enjoyment in using the language, whether it is through music or watching films. I recognize that English is a vital and, at the same time, challenging component for them because of the lack of resources available to practice the language. We lack authentic books, materials, and visual resources to support learning. This scarcity of resources has become a significant constraint for us.

**4. In your teaching practice, do you use any specific technological tools to improve the teaching of language communication?**

I am constantly present with my presenter and the students during the reading sessions. I also provide them with a written printout of the words they are listening to. In addition, on some occasions, I use a projector in the classroom, although unfortunately, the availability of projectors is limited in our school. We do not have a laboratory equipped with technology, so the tool most used by the students is their mobile phones. Taking advantage of this circumstance, I share with them the audio corresponding to the lesson so that they can listen to it on their mobile devices, and afterward, I compliment the activity with a project or, sometimes, with written words.

**5. In your opinion, do you consider that the use of online tools plays a relevant and beneficial role in improving communicative language teaching?**

Yes, and I have done it in other classes in other schools because I have worked in 11 different schools. Here it's a bit difficult because even though you have your internet in this sector, you are not able to get good fidelity from the cables. So, at other times I used podcasts I have used YouTube videos, and also some chat so they could. In another school they have used the Moodle model, but here it's very difficult.

**6. Would you consider using a guide that provides a variety of activities to assess your students' speaking using online tools? activities to assess your students' acquisition of English through online tools?**



It is an excellent idea to implement online tools for students, considering the circumstances I mentioned above. Although I have used videos on some occasions, I have encountered difficulties in their use due to the lack of clarity in the classrooms and the lack of projectors. You may notice that the windows lack curtains, which creates problems with projection. In addition, I have classes with oriental students at one or two o'clock in the afternoon, when the intensity of the sun is very strong, which makes projection even more difficult.

Thanks for your help.



## Students' questionnaire

(Appendix 6)

	<p><b>UNIVERSIDAD TÉCNICA DEL NORTE</b>  <b>FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA</b>  <b>PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS- INGLÉS</b></p>	
<p><b>GRADUATION WORK</b></p>		
<p>Online Tools Based on Communicative Language Teaching to Improve Speaking Skills in Junior Students at U. E. Ana Luisa Leoro, Academic Period 2022-2023.</p>		
<p><b>Objective:</b></p> <p>The objective of this survey is to Identify students' strengths and weaknesses in relation to specific academic skills, such as speaking, problem solving or critical thinking.</p>		
<p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>• Read each question carefully and answer them according to your knowledge.</li> <li>• Be honest with your answers.</li> <li>• This survey is confidential, and it is made with academic purposes only</li> </ul>		
<p>1.- Do you think English is important for your future life?</p> <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>2.- Do you consider that the developing speaking skills in English is fundamental to achieving a strong and competent level in the English language mastery?</p>		

Yes

No

3.- Do you communicate in English with your classmates during English class?

Yes

No

4.- Do you get nervous or stressed when you have to take a speaking test?

never

rarely

sometimes

often

always

5. In your experience as an English language learner, have you used any online tools that have helped you in your language acquisition?

never

rarely

sometimes

often

always

6. In your opinion, do you think that using online tools can be beneficial for improving your English speaking?

Yes

No

7. Would you be willing to use online tools that offer activities to reinforce your English speaking as part of your lessons?

Yes

No

8.- Which of these online tools would you prefer to use to improve speaking skills?

Duolingo

Italki

Cambly

Hello Talk

9.-What oral production activities do you do in English class?

Dialogues

- In-class questions and answers
- Role Play (adopting and playing a character)
- Games (tongue twisters, among others).
- Singing
- Repeating what the audio says

10.-Would you find it useful to have a learning resource that provides detailed information about various online tools available to improve your speaking skills in a specific language, such as English?

Yes

No

Thanks





## Consent form

(Appendix 7)



### UNIVERSIDAD TÉCNICA DEL NORTE

#### FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

#### Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés

### Consentimiento Informado

Acepto participar voluntariamente en esta investigación, conducida por Genesis Alexandra Castro Erazo 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 "Herramientas Online Basadas en la Enseñanza Comunicativa de la Lengua para Mejorar la Competencia Oral en estudiantes de segundo de bachillerato en la U. E. Ana Luisa Leoro, Período Académico 2022-2023. 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.

**Cargo:** Vicerrector

**Nombre del participante:** MSc. Wilson Rigoberto Landazuri R.

**Firma del participante**

**Nombre del investigador :** Genesis Alexandra Castro Erazo

**Firma del investigador**



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**

**Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés**

**Consentimiento Informado**

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**Cargo:** Subcoordinadora

**Nombre del participante:** MSc. Edilma Trujillo

**Nombre del investigador :** Genesis Alexandra Castro Erazo

**Firma del participante**

**Firma del investigador**





**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**

**Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés**

**Consentimiento Informado**

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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.

**Cargo:** Profesor de Inglés

**Nombre del participante:** MSc. Henry Guatemal

**Firma del participante**

**Nombre del investigador :** Gennesis Alexandra Castro Erazo

**Firma del investigador**



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**

**Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés**

**Consentimiento Informado**

Acepto participar voluntariamente en esta investigación, conducida por Gennesis Alexandra Castro Erazo 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 “Herramientas Online Basadas en la Enseñanza Comunicativa de la Lengua para Mejorar la Competencia Oral en estudiantes de segundo de bachillerato en la U. E. Ana Luisa Leoro, Período Académico 2022-2023. 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.

**Cargo:** Estudiante

**Nombre del participante:** Daniela Campaña

**Firma del participante**

**Nombre del investigador :** Gennesis Alexandra Castro Erazo

**Firma del investigador**

## Students' post survey

(Appendix 8)

Survey "Questionnaire" on Microsoft Forms

<https://forms.office.com/r/Hm1ru31mV5>

