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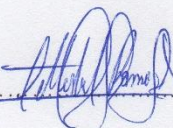| DATOS DE LA OBRA	
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DEDICATIONS

To my spiritual and natural family, for your love and assume my achievements, still the smaller.

Mishel Ramos

To my loving husband, who was always my support with his advice, love, and patience. To my son, who has motivated me to continue and accomplish my goals. To my beloved parents, who gave me words of encouragement under challenging moments also, they inculcated in me the values of respect, responsibility, honesty, and hard work, which have always been part of my academic and personal life. Thanks to all of you.

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ABSTRACT

The following research deals with the virtual teaching material to improve the speaking skills of EGB students, elementary sublevel. This research aimed to enhance speaking skills by using virtual materials with the second-grade students of the Urcuquí High School in the academic period 2021. This research had a mixed approach to collect statistical data and participants' perceptions. The interviewing of the English teacher integrated the qualitative method. In addition, incorporating the quantitative method applied the surveys aimed at parents. In this way, the causes that the students do not have the level of development of oral production according to the international linguistic standards for the English language determined. Therefore, through these instruments, the websites used by the teacher were identified to increase the students' oral production. The results obtained concluded that, according to data provided by the representatives, students have a passive participation in English classes and few virtual resources as factors that affect oral production. Based on the analysis of this information, the teacher can find virtual teaching material on different websites in the guide proposed. The same ones will allow to carry out class lessons to improve the students' oral production more interactively. Moreover, students have step-by-step online activities with topics according to their level of English.

Keywords: oral production, students, teachers, virtual materials, Gamification, B-learning

RESUMEN

La siguiente investigación trata sobre material de enseñanza virtual para mejorar la destreza del speaking de los estudiantes de EGB, subnivel elemental. El objetivo de esta investigación fue reforzar la destreza del speaking a través del uso de materiales virtuales con los estudiantes de segundo grado de la Unidad Educativa Urcuquí en el periodo académico 2021. Esta investigación tuvo un enfoque mixto, con la finalidad de recolectar datos estadísticos y percepciones de los participantes. Se integró el método cualitativo entrevistando al docente de inglés. Además, se aplicó encuestas dirigidas a los padres de familia incorporando así el método cuantitativo. De esta manera, se buscó determinar las causas para que los estudiantes no tengan el nivel de desarrollo de producción oral según los estándares lingüísticos internacionales para el idioma inglés. Por lo tanto, mediante estos instrumentos se identificó los sitios web utilizados por el docente para aumentar la producción oral de los estudiantes. Los resultados obtenidos concluyeron que, según datos provistos por los representantes, los estudiantes tienen una participación pasiva en las clases inglés y, pocos recursos virtuales como factores que afectan la producción oral. En base al análisis de esta información, se propuso una guía en la cual el docente puede encontrar material de enseñanza virtual en distintos sitios web. Los mismos que le permitirán realizar lecciones de clase para mejorar la producción oral de los estudiantes de una manera más interactiva. Por otra parte, los estudiantes tienen actividades en línea paso a paso con temas acordes a su nivel de inglés.

Palabras claves: producción oral, estudiantes, docentes, materiales virtuales, Gamificación, B-learning.

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ACRONYMS

CEFR: Common European Framework of Reference for Languages

L2: Second Language

ESL: English as a Second Language

TOEFL: Test of English as a Foreign Language

VTM: Virtual Teaching Materials

PPP: Presentation, Practice, Production

EGB: Educación General Básica

INTRODUCTION

English has become the fundamental language for national and international communication in recent decades. In other words, the English language is considered a global language. Many people often call English the international language because international trade expands every year, bringing new countries into contact.

The English language also opens doors to the academic world. Ministerial Agreement No. 041-14 Art.1 established the teaching of English as compulsory and was implemented as of the 2016-2017 school year in the Sierra regime and 2017-2018 in the Costa regime. Thus, all educational institutions from the second grade of General Basic Education (EGB) to the third grade of General Unified High School (BGU) (notimérica, 2016). Nevertheless, in 2020 Ecuador was placed in position number 81 of 100 countries evaluated, considered "Very Low" level of English, obtaining a qualification of 46.57 equivalent to an A1 level according to the Common European Framework (Verbrachte, 2020). In other words, despite government efforts to promote the intervention of the English language in Ecuadorians, there is still a low level.

Moreover, the COVID-19 pandemic, which affected the whole world, had an impact on education. Ecuador, also a country affected by the pandemic, has had a radical change in teaching, becoming a virtual modality that produces a series of problems in student learning, especially in the speaking skill considering a low level in the orality of the students. In addition, the loss of teacher-student interaction as essential agents in the teaching and learning process. Executive Decree No. 1017 entered into force, declaring a state of exception due to public calamity throughout the national territory. Therefore, face-to-face classes were suspended in all educational institutions.

This research work concentrates on English language teaching and learning and focuses on speaking skills. Because this ability is considered a difficulty in the academic context, the 2nd-grade students of the Urcuquí High School were participants to support this research. Therefore, this project analyzes the causes that make communication difficult for students in English and suggests solutions that can overcome difficulties and help the teacher incorporate virtual tools into their teaching that promote and improve the development of orality in students.

Chapter I contains the different theories, teaching methods, and approaches. The same will support this project and give it more credibility.

Chapter II presents the type of research, the methods used to collect the necessary information, also the analysis of the instruments used to identify the problem.

Chapter III contains the analysis and interpretation of the survey results to the parents and the interview with the English teacher of the Urcuquí High School through statistical graphs.

Chapter IV proposes a didactic guide denominate B-learning and Gamification Strategies for oral production in 2nd grade. This didactic guide focused on improving student production through virtual tools that facilitate the teaching and learning of the principal agents such as students and teachers.

Finally, **conclusions** and **recommendations** are obtained from the analysis of the results and other references to implement a solution through a proposal.

Problem

English is one of the most widely spoken languages, with 1.35 billion native and non-native speakers worldwide (Qin, 2021). Many countries have increased their English level, mainly in the European Union, Asia, and Latin America, but Ecuador is not part of these countries (Danielsson, 2020). Based on the EF Standard English Test results, Ecuador scored 411 points, obtaining one of the worst English levels in South America (Tierra de nadie, 2020).

According to EF Standard English Index, in 2014, Ecuador ranked 35th with an average level of English. Five years later, ranked 81st out of 100 countries, with deficient English language skills (Verbrachte, 2020). The last year, Ecuador ranked 93rd according to the EF Standard English Test, and nowadays, this problem continues to affect the region. English Ecuadorian Educators from different institutions mention that these results are not a surprise since traditional methods for teaching grammar and the lack of contextualized instructional material, such as books, promote a stressful environment that inhibits the oral production of the L2 learners (Universo, 2020).

Within the educational system, several factors are related to the fact that 2nd-grade students do not develop oral production skills in the virtual learning system. According to Universo (2020), this is due to the following reasons: First, the number of English class hours established by the Ecuadorian curriculum, this problem was aggravated by the national health emergency, so teachers and students have changed face-to-face learning for online classes nationwide (El Tiempo, 2020). Second, the lack of training programs focused on current methodologies and technologies. The implementation of virtual modality revealed that teachers are unfamiliar with virtual teaching strategies and have little knowledge about using virtual materials for correct oral production in English. In addition, the use of mother tongue to communicate with the students in the class. Therefore, teachers teach through the mother tongue to have easy-going communication—finally, the poor attention of the students when receiving a lesson. Students lost interest due to the poor use of instructional material as teaching aids that promote and facilitate L2 oral production.

The study was accomplished at the "Urcuqui" High School in the Imbabura province, specifically in the 2nd grade of General Basic Education. In this institution, the problem of reduced communication, described by parents and teachers, evidences the lack of a participatory attitude towards English classes. Therefore, it has affected the development of their English skills, especially in speaking, and has hindered the teaching process. Moreover, technology was a fundamental part of obtaining the theoretical background and conducting the survey and interview to elaborate this thesis.

As noted above, the teacher faces some problems in the virtual teaching process that affect the learners' oral production of the L2. As a result, it is necessary to pose the following questions:

- What virtual materials does the teacher employ to teach English in the 2nd grade of the Urcuquí High School?
- How does the use of virtual materials influence students' academic performance and oral production?

2

Justification

Amid an updated society, it is relevant to know how technology can be a helpful tool for teachers who impart their knowledge daily with students. This research identifies virtual materials needed to improve teaching by implementing strategies based on the management of modern technology-friendly methods and approaches such as Gamification and B-learning as a dynamic alternative in virtual education to strengthen the speaking skills of 2nd-grade students.

On the other hand, this research has local, regional, and national importance. Locally, since it is the first time that Urcuquí High School has used the virtual teaching modality, the students can learn new strategies mixed with technology to learn English as a second language differently and strikingly. In addition, the educational institution gains a degree of confidence over other institutions by having modern and updated ways of learning English more creatively.

This research supports some direct beneficiaries. On the one hand, the English teacher learned modern methods and approaches for implementing new virtual didactic material as tools to improve the learning of 2nd-grade students. On the other hand, students because these strategies mitigate some difficulties in their oral production, which is a fundamental part of learning the target language; additionally, using these virtual didactic materials increased their confidence to improve their participation in class and interaction with the teacher.

Moreover, educational institutions are indirect beneficiaries because they will see an increase in the academic performance of their students. In addition, it demonstrates that the Urcuqui High School has professionals trained to teach the foreign language. Secondly, parents who realize how their children acquire adequate English knowledge to complete the second grade and facilitate learning this productive skill in the following levels of study. Finally, the community of Urcuquí has benefited indirectly because it has obtained adequate virtual teaching material for the oral production of the second language. In this way, the community will have discerning, bilingual, and purposeful people.

This project is of interest because it faces the current need of teachers and students to learn about technological areas related to education. While it is true that society dominates the use of the internet, there are many free, dynamic, and attractive educational resources to facilitate the teaching and learning of the target language. These are the ones presented in this project. Therefore, by applying these strategies, the teachers will promote creativity and innovation to maintain good academic performance and remove the lack of communication created by distance education.

This research is feasible because this research describes virtual resources accessible to any teacher with an internet connection and a laptop or computer. In addition, the proposed material is not difficult to use; that is, the material used as strategies is designed for individual use. The teacher can work alone in the virtual classrooms and adapt them according to the subject matter of the class. Thus, the virtual materials provided are free and easy to handle for everyone depending on the teachers' little time due to all their work.

Teaching English using virtual tools has social, academic, and technological impacts for L2 learners and teachers.

Social impact

As one of the most widely spoken languages (Qin, 2021), English eliminates language barriers and allows interaction with other cultures. In other words, the student can communicate and maintain a dialogue using the second language.

Academic impact

Through virtual tools, the teacher creates a more welcoming and meaningful class. On the other hand, the students can learn with facility and self-evaluate their progress in each class.

The Technological impact

This project encourages the use of the different websites and platforms for teaching and learning English, thus making educational use of internet connections in 86,1% of Ecuadorian homes (Camana, 2021).

Objectives

General objective

- Enhance speaking skills by using virtual teaching materials of 2nd-grade students of the Urcuquí High School in the academic period 2021.

Specific objectives

- To diagnose the virtual teaching materials used by teachers to strengthen speaking skills of 2nd-grade students of the Urcuquí High School in the academic period 2021.
- To establish conclusions and recommendations according to the results obtained to improve speaking skills.
- To design a guide of virtual teaching materials that teachers can use as a guide in their teaching.

CHAPTER I

THEORETICAL FRAMEWORK

This chapter aims to review the theoretical background supporting this project and explore the theories, methods, approaches to teaching, and various topics related to virtuality and its contribution to the development of oral production.

1.1   Teaching theories

Since the abrogation of Ministerial Agreement N° 306-11 to give space to a formal curriculum, books, and working hours of ESL learning, human talent for teaching English at the lower levels of education is growing (Espinosa, 2014). Based on this information, teaching theories are essential parts of Ecuador's teaching and learning process. According to Kerlinger (1973), a teaching theory is a set of interrelated constructs, definitions, and prepositions that present a systematic view of teaching by specifying relations among variables to explain and predict (p.9). In this way, it is necessary to know some relevant teaching theories:

1.1.1   Constructivism

Constructivism's perspectives emphasize meaning-making and the learner's active role. These are elements that make the theory attractive to educators. On the other hand, it emphasizes the purpose of the student's prior knowledge (Jones & Brader, 2002). The student builds and constructs his knowledge based on experience, convictions, and cultural baggage. As a result, the theory of constructivism determines that people create their knowledge according to their subjective vision, cognitive constructivism, or through socialization among human beings (social constructivism) (Brau, 2018). Therefore, the student has a prominent role in the learning acquiring process in class without discarding that mediation and interaction with others facilitate this process.

According to Amineh & Davatgari (2015), constructivism is based on action-oriented and cooperative learning and creative classroom work. Even so, online education outlines a new context to interact between teacher and learner. The teacher must avoid being disconnected from the learner's objectives and monitor them synchronously and asynchronously using technological devices (Romiszowski & de Haas, 1989). In addition, learners use technology as a resource to communicate, collaborate and reinforce their knowledge with others (Tam, 2000). The teacher creates activities that promote self-learning. Thus, the student creates cognitive structures through the environment. Therefore, the students must modify and adapt according to the demands of their surroundings. Consequently, the student must be responsible for his learning.

1.1.2   Cognitivism

According to Buell (2004), cognitive theories are based on mental constructs in the learner's mind. Then, the learning process through these symbolic representations engages the students' memory.

Mohammad et.al. (2018) mentioned that The term "cognition" refers to a process of memorization and elaborating. "Cognitive theories focus on the conceptualization of students'

learning processes as the student received, organized, stored, and retrieved the information" (Ertmer & Newby, 2013, p. 43-71).

Joy Stanborough (2019) explains that there are three primary stages in which humans develop language:
- learning sounds
- learning words
- learning sentences

More specifically:
- We perceive and produce speech sounds.
- We babble, usually with a consonant-then-vowel pattern.
- We speak our first rudimentary words.
- We grow our vocabularies, learning to classify things.
- We build two-word sentences and then increase the complexity of our sentences (p.1).

1.1.3 Connectivism

According to Herlo (2017), connectivism, expressed by Siemens, is that knowledge is created beyond the level of individual human participants and is constantly shifting and changing. "Knowledge in networks is not controlled or created by any formal organization. However, organizations can and should plug into this world of constant information flow, and draw meaning from it" (Bates, 2015, p. 56). This theory is applied in the non-face-to-face modality to develop interactive learning for learners in an online environment (Kultawanich, Koraneekij, & Na-Songkhla, 2015). Face-to-face teaching methods do not have to deal with technology as a mediator of the teaching and learning process; instead, connectivism provides strategies to reinforce the relationship between teacher and student even though they are not in the same place (Kop, 2011). Therefore, connectivism is considered a tool that facilitates the transmission and acquisition of new ideas through a digital resource.

According to Siemens (2006), "Connectivism is focused on the process of forming and creating meaningful networks that may include technology-mediated learning, acknowledges learning that occurs when we dialogue with others" (Strong & Hutchins, 2010)

1.2 Teaching and learning process

1.2.1 Teaching

This word comprises two essential components in education. First, a person who shares information can be experienced or promote skills can be considered teaching. Otherwise, a person who receives this information and incorporates it into his life considers learning. Amidon (1967) defined *teaching* as "an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities" and maintains a relationship within the classroom.

a. How does a teacher teach a foreign language?

The teacher's role in the class is to provide all the tools necessary; therefore, the student can acquire this information. An English teacher should always be in continuous research on

new methodologies that can be useful for teaching. On the other hand, an English teacher is creative. Teachers choose activities according to the needs of their students; therefore, the goal of these activities is to improve the four skills listening, speaking, reading, and writing.

1.2.2   Learning

Learning is the acquisition of knowledge by various means, whether educational or experiential. Sequeira (2012) highlighted that learning is about a change brought about by developing a new skill, understanding a scientific law, and changing attitudes. In other words, learning is acquiring knowledge, ideas, abilities, skills, and values. This learning can be formal, for example, through Educational Institutions.

On the other hand, informal learning is acquired unconsciously. For instance, the child watches his father work in the field. Cafarella and Baumgartner (2007) mentioned: "Learning is a process that brings together cognitive, emotional, and environmental influences and experience for acquiring, enhancing or making changes in one's knowledge, skills, values and worldviews" (Strong & Hutchins, 2010).

a.   How do students learn a foreign language?

Learning a foreign language can be a complex task requiring time, dedication, perseverance, and hard work. Each student has a different learning style. Gardner (1983) mentions a theory about Multiple Intelligences: linguistic, logical-mathematical, spatial, musical, body-kinesthetic, naturalistic, interpersonal, and intrapersonal. His ideas were groundbreaking because he emphasizes that people process information differently. Therefore, the students could learn better if teachers taught their intelligence (Davis, Christodoulou, Seider, & Gardner, 2011).

1.3   Methods & approaches

A method can consider as a set of steps that a person follows to impart ideas, knowledge, or experiences. According to Richards & Rodgers (1986), "a method is theoretically related to an approach, organized by design, and practically realized in procedure." An approach refers to a "theoretically consistent set of teaching procedures that define best practice in language teaching" (Rodgers & Richards, 2001, p. 15). The following chart summarizes the most well-known methods and approaches to teaching and learning.

Table 1

Some characteristic of the most well-know methods and approaches in the learning process

Methods and Approaches	Year	Characteristics
Grammar Translation Method	1840 -1940	• Memorization based on reading and writing skills. • Textbooks
The Audiolingual method	1950	• Learners are viewed as organism that can be directed by skilled training techniques to produce correct responses. • Teacher is central and active also the teacher models the target language. • Recorders and audiovisual equipment
The Natural Method	1977	• Students are expected to participate communication activities with other learners. • The teacher must choose classroom activities and promotes input in the target language. • Realia
Total Physical Response	1980	• Use of commands stimulus-response • Students are monitor and evaluate their own process. • Teacher has the responsibility of providing the best kind of exposure to language. In addition, the teacher presents new material and selects supporting materials for classroom use.
Multiple intelligences	1993	• Students are encouraged to see their goals in these broader terms. • Teachers create activities focus on ability of their students.
Communicative Language Teaching	1960	• Students are negotiators between the self, the learning process, and the object of learning. • Teacher facilities the communication process between all participants in the classroom.
Cooperative Language Learning	1960	• Learner is as a member of a group who must work collaboratively on tasks with other group members. • The teacher must create a highly structured and well-organized learning environment in the classroom, roles and selecting materials and time.
Task-Based Language Teaching	1980	• Based on the use of tasks • The students have the opportunity to notice how language is used in communication. • Teacher is selecting, adapting, or creating the tasks themselves. • Realia, newspapers, television, and internet.
Blended Learning	1990	• Blended learning combines online educational materials and opportunities for interaction online with traditional place-based classroom methods (Lalima & Lata, 2016, pág. 131).
Gamification	2003	• Gamification can also be defined as a set of activities and processes to solve problems by using the characteristics of game elements (Education, 2021)

Own elaboration. Information retrieved from "Approaches and Methods in Language Teaching" by Richards, J., & Rodgers, T.,1986, 1986, *Cambridge, Language Teaching Library.*

1.3.1 Gamification

Within gaming, there are four relevant categories: game-based learning, serious game, simulation, and gamification (Mohamad & Salleh, 2008). Nowadays, this last term has become very present in the virtual educational context, especially in the teaching-learning process.

Kapp (2012) defines *gamification* as a set of game elements that encourage participants to learn by solving real problems and challenges in a specific context, in this case, educational (like passing or failing a level). In addition, "For students, gamification serves the purpose of minimizing negative emotions that they usually encounter in traditional forms of education" (Huang, W. H. Y., & Soman, D.,2013, p. 24). On the other hand, according to Kiryakova, Angelova, & Yordanova (2014), gamification is "an integration of game elements and game thinking in activities that are not games" (p. 2).

A. Strategies

A gamification strategy uses virtual tools that enhance the learner's skills, in combination with game elements, in this case, the speaking skill, to learn a second language. Thus, using gamification tools in virtual platforms for classroom instruction will encourage learners to monitor their learning and increase their oral production. Based on gamification thinking, Fui-Hoon Nah, Zeng, Rajasekhar Telaprolu, Padmanabhuni Ayyappa, & Eschenbrenner (2014) analyze the following strategies:

a. **Obtaining points:** Certain actions are assigned a quantitative value that gradually accumulates. These accumulated points will help the student to continue progressing towards the objectives.

b. **Upgrade levels/Stages:** a certain number of levels/stages may be defined, which the participants must pass to advance to the next one. Advanced skills are not necessary to master the first levels, but the skills required will increase with the participant's progress. The positive feedback participants receive when they pass the levels encourages them to spend more time in contact with is this kind of strategy because these collaborative online environments are not constant in real life (McGonigal, 2010).

c. **Collect badges:** Participants obtain a badge for achieving different objectives as a "collection". In addition, these badges motivate attention and give a sense of accomplishment to the person in the learning process.

d. **Earning prizes and rewards:** These are recognitions that are obtained free of charge when the participant achieves a goal.

e. **Rankings:** Participants are classified according to the points or rewards achieved. The best scores are highlighted in a ranking or list.

f. **Competitions:** It is based on competitions between participants, the prize or points go to the best.

g. **Challenges:** It is valuable to solve or overcome a challenge or an established mission to acquire an award, either individually or as a part of a team.

1.3.2 B-learning

In education, the term B-learning is considered a learning approach. This approach combines classroom learning taught by a teacher and online learning activities. Additionally,

the teacher uses technological means to show their classes and deepen topics through links or online worksheets. Therefore, the student will have the facility to learn better.

According to (Rossett, Douglis, & Frazee, 2003) analyze, "A blend is an integrated strategy for delivering on promises about learning and performance. Blending involves a planned combination of approaches, such as coaching by a supervisor; participation in an online class." In other words, blended learning combines face-to-face learning and virtual tools. This combination permits to improve the teaching and learning process.

A. Strategies

Blended learning is the concept that includes framing the teaching-learning process that incorporates both face-to-face teaching and teaching supported by ICT. Blended learning incorporates direct instruction, indirect instruction, collaborative teaching, individualized computer-assisted learning (Lalima & Lata, 2016, pág. 131).

Lalima & Lata. K (2016) mentioned the following aspects of Blended learning:

1. **Face-to-face teaching:** Blended learning continues to provide communication between students and teachers. In addition, both the teacher and the student can obtain immediate feedback. It can be favorable in the teaching-learning process. (Lalima & Lata, 2016)
2. **Group discussion and brainstorming** - classroom teaching not only provides interaction for students. The activities and strategies also play a significant role. These can help motivate students to keep discussing the topic in context. Moreover, the student can exchange ideas and improve communication ability. Therefore, the learner also develops good listening and speaking skills.
3. **Online assessment**-it can be a transparent, reliable, and objective tool. Also, it permits immediate feedback, a critical factor in learning as it motivates the learner to continue in the preparation process.

The B-learning has a variety of effective models for teachers to incorporate into their classroom-based on the needs of their students, the make-up of their class, or their comfort level with technology. Following are a few examples of these models. (Walker, 2018)

a. **Station rotation:** In this model, teachers divide their students into groups that rotate through learning activity stations on a timed schedule. One possibility of this model is a combination between online learning and working in a group or individually on a task.
b. **Flipped classrooms:** The students are introduced to the material via online instruction outside the classroom. The students then spend their time reviewing, applying and practicing the material that was presented to them at home.
c. **Individual rotation:** The students allow for rotating through stations on their schedules. Teachers assign each student activities based on the students' strengths, weaknesses, and learning goals.

1.4 Virtuality

1.4.1 E-learning

According to Laurillard (2004), "e-learning is defined for our purpose here as the use of any of the new technologies or applications in the service of learning or learner support" (p.1). In the 21st century, "every day we know something new" is a common phrase in society, and education has a new face, technology. In the 1960s, the internet started its boom. Students have had a massive range of options to choose how to study and sometimes have left face-to-face learning in a traditional classroom as the last option.

E-learning instructional material has an attractive role for learners. Unlike traditional material, which usually consists of lectures, writings, project rubrics, guidelines, textbook primers, workbooks, flashcards, and more (Shukla, 2020). The term "e-learning is frequently applied to a wide variety of training and educational programs which are delivered through a network, via the internet, by CD-ROM, by satellite, by personal digital assistants, by wireless devices or through the telephone" (Broadbent, 2013. p. 6). In this way, students are motivated to develop their knowledge with the support of a current tool.

1.4.2 Virtual platforms

The virtual platforms are also called digital platforms with some applications or programs to connect and satisfy needs in a virtual space. Virtual media refer to the technology used for the creation and development of courses or training modules on the Web (Sibal) used more broadly in Web 2.0 communication improving teaching and learning (Didactic, 2013).

a. Zoom

Antonelli in 2020 refers to zoom as a cloud-based video communications app that enables virtual video and audio conferencing, webinars, live chats, screen-sharing, and other collaborative capabilities. In addition, the host can create discussion rooms, and participants can record their video and share screen. This platform is accessible to use and an excellent alternative for virtual teaching.

b. Google meets

According to Tilman (2021), many people frequently use chat and virtual meeting services, especially for increased work and study at home. Google has its tools called Google Meet and Google Chat. Google Meet focuses on making joining meetings easy through video conferencing. Based on the above information, Google meet can be considered a good option due to its accessibility and some advantages of this application. Simon (2021) mentions some benefits: free of charge for all Google users and supports up to 100 participants; besides, the time limit for free users is 60 minutes, which caps its free version to a 40-minute meeting.

c. Microsoft Teams

Microsoft Teams is a persistent chat-based collaboration platform complete with document sharing and online meetings. Microsoft Teams is a cloud-based team collaboration software part of the Microsoft 365 and Office 365 suite of applications. The core capabilities in

Microsoft Teams include business messaging, calling, video meetings, and file sharing (O'Neill, 2018). Currently, this platform is used by Educational Institutions and mainly by teachers as a virtual tool to teach their subjects.

1.4.3 Virtual tools

1.4.4 Instructional material

Teaching materials stimulate student learning. In addition, the teacher can better explain new concepts and achieve student understanding with clarity. In other words, the didactic materials contribute, but the fundamental role is the teacher's in the classroom (Kadzera, 2006). The activities proposed in the guide are created on websites such as live worksheets, top worksheets, class dojo, nearpod, puzzles, and games to learn English. These are helpful tools that teachers can easily create material for their classrooms.

1.4.5 Presenting classes

Within the online resources, there are a wide variety of websites that facilitate the presentation of virtual classes, for example:

a. Canva

Launched in 2013, Canva is an online design and publishing tool (Canva, s.f.). This website offers thousands of free images, fonts, and videos to teachers who can apply these resources to any subject and topic. Through their more than 5000 templates, this tool facilitates the creation of eye-catching material.

This virtual tool has the following features:

☑ Online connection is required

☑ No PC installation is required

☑ Free of charge

b. Genial.ly

Genial.ly is a software that allows teachers to create interactive and animated content (Genial.ly, s.f.). This tool presents an easy way to innovate from traditional presentations to interactive lessons in simple steps, providing various virtual resources such as images, templates, microsites, and others, which provide interactive effects and animations (RecursosTIC, s.f). In this way, the visual and interactive content facilitates the learners' attention and facilitates de interaction between the participants of the virtual classrooms.

This virtual tool has the following features:

☑ Online connection is required

☑ No PC installation is required

☑ Free of charge

On the other hand, the proposed guide consists of 8 units with three phases: Presentation Practice and Production (PPP) with different activities focused on Gamification and B-learning strategies. The implementation of these phases aims to order the activities and go step by step in teaching and achieve student participation and oral production with better students' fluency. Below are some characteristics of the implementation of the PPP model in the teaching of L2.

Table 2

Characteristics of the PPP model

Model (PPP) in Foreign Language Teaching	
Phases	**Characteristics**
Presentation	– The teacher highly controls the teaching/learning process. – The teacher could use text, audio, or visual media to present the class.
Practice	– This phase reflects a high level of teacher control in the sense that he/she checks his/her students' correct understanding of the items presented in the first stage. – These activities aim to achieve accuracy of forms so that fluency can be later achieved in production activities.
Production	– This phase aims at increasing fluency in linguistic use, precisely through "autonomous and more creative activities." – The kind of activities in the production stage may imply discussions, debates, role-plays, problem-solving activities, opinions, and information gaps.

Retrieved from: "A critical review of the Presentation Practice-Production Model (PPP) in Foreign Language Teaching" by Criado, R., 2013, *In R. Monroy (Ed.), Homenaje a Francisco Gutiérrez Díez* (p.99-100).

1.5   Second language acquisition

"Second language acquisition or SLA is the process of learning other languages in addition to the native language" (Hoque, 2017, p. 1). The following valuable theories and approaches explain how a second language is acquired:

a) Constructivism
b) Innatism cognitive approach
c) Humanism
d) Social-cultural approach

Based on psychological research, there are individual differences in acquiring a second language. There is the trilogy of mind in the study of the science of behavior and mind. Dörnyei & Ryan (2015) detail that this theory makes a distinction between three mental functions that influence the learning process of L2 learners:

a) Cognition

b) Motivation

c) Affect (or motions)

It is essential to recognize that students in the digital era need to be guided and motivated to accomplish a challenge. Motivation establishes a new relationship to the opportunity of an increase in a personal, educational, or professional area. When the second language acquisition is realized, the l2 learner expects to receive a benefit or recognition from this effort, but this is not the outcome; it is improbable that students will develop an intrinsic motivation to learn a new language. In other words, the need grows because of the opportunity it will eventually generate. Thus, this panorama shows how essential to implement new theories and approaches that engage learners and motivate them to self-education.

1.5.1 English as a second language

Norquist (2019) defines ESL as a "traditional term for the use or study of the English language by non-native speakers in an English-speaking environment (it is also known as English for speakers of other languages.)" (p. 1). L2 learners improve receptive and productive skills through exposure to contextualized conversations about their experiences (Board, 2017). In addition, there are other indispensable activity resources for second language development, such as "reading newspapers and magazines along with watching movies and listening to native audio cassettes" (Azher, Awan, & Asghar, 2017. p. 134).

Moreover, according to UNIVERSO (2020), EF's English proficiency shows that the ESL level of Ecuador is one of the worst results, ranking 93rd of 100 countries and regions. Therefore traditional methodologies should be replaced by others that enhance, strengthen and engage English language learning, mainly in educational institutions.

1.5.2 International language standards

In Ecuador, according to "Ministerio de Educación" (2016), "the curricular proposal is flexible, worked by sub-levels, developed in five (5) curricular blocks aligned with the output profile… as well as with the Common European Framework of Reference" (p. 1).

According to the proposed by the EFL curriculum in Ecuador for General Basic Education students, based on the Common European Framework of Reference for Languages (CEFR), the output profile for the 2nd-grade students should be PRE A1.1 (educación, 2016).

Figure 1

Graphic organizer about English output profile from 2nd grade of General Basic Education to 3rd grade of High School in Ecuador
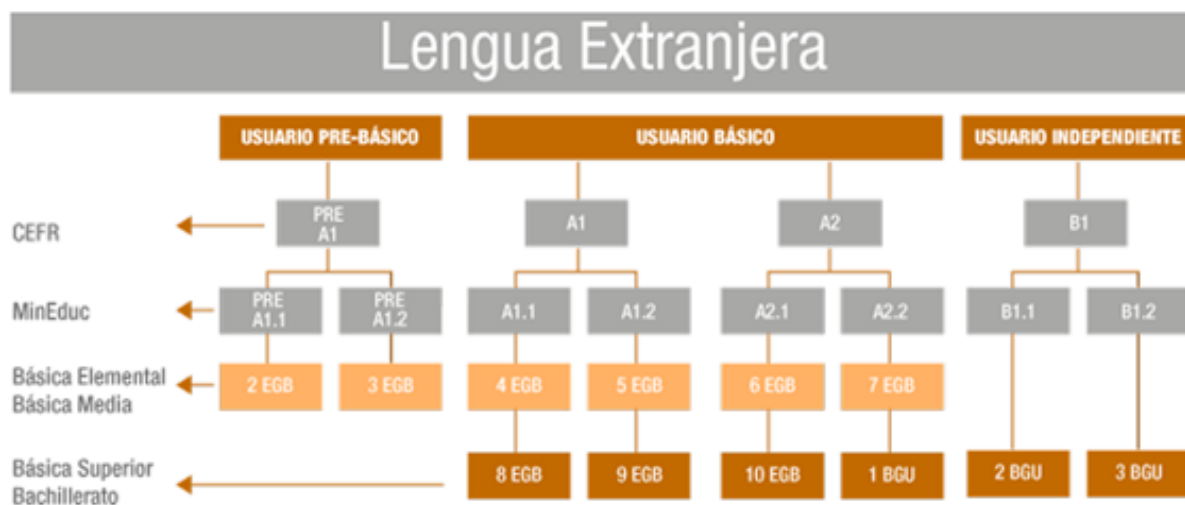
Note: Approximate English out-put profile knowledge levels. Adapted from "Currículo Nacional de Inglés" by "Ministerio de Educación", 2016 (https://educacion.gob.ec/curriculo-lengua-extranjera/).

1.5.3 CEFR (Common European Framework of Reference)

The international standards established by the Ministry of Education, based on CERF, for 2nd grade, must be following the level Pre A1, Szabo (2016) in their work, collated representative samples of descriptors of language competencies developed for young learners aged 7 – 10 years. This level has the following guidelines related to speaking:

Table 3

CEFR descriptors of language competencies according to the Pre A1 developed for young learners aged 7 – 10.

Communicative Language Activities and Strategies	
Spoken Production	
a. Overall spoken production	Can produce short phrases about themselves, giving basic personal information (e.g., name, address, family, nationality).
b. Sustained Monologue: Describing the Experience	Can describe themselves (e.g., name, age, family), using simple words and formulaic expressions, provided he/she can prepare in advance. Can say how he/she is feeling using simple words like 'happy,' 'tired,', accompanied by body language.
Communicative Language Competences	
Linguistic	
a. General Linguistic Range	Can use isolated words and basic expressions in order to give simple information about him/herself.
b. Grammatical Accuracy	Can employ very simple principles of word order in short statements.

Pragmatic	
a. Propositional Precision	Can communicate very basic information about personal details in a simple way
b. Spoken Fluency	Can manage very short, isolated, rehearsed utterances using gesture and signaled requests for help when necessary (p. 46-58).

Elaborated by: The authors

1.6   Receptive and productive English skills

1.6.1   Receptive skills

The receptive or passive skills are listening and reading, which are not implicated in language production, complementing receptive or active skills (Masduqi, 2016). These skills have two main goals; to entertain and for a specific purpose, so there are sub-skills based on listening and reading skills to achieve them, such as detailed reading, scanning, skimming, prediction, and deduction (Ticehust, 2017). Receptive skills combined with virtual tools motivate learners to use gestures, reactions, and facial expressions to substitute for oral communication, which implies a better contextualization of what is to be communicated, therefore facilitating second language acquisition (Nishihori, Okabe, & Yamamoto, 2002).

(Davies, 1987) expresses that "In most cases a certain level of aural receptive skill would imply a correspondingly higher level of reading skill" (p. 441). Passive skills can develop cultural knowledge depending on the reading time of the context to which the learner is exposed (newspapers, journals, or poetry) because it represents a long research time that involves many hours of reading. Therefore, it can be an excellent resource to facilitate the understanding of informal vocabulary exposed in the oral production of each country. In the same case within the educational context, for students who do not understand what an English teacher is teaching, it is impossible to internalize the context and develop productive skills to communicate with others (Sreena & Ilankumaran, 2018).

1.6.2   Productive skills

According to Masduqi (2016), "The productive skills are speaking and writing, because learners doing these need to produce language" (p. 508). In other words, (Golkova & Hubackova, 2014) mentioned that "productive skills - also called active skills - mean the transmission of information that a language user produces in either spoken or written form" (p.478). According to Golkova & Hubackova (2014), speaking and writing are active skills. Thus, these are closely related. "The implementation of activities that promote communication plays a role in the teaching and learning process. The teacher must have the ability to create activities that promote oral and written expression. Besides, the student can have fun while learning a new language" (Riggenbach & Lazaraton, 1991, pág. 125).

(Surkamp & Viebrock, 2018) mentioned that "There are many uses to which writing is put in the real world. We use writing in order to transcend time and space when we record something for later or send a message to another person at the other end of the world" (p.122). In writing skills, some types of texts reinforce this ability, for instance, narrative texts, formal

and informal letters, newspapers, magazines, and articles. (Surkamp & Viebrock, 2018) express that "developing writing skills not only involves linguistic development (accuracy, complexity, fluency, cohesion, and coherence), but also knowledge about genre and text production processes, metalinguistic knowledge (planning, monitoring and evaluating), and use of strategies, writing goals, and motivation" (cf. Polio, 2017, p. 261).

Writing allows conveying a message through words. Therefore, the contents must be correctly written to maintain communication. That is, the ability to write has its preparation before projecting writing. For example, each person should have a clear idea of what they want and use the appropriate vocabulary according to the context.

a. Speaking

On the other hand, speaking skill is a competence that demands knowledge of the language, a sound mastery of the sub-skills of speaking, and command of communication strategies. The speaker can inform the people who listen to him through these steps. (Brown, 1994) considers that "Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information." In other words, the speaking process involves many aspects of effective communication. That is why it is necessary to emphasize the subskills of this ability (fluency, vocabulary, grammar, pronunciation) to understand the requirements to become a good speaker.

b. Oral production

This project emphasizes the sub-skill of oral pronunciation. It is essential to communicate with other people through a second language. However, to achieve it, it is relevant to know this skill.

(Surkamp & Viebrock, 2018) mentioned that speakers require knowledge about the phonological system of English on two levels. The segmental level (micro-level) is one of the two levels. It refers to individual vowels and consonants and their combinations. On the other hand, the suprasegmental level (macro-level contains individual words and deals with stress, rhythm, and intonation. In our mental lexicon, the form and meaning of words are usually connected to pronunciation and need not be reconstructed every time we speak. On the contrary, stress and intonation depending on the message a speaker wants to convey (cf. Setter/Jenkins 2005, 9).

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CHAPTER II

2   METHODOLOGY

</div>

2.1   Type of Research

This research focuses on mixed research, as both quantitative and qualitative data supported this research. Wisdom (2013) mentions that the term "mixed methods" refers to an emergent methodology of research that advances the systematic integration, or "mixing," of quantitative and qualitative data within a single investigation or sustained program of inquiry.

Posso (2013) mentions that "quantitative research is a type of research with a long tradition that is characterized by the use of essentially quantitative information such as age, sex, schooling, or it uses information that will be quantified in the data processing and analysis stage information. On the other hand, qualitative research is inductive; researchers develop concepts, insights, and understandings from patterns in the data; the researcher follows a flexible design" (Posso, 2013, págs. 22-23).

McCombes (2020) mentions that "Descriptive research is an appropriate choice when the research aim is to identify characteristics, frequencies, trends, and categories" (p.1). Likewise, to obtain solid and reliable data, a descriptive study was made of second-grade students to get information on the variables and determine the problem. This descriptive design was necessary to explain the data and the characteristics of the population. In addition, this method illustrated the topic and research questions to be answered (Monsen & Van Horn, 2008).

According to Pain, Whitman, Milledge, & Rivers Trust (2017), Participatory Action Research invites collaboration with the beneficiaries of the research. Besides, participatory research obtains information from the people who form the research problem as part of the qualitative research. Thus, the community of Urcuqui High School worked to change and enhance the virtual material used in class.

Therefore, the information obtained through the research instruments highlighted essential aspects such as reactions, opinions, experiences, and crucial statistical data to determine the problems encountered in the educational institution.

2.2   Methods

During the research, the methods involved were the inductive method, deductive method.

2.2.1   Inductive

The use of the inductive method intervened in the analysis of the interviews based on the participant's opinions, experiences, and opinions. Burney & Saleem (2008) expressed that, "Inductive reasoning works in another way, moving from specific observations to broader generalizations and theories. Informally, we sometimes call this a "bottom-up" approach."

2.2.2 Deductive

This method was used in the survey to verify and support through numerical data and find the cause of the research problem. Deductive reasoning sometimes works from the more general to the more specific; this is called a "top-down" approach (Burney & Saleem, 2008).

2.3 Techniques

This research used three techniques to collect information from the participants. The techniques employed were a teacher's interview, a parent's survey, and document analysis. The final data helped obtain enough information and highlight the most important findings of the virtual materials used by the English teacher of the 2nd grade of the Urcuqui High School.

2.3.1 Interview

According to Davis (2021), an interview is a conversation gathering information. A research interview involves an interviewer, who coordinates the exchange and asks questions, and an interviewer, who responds to those questions—interviews conducted by face-to-face or a telephone and computer. In this case, the interviewer was one of the researchers on this project, and the interviewee was the English teacher. Zoom's virtual platform was the central channel used to carry out this interview. Finally, this was a semi-structured interview as it opened the opportunity for relaxed conversation when questions arose. This information is supported by Galletta (2013), who describes that a semi-structured interview "creates openings for a narrative to unfold, while also including questions informed by theory. It also leaves a space thought which you might explore with participants the contextual influences evident in the narratives but not always narrated such as" (p. 2).

2.3.2 Survey

The survey is another technique to gather data to support the investigation. Check & Schutt (2011) define survey research as "the collection of information from a sample of individuals through their responses to questions" (pag.160). The survey addressed to the students' parents was by means of open and closed questions. This technique obtained information from different perspectives and impressions of the parents. Also, the data collection delved in more detail into the topic of English teaching in the institution. Moreover, the survey was applied on Google forms. A direct link was sent to open the survey and be answered virtually.

2.3.3 Document analysis

Finally, the document analysis technique is incorporated. Frey (2018) explains that in the construction of empirical knowledge, the results to the research questions provide the base to support the mixed-method study. The documental analysis technique was crucial in research because it was downloaded from articles, texts, magazines, and documents related to the research topic. This information was obtained from electronic material using the questionnaire and interview as documents for systematic evaluation (Bowen, 2009).

2.4   Research Instruments

This research used two instruments for data collection; a semi-structured interview and a questionnaire. These instruments were developed concerning variables of this research; virtual material and second language acquisition. Likewise, these instruments complement the techniques by collecting essential information.

The develop the process of validating these instruments was in three steps:

1. The tutor supervised the correct elaboration process, gave his previous acceptance, and approved the instrument for a first validation.

2. For the second validation, another review of these instruments by another teacher with experience in the research area was necessary.

3. The last step was to apply them to the participants, the teacher, and the parents of the 2nd-grade students.

2.4.1   Semi-structure interview

Chauncey (2014) expressed that semi-structured interviews are helpful when working with a complex issue because you can use probes and spontaneous questions to explore, deepen understanding, and clarify answers. The semi-structured interview was an instrument directed to the English teacher. Open and closed questions were clear, precise, and numbered to obtain truthful information of the interviewee's opinions, criteria, and expressions.

2.4.2   Survey (Questionnaire)

The survey describes and explores human behavior; surveys are therefore frequently used in social and psychological research (Singleton & Straits 2009). In elaborating the questionnaire, the survey can use quantitative research strategies, such as questionnaires with numerically rated items and qualitative research strategies. The best examples are open-ended questions or both strategies (i.e., mixed methods).

Google forms were the tool to elaborate the questions. The questions were multiple-choice, based on a Likert scale with a means of measurement to evaluate the opinions and attitudes of the participants and at the same time keep in order the information collected. The topics had to do with the virtual class modality and the most significant activities that the teacher implements to promote the oral production of second-grade students.

2.4.3   Software SPSS (Statistical Package for the Social Sciences)

The statistical software, SPSS, was used to verify the validity and reliability of the survey's answers (Li, 2016). Test the validity of the questionnaire was conducted using Cronbach's Alpha. According to Goforth (2015), this measure is used to "assess the reliability, or internal consistency, of a set of scale or test items" (p.1). The alpha coefficient's test for the seven items has a reliability of 0.890, which means the significance value is very high or the items have a high internal consistency.

2.5   Participants

2.5.1   Population

The population of this study was in the Urcuquí High School. This institution has 1331 students in the current school year; however, for this research, the second grade of Educación General Básica was considered.

Table 4

The second-grade population.

High School	Grade	Class	Students
Unidad Educativa "Urcuquí"	2nd	"A"	30
		"B"	30
		"C"	30
Total			90

Source: The information provided by the second-grade English teacher from Urcuquí High School.

The students were between 6 and 7 years old. Therefore, the parents responded to this survey because of their young age; they could not answer by themselves. Besides, the parents are the direct monitors in their learning. In addition, the interview directed an English teacher who was in charge of the three classes.

Table 5

The participants.

Parents of the students	Survey	58
English teacher	Interview	1

Source: The authors

2.5.2   Sample

As stated by McCombes (2021), Non-probability sampling involves non-random selection based on convenience or other criteria, allowing you to collect data quickly. The statistical formula did not apply to obtain the sample in this research because the population was less than 100 participants. Due to this, a non-probabilistic sample was used, selecting the population based on subjective judgment.

2.6   Data analysis and procedure

The procedure to develop the methodology was elaborating and validating research instruments such as the interview and the survey to collect data. Then, through a formal authorization from the Urcuqui High School authorities to apply the research instruments. Once the instruments were authorized, the surveys were applied to the parents of the second-grade students because of their young age, the students could not respond. At the same time, the English teacher was interviewed, who provided important information about the students.

Following the research and approval of the survey, the interviews with the participant were applied and analyzed. The parents' survey was carried out using the quantitative method and supported by SPSS software (Statistical Product and Service Solutions). This latter resource facilitated the creation of charts and the organization of descriptive information about the educational environment. As the sample was less than 100 participants, it was not necessary to apply a statistical formula. Finally, the data was collected and analyzed to continue with the elaboration of the proposal.

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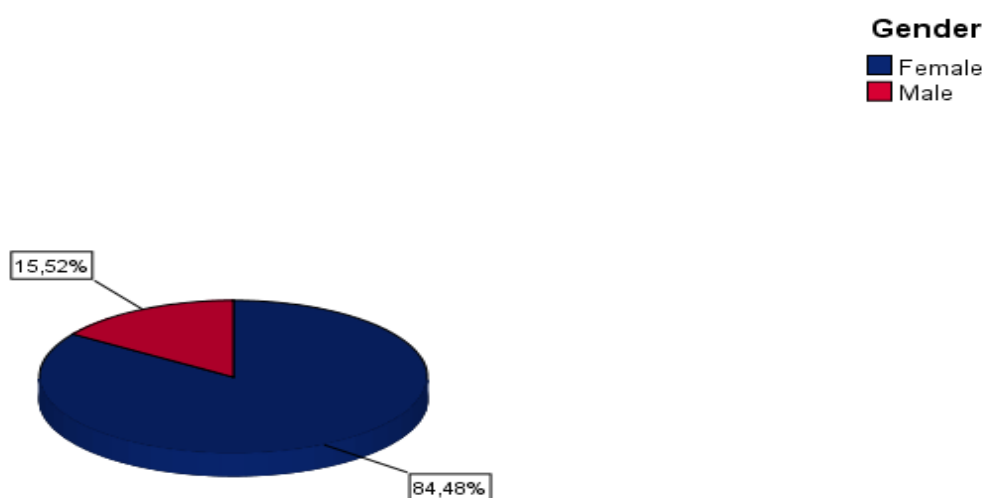**CHAPTER III**

3   DATA ANALYSIS AND DISCUSSION

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This section shows the results obtained from the surveys and the interview corresponding to a quantitative and qualitative evaluation, followed by a discussion of the results.

3.1   Parents' Survey Analysis

Figure 2

Gender of the responders

Elaborated by: The authors

It is relevant to consider that more than three-quarters of the participants are women. These results reflect that the mothers are more involved in the teaching-learning process of their children. Therefore, they can use physical and online instructional material despite the young age, but with the help of their parents.

Figure 3

Level of importance of English language teaching.

Legend:
- Very Important
- Important
- Slightly Important
- Not Important

1,72%   5,17%   22,41%   70,69%
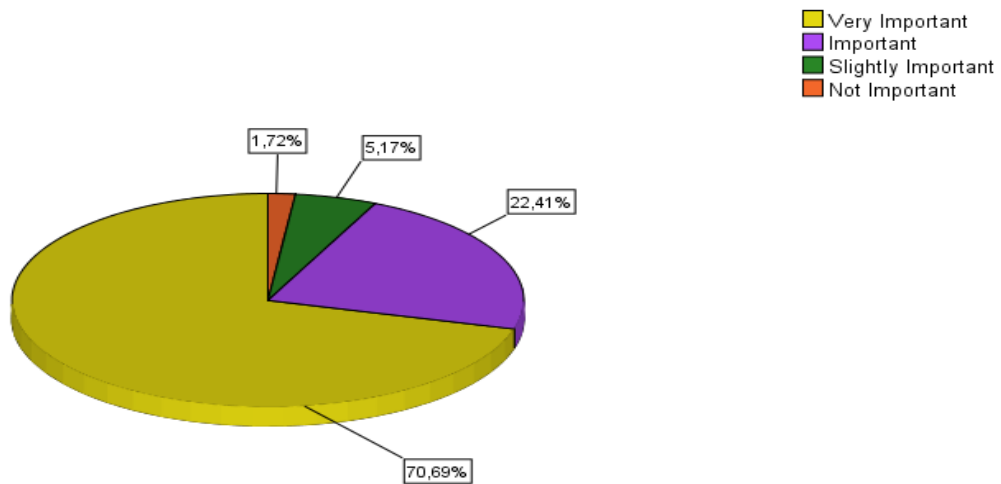
Elaborated by: The authors

It is remarkable how many parents recognize the importance of speaking an L2, who even seek extra English classes for their children (Cronquist & Fiszbein, 2017). The teaching of English as a subject in high schools is one of the most considered above other subjects. The results of this pie chart support this fact, which identifies that seventy percent of parents rate English as a subject positively, and beneficial for learners. In contrast to this, almost two percent of parents opposed this perspective. Despite this, the high demand for English for young learners is remarkable and supports the acceptance of English as an essential subject within the curriculum in the second grade (Espinosa A., 2016).

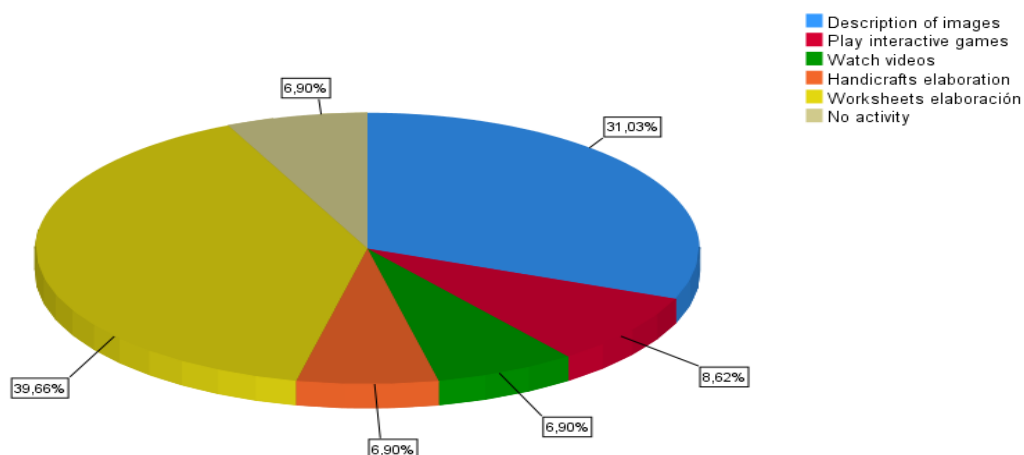**Figure 4**

Online teaching level in the 2nd grade.
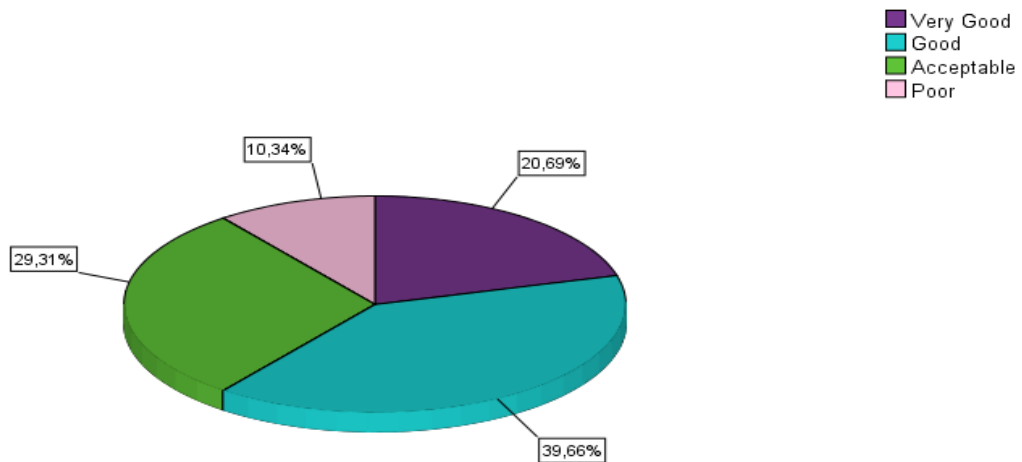
Elaborated by: The authors

According to the Acuerdo Ministerial 41014, institutions must ensure that teachers meet TOEFL B2 qualifications (Educación, 2013). It means that the teacher must possess the level of language proficiency necessary to teach (Peña Ledesma, 2019). Based on the results collected from the parents' responses, only ten percent disagreed with the English teaching in the online modality, while the highest percentage supports that the teacher fulfills the requirements established by the Ministerio de Educación. Finally, this data highlights the online education of this grade as qualified for learning the target language.

Figure 5

Activities that children perform during online classes for English language learning.

Legend:
- Description of images
- Play interactive games
- Watch videos
- Handicrafts elaboration
- Worksheets elaboración
- No activity

6,90%
31,03%
8,62%
6,90%
6,90%
39,66%

Elaborated by: The authors

In this part of the survey parents, there was a broad selection of responses. The more relevant results were the highest and lowest percentages. The elaboration of worksheets was the activity more accepted by parents. This activity for the young learners is complex compared to other options because the second graders learn to read and write. Consequently, this activity needs a more active role from the parents than other activities. On the other hand, online classes have been affected some students' learning of English. An aspect that indicates by seven percent of the parents' responses, the students do not participate in any activity due to personal reasons such as no internet connection, no understanding of the class, or insufficient educational supplies. Finally, it is essential to consider that most of the activities do not help to strengthen the students' speaking skills.

Figure 6

*Child's attitude during English class.*
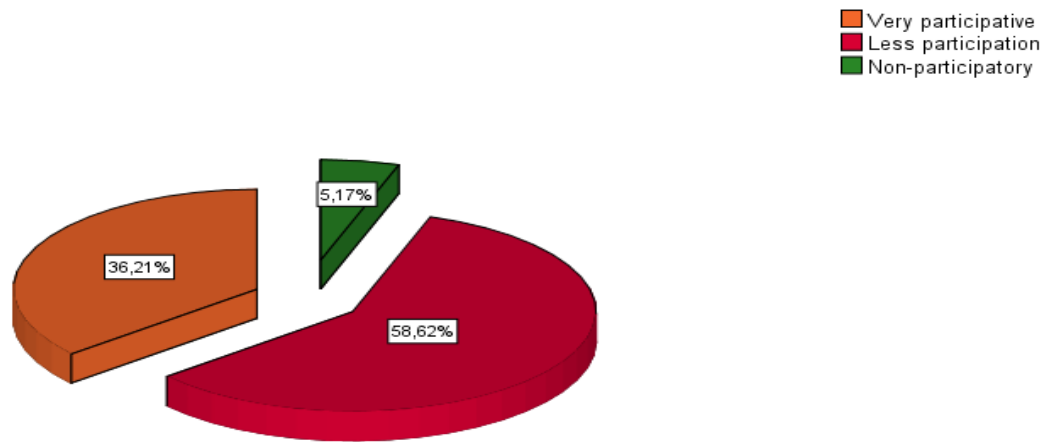
Elaborated by: The authors

According to the results in Figure 6, it indicates in higher percentage the "less participation" on the part of the students in the English class. The active participation of students is essential for their learning; however, some difficulties do not allow this process, for example, instability in the internet connection and complex activities on the web. At present, the teacher's challenge is to capture the student's attention to increase their participation and reduce their fear of participating. Schindler (2003) stated that assessing participation can help make problem students good students and help good students become leaders. On the other hand, the lower percentage is "non-participatory is another option that the parents answered." This response could be supported; first, the student may be shy to speak and maintain communication with the teacher, and second, the activities are challenging for students to perform.

Figure 7

*Activities in which children enjoy participating more in the English class.*
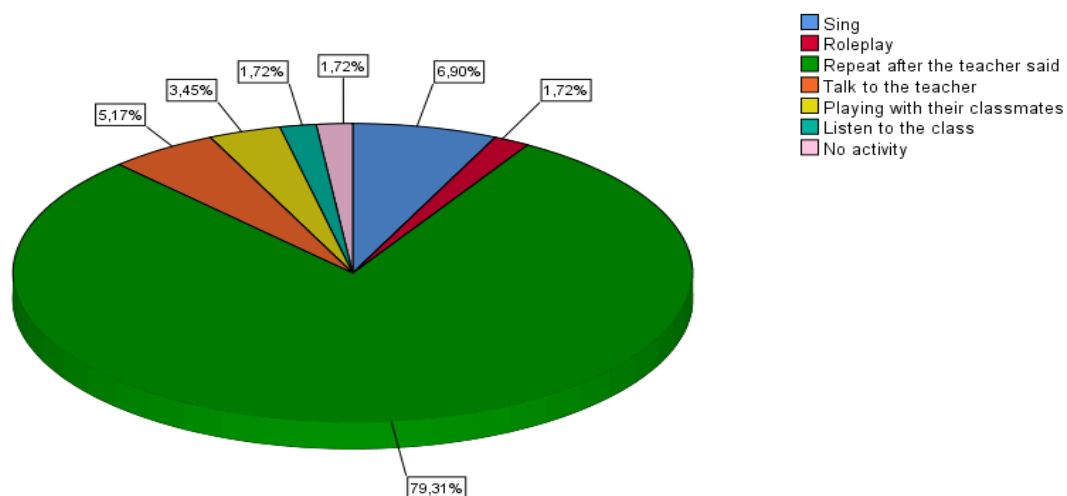
Elaborated by: The authors

Figure seven shows the different activities that children can enjoy and participate in the English class. The activity with the most participation by the students is "repeat after the teacher said." This response can be considered a great option to keep the students active; moreover, it allows them to listen and maintain good pronunciation and imitate it. In addition, in the childhood stage, the infant can learn faster as stated by Mwalongo (2016); they will be straightforward to understand language lessons because they are very interested in a new thing. They will also easily absorb naturally about other cultures through language.

On the other hand, the pie chart shows activities with less participation, such as "role-playing", "listening to the class", and "no activity". This response shows the low participation of students in speaking activities. This situation may be due to fear of speaking and making mistakes, failure of the internet connection, or the student is not motivated to learn and interact with others. Finally, it is necessary to improve classroom activities to promote student participation and motivation for meaningful learning.

Figure 8

Level of agreement that children should use more virtual tools for language teaching.

Legend:
- Agree Strongly
- Agree
- Agree Slightly

5,17%
43,10%
51,72%
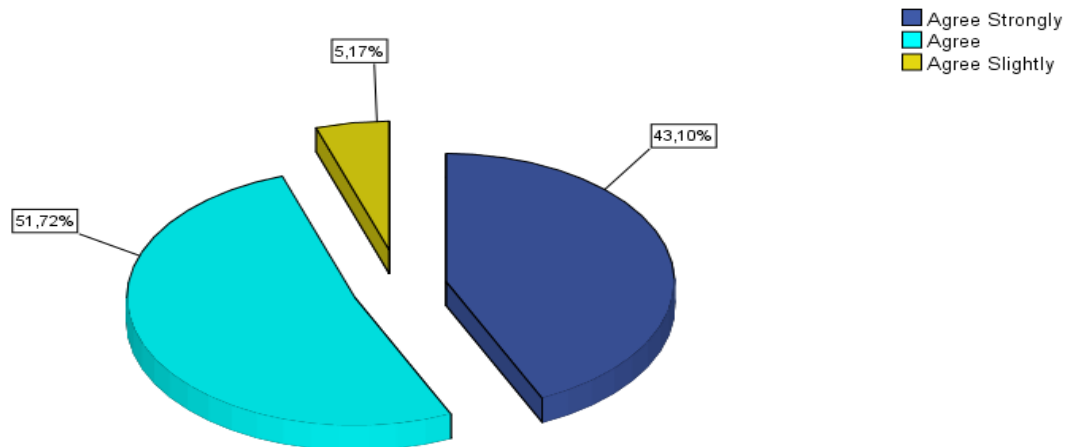
Elaborated by: The authors

According to Figure 8, most parents agree that their children use virtual tools to learn English. This response reflects the parents' interest in learning a new language in a more updated way for the children. In addition, the teacher includes the possibility of monitoring in his teaching, and the student can work autonomously. However, some parents, represented by five percent "slightly agree" that virtual tools can be an excellent option to facilitate L2 acquisition. This answer can be the poor stability of the internet in the students' homes and parents' lack of knowledge of manipulating these tools. Parents who are not used to using technology, of course, it will be an obstacle, and a challenge for them to teach their children to learn at home, the availability of media and learning resources is very limited, besides they are not experts in using the internet (Situmorang & Mahuraja, 2018).

3.2 Teacher's Interview

Question 1. In your experience, what virtual platforms do you use to teach your online classes?

The interview applied to the English teacher, MSc Cristina Minda (2021) mentioned that "I use some virtual platforms to teach my classes, for instance, Microsoft teams, zoom, and Google meet."

That is to say; the English teacher has a clear idea of the importance of using virtual platforms to share her classes with second-grade students. Therefore, the student has ease of acquiring and deepening based on topics seen in class. Besides, the teacher can continue with this academic period through these platforms despite the pandemic.

Question 2. According to the proposed by the "Currículo Nacional de Inglés" for General Basic Education students, based on the Common European Framework of Reference for Languages (CEFR) the output profile for the 2nd-grade students should be: Pre A1 Starters. In your experience and within this level, on what scale do you place the range of knowledge of the students?

As expressed by the teacher, the students have a beginner level according to the "National English Curriculum" for General Basic Education. However, according to the Common European Framework for Reference for Languages (CEFR), the output profile of 2nd-grade students should be Pre A1 Starters.

In other words, the Institution complies with this standard established by the Ministry of Education of Ecuador. Therefore, the students begin preparing to learn a new language; besides, they can use familiar expressions and basic phrases that help them in their learning process.

Question 3. What virtual tools do you use in your classes to develop English oral production in your students?

In this question, the English teacher mentions Kahoot, Jeopardy, Voki, Avatar, Word art, live worksheets, and British Council as virtual tools because they contain activities for all English skills and promote the students' oral production.

Based on the information provided by the teacher, there is not a great variety of virtual tools that help in the oral production of English in second-grade students. For example, Kahoot and live worksheets are tools for assessing students' knowledge. Through these tools, the student could improve their listening and writing skills. On the other hand, Voki and British Council are two unique options that allow students to develop and improve their oral production.

Question 4. According to your criteria, what would the level of difficulty to develop the English oral production in your students? Why?

Through this question, the teacher highlighted essential aspects of the students' oral production; Cristina Minda (2021) mentioned that the first aspect is that the production skill is usually more complicated to develop in the classroom. Secondly, the student has afraid to pronounce in English. Finally, the environment surrounding them speaks the Spanish language; therefore, the students do not practice it.

Based on the teacher's opinion, the context is significant to the children because they can acquire a foreign language more easily. As a result, the children must constantly attach to the language. It allows the student to interact with other people and, therefore, may lose the fear of speaking.

Question 5. From the following learning approaches, which one do you feel familiar with?

The teacher mentioned B-learning's more friendly approach during the interview than the other mentioned approaches Besides, this approach is what the teacher has wanted to implement in the Urcuquí High School.

That is to say, the teacher knows the different approaches mentioned and chooses a learning approach according to the current situation in the Educative Institutions.

Question 6. In your experience, have you heard about learning processes based on Gamification and B-learning?

Based on the teacher's experience, she has knowledge of Gamification and b-learning; however, the teacher incorporated b-learning in her teaching in the current academic period. On the other hand, Gamification is not implemented in her activities yet, but the teacher could use it later.

Question 7. Would you like to implement the mentioned learning approaches in your virtual classes?

According to MSc. Cristina Minda (2021) states that she is willing to implement these approaches in her English classes. She considers them enjoyable to use with her students because they have many exciting activities that can motivate students and adapt to the virtual modality.

3.3   Discussion of main findings

Based on the interviews and surveys, it can deduce that the pandemic situation made it more difficult to teach English. Such is the case of the Urcuquí High School, which underwent significant changes in the teaching-learning process, finding certain deficiencies in one of the sub-skills of speech, namely oral production.

The opinions expressed by the parents and the teacher of the second-grade students answered the first research question but with discrepancies. According to the data collected from the survey, the parents described that the teacher uses videos, worksheets, and interactive games as virtual materials that motivate the students in online classes. The absence of websites or apps in the parents' responses does not mean a lack of virtual material. On the contrary, using technology to teach a lesson is already the beginning of implementing virtual tools (Miller, Sharp, Minnich, & Sokolowski, 2018).

On the other hand, based on the second research question on using virtual materials to improve students' academic performance and oral production, another discrepancy in the teacher's and parents' responses stands out. According to the teacher's opinion, all the activities carried out promote speaking skills; however, based on the surveys, there are only certain activities in which students participate. However, based on these data obtained from the interview and the survey, they show similarity in the little student participation in class, which means that there is a low level of oral production of the students, this may be because the students have a passive participation in the English classes. In addition, Spanish as a mother tongue is more widely spoken by students, that is; students are not immersing in the English language.

The information already announced concludes that second-grade students have difficulties in academic performance due to their low participation in a virtual class. Therefore, it is necessary to implement virtual materials to help improve their academic performance and strengthen their speaking skills.

CHAPTER IV

4   ACADEMIC PROPOSAL

4.1   Proposal

Virtual teaching materials for oral production in the 2nd grade students

4.2   Rationale

Currently, communication has been dramatically reduced in the process of adapting from face-to-face to online teaching. As a result, this new teaching style evidences the need for strategies related to the use of technology at the elementary basic levels to reestablish the students' communication with the teacher. In this case, increasing students' oral production is the relevant aspect that needs covering despite distance learning within virtual teaching.

This proposal seeks to provide strategies adaptable to the new normality of the region and the use of virtual resources. The activities focused on B-learning and gamification methods that provide practical strategies to strengthen oral production, exposition of ideas, and classroom interaction. In this way, the internet can play an effective role in developing of online classes. Therefore, the activities were designed on dynamic websites such as educaplay, classkick, liveworksheets, genially and classdojo, to name a few.

The topics mentioned in the English national curriculum were the primary reference to choose the topics developing in this guide composed of 8 units. Unit 1: Greetings; unit 2: colors; unit 3: fruits; unit 4: adjectives; unit 5: there is and there are; unit 6: animals; unit 7: numbers 1 to 10 and unit 8: family. This selection has the objective of helping to cover the educational needs following the guidelines for success at the Pre A1 level.
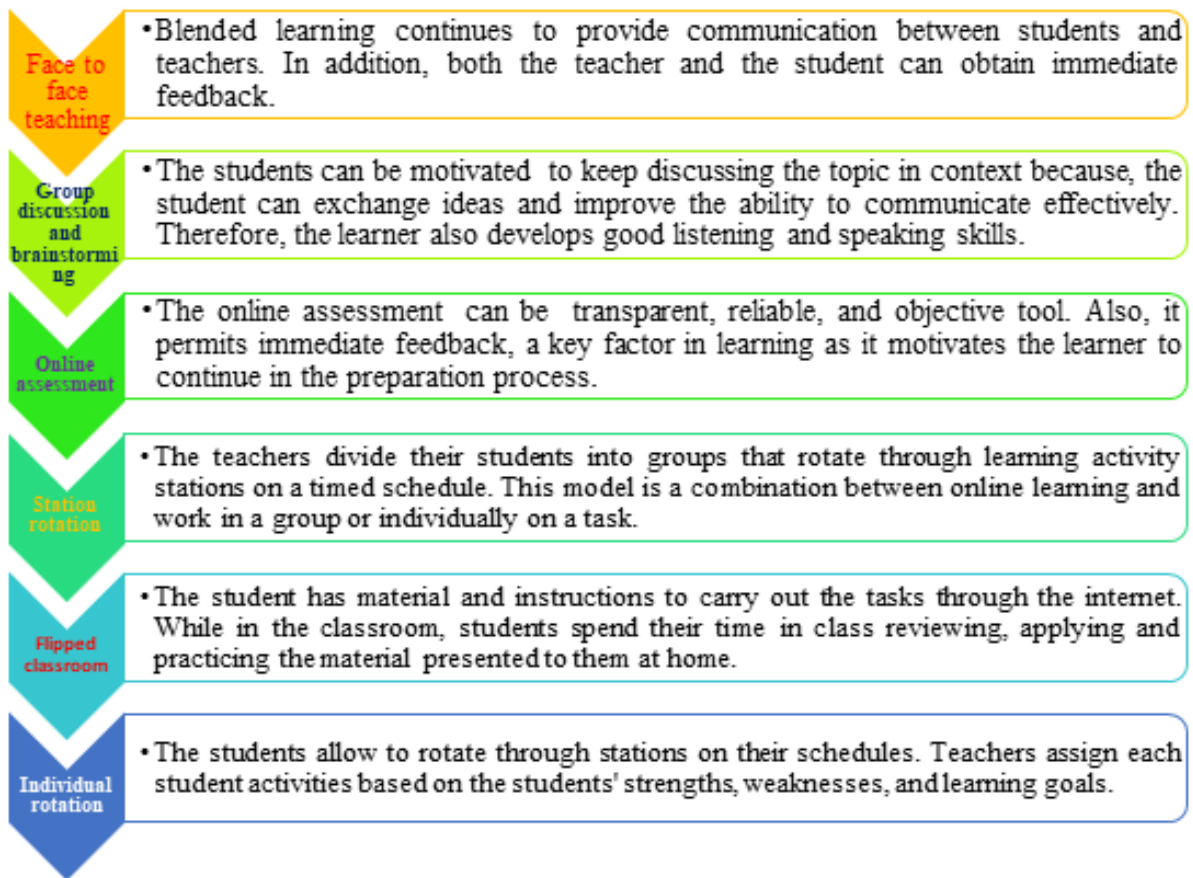
4.3   Theoretical foundation

This guide is a short virtual teaching resource that contains a set of strategies to improve speaking skills. Each strategy was selected and linked to a virtual tool that will allow the teacher to innovate their teaching; on the other hand, the students can improve communication with greater effectiveness and use of the English language in class.

The selection of this method and approach as B-learning and Gamification are relevant aspects of the foreign language teaching process because the teacher can create interest and fun activities that promote speaking skills.

According to Núñez, Monclúz, & Ripoll, (2019) The scenario in the Blended learning is a continuity because it allows synchronous and asynchronous communication, in real time and deferred, according to the needs and possibilities of the user, and the nature of the topic face to-face communication in the classroom, mail, chat, videoconferences, wiki, blog, microblogging, etc. (Llorente, 2009, Cabero & Márquez, 1999).

Figure 9

B-learning strategies

Face to face teaching	• Blended learning continues to provide communication between students and teachers. In addition, both the teacher and the student can obtain immediate feedback.
Group discussion and brainstorming	• The students can be motivated to keep discussing the topic in context because, the student can exchange ideas and improve the ability to communicate effectively. Therefore, the learner also develops good listening and speaking skills.
Online assessment	• The online assessment can be transparent, reliable, and objective tool. Also, it permits immediate feedback, a key factor in learning as it motivates the learner to continue in the preparation process.
Station rotation	• The teachers divide their students into groups that rotate through learning activity stations on a timed schedule. This model is a combination between online learning and work in a group or individually on a task.
Flipped classroom	• The student has material and instructions to carry out the tasks through the internet. While in the classroom, students spend their time in class reviewing, applying and practicing the material presented to them at home.
Individual rotation	• The students allow to rotate through stations on their schedules. Teachers assign each student activities based on the students' strengths, weaknesses, and learning goals.

Elaborated by: The authors

On the other hand, Muhammad, Al-Imam & Alfulaih, Wafa & Elsayed, Fairouz (2018) mentioned that the "Gamification is defined as —using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning, and solve problems" (Kapp, 2012, p. 10).

Figure 10

Gamification strategies.

Obtaining points
Certain actions are assigned a quantitative value that gradually accumulates. These accumulated points will help the student to continue progressing towards the objectives.

Upgrade levels /Stages
Advanced skills are not necessary to master the first levels, but with the participant's progress, the skills required will increase. (McGonigal, 2010).

Collages badges
Participants obtain a badge for achieving different objectives as a "collection", these badges motivate attention and give a sense of accomplishment to the person in the learning process.

Earning prizes and rewards
These are recognitions that are obtained free of charge when the participant achieves a goal.

Raking
Participants are classified according to the points or rewards achieved. The best scores are highlighted in a ranking or list.

Competitions
It is based on competitions between participants, the prize or points go to the best.

Challenges
It is valuable to solve or overcome a challenge or an established mission to acquire an award, either individually or as a part of a team.

Elaborated by: The authors

The Gamification and B-learning strategies intervene in this proposal as a contribution to the teaching of the teachers of the Urcuquí High School teachers and to promote the students' oral production in class.

This proposal contains a section for the teacher and another for the student with three sections: Presentation, Practice, Production (PPP). In the teacher guide, there are virtual tools such as applications and websites that teachers can include in their planning, create activities, and motivate students' oral skills.

On the other hand, the student section has eight units. Each unit has activities that the student must carry out individually or with the teacher's intervention.

The guide's topics have reference Ministry of Education module 1, 2, 3 book and the Common European Framework of Reference for Languages to follow the second-grade student's learning standards in the English class.

4.4 Objectives:

4.4.1 General

- To present a virtual didactic guide with strategies based on Gamification and B- learning to facilitate the teaching-learning process in the second grade.

4.4.2 Specific

- To collect different virtual didactic tools to improve speaking skills in the second grade of the Urcuquí High School.
- To create activities based on B-learning and Gamification strategies for oral production in the Starters students.

4.5 Beneficiaries:

4.5.1 Direct beneficiaries

The direct beneficiaries of this proposal are teachers and second grade students. Therefore, teachers will propose or develop strategies to improve the teaching-learning processes in the virtual modality. On the other hand, from the relevant data of this research, students will be able to improve the processes or mitigate some difficulties in the oral production process.

4.5.2 Indirect beneficiaries

The indirect beneficiaries of the project are the parents, the "Urcuquí" High School, and the society. First, the parents, because if they know in detail some teaching and learning strategies for oral production in English, they will be able to benefit by observing the improvement in the academic performance of their students. Second, the "Urcuquí" High School will be recognized for its new strategies in relation to technology to reduce the impact of the new form of online teaching and learning. Finally, the society because of these processes are improved, from the data, a source will be born where even people outside formal education can benefit from implementing these strategies.

4.6 Development

- ➢ Virtual teaching guide
  https://www.canva.com/design/DAEvzqqBPog/IoEgJWXtH9-
  IzzIbw9saRw/view?utm_content=DAEvzqqBPog&utm_campaign=designshare&utm_
  medium=link&utm_source=sharebutton

Virtual Teaching Material (V.T.M)

for oral production of 2nd grade students

AUTHORS: MISHEL RAMOS TREJO
& ADRIANA ROMERO FERNANDEZ

Índice

Educational actors

Teacher's role

Instructional materialS
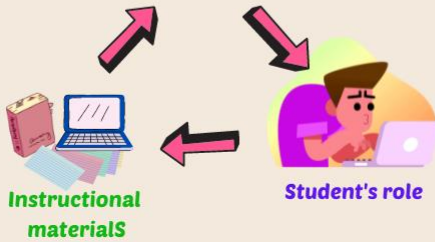
Student's role

Unit 1

Greetings

Unit 2

Colors

Unit 3

Fruits

Unit 4

Adjectives

How do you feel today?

Unit 5

There is/There are

How many... are there?

Unit 6

Animals

What is this? / What's this?

Unit 7

Numbers

from 1 to 10

Unit 8

Family

Who is this?

Role of the teacher, student and instructional material

B-learning

Blended learning combines in-person teaching and interaction with additional online educational elements.

Role of the teacher

The teacher is a tutor online. The teacher solves doubts, corrects his students, and uses virtual tools to provide feedback.

Role of the student

The student is an active person. They are responsible for their learning.

Role of the instructional material

The virtual teaching materials are support resources for the teacher. These are intended to strengthen and motivate the student to learn.

Gamification

The objective of gamification and another tool will be to help in a better way the citizen's participation.

Role of the teacher

The teacher manages and creates leaderboards, badges, assignments, and challenges that encourage students to have fun and perform a learning activity in a virtual class.

Role of the student

The student chooses their ways and gets their lessons from trial and error.

Role of the instructional material

It motivates students with game design elements to make the learning experience more attractive, enjoyable and engaging.
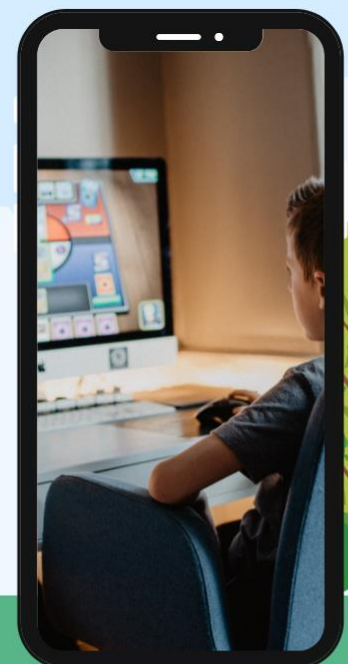
1

one

Unit

Greetings
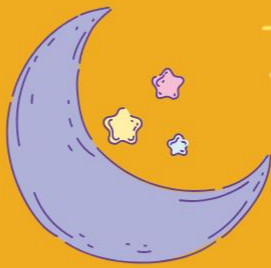
POWTOON

Target Level of students:

Pre A1.1

Approach:

B-learning

Strategy:

Face to face teaching

APP:

Powtoon - Canva

Type of activity:

Presentation about colors

Procedure:

1. Create a Powtoon account and choose the template according to the class theme.
2. Teachers can then include audio in each template.
3. Finally, the teacher should upload the video made in Powtoon to youtube.
4. Then, open the canvas app and choose the video presentation template.
5. The teacher can include the video to the planned class on the template.
6. The video contains spaces for the student.
7. On the other hand, the teacher uses the educaplay site to carry out an individual activity.
8. On this site, the teacher can check his students' progress (successes and failures).

Advantage of this strategy:

Through this activity, students can hear the correct pronunciation of the greetings.

Presentation:

https://www.canva.com/design/DAEzLVWAtXo/ej5WJVGoFFQ_zkUOH7iyqA/view?
utm_content=DAEzLVWAtXo&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

Activity:

https://es.educaplay.com/juego/11135282-greetings.html

educaplay WEBSITE

PROCEDURE

1 Open the link
- Complete the information number 1.
- Click on "START".

es.educaplay.com/juego

Greetings

Finding pairs

3

NUM. TRIES

Click here to identify yourself

Start ②
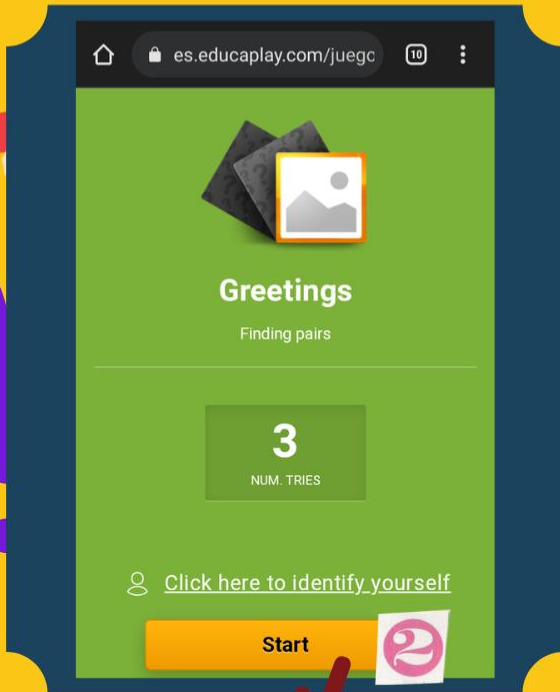
2 Complete
- Click on the audio.
- Choose the correct image according to audio.

Greetings

0 | 100 | 00:43
SCORE

GREETINGS

saludos
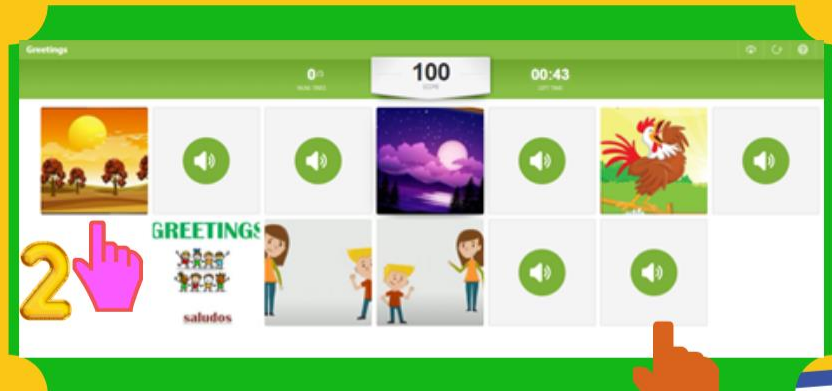
3 When the activity time is over, the students can see the correct answer and errors.

CONGRATULATIONS! YOU'VE PASSED THIS ACTIVITY
Greetings

JUAN

100 | 00:45 | 1
SCORE | TIME | NUM. TRIES

Share results:

Play again

A B C

Target Level of students:

Pre A1.1

Method

Gamification

Strategy

Challenge

Website:

Classkick

Type of activity:

Learning to greet my classmates
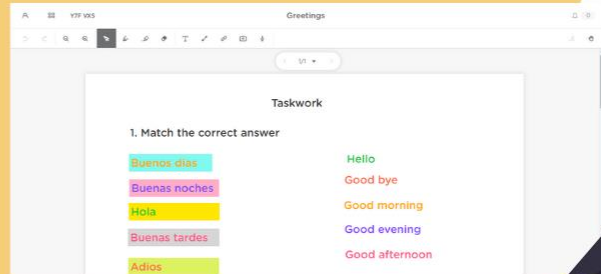
Procedure:

1. On the CLASSKICK website, the teacher can edit the assignment according to the topic and assign unique codes or one for the whole group.
2. In addition, the teacher finds on these blank site templates where the teacher can create activities, including colors and images. Moreover, the student can upload audios as a response.
3. Finally, the teacher can share a link with the students to access the activity. The teacher can watch each student's progress.

🔔 TIP

- The microphone attached to the page is the best tool for participating. There is no time limit for speaking.

Advantage of this strategy:

Students can reinforce their pronunciation through this activity.

Activity

https://app.classkick.com/#/login/Y7FVXS
Code: Y7FVXS

classick

WEBSITE

PROCEDURE

1 Open the link and enter the activity code.

classick

Start Working

Class Code

WHAT'S A CLASS CODE?

LOG IN   SIGN UP

2 Complete activity number 1
- Match the correct answer.

3 Activity number 2
- Record audio with the correct answer from the previous activity.
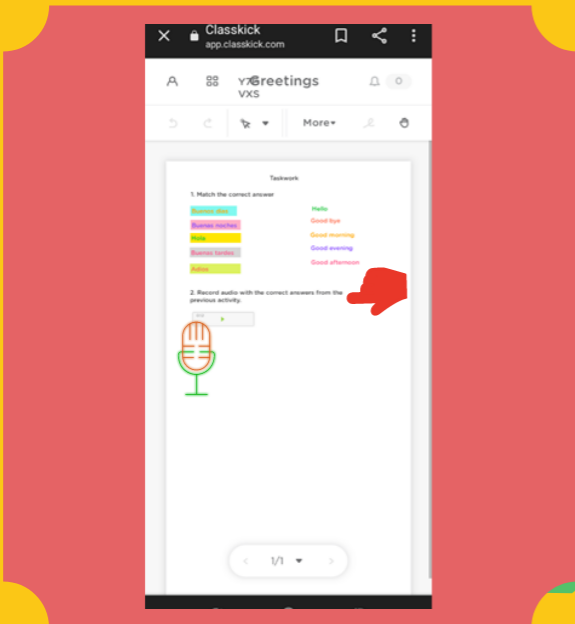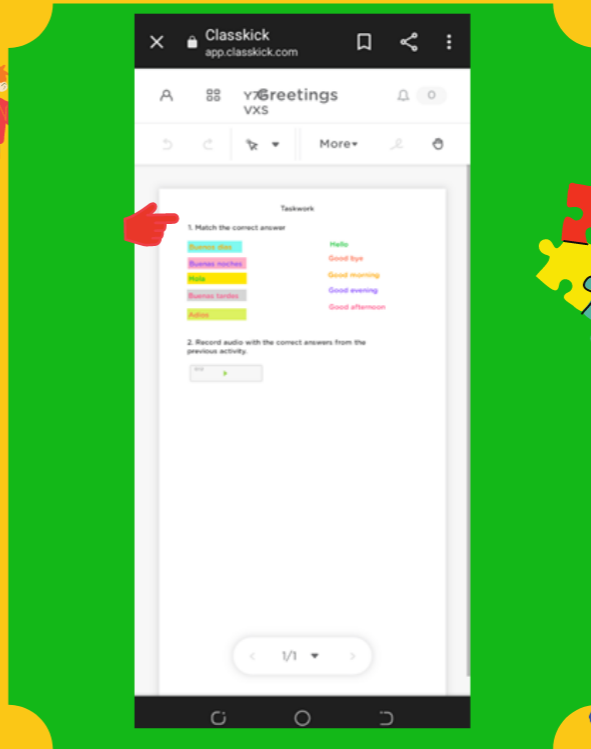
Target Level of students:

Pre A1.1

Approach:

B-learning

Strategy:

Online assessment

Website:

Live worksheets

Type of activity:

Oral assessment of students

Procedure:
1. The teacher creates an account on the live worksheet website.
2. Then, the teacher makes a word activity including images, indications, and colors about the class topic.
3. After finishing the activity in word, this document must be converted into pdf and then uploaded to the live worksheets website.
4. Once the document is uploaded, the teacher must create a notebook and interactive activity. The proposed activity allows the student to upload audio as a response.
5. Finally, the teacher links the activity, and the students work individually.

Advantage of this strategy:

Through this activity, the grade is automatic; therefore, the teacher can monitor the progress of speaking skills.

🔔 TIP

- The teacher must provide the email address entered when creating the live worksheets account to check the students' notes.

Activity

https://es.liveworksheets.com/fj2734991xu

PRODUCTION
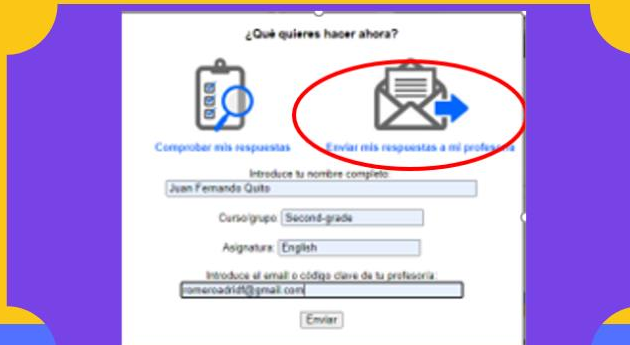
WEBSITE

1 Open the link.

2 • Click on the microphone and say the greeting according to the image.
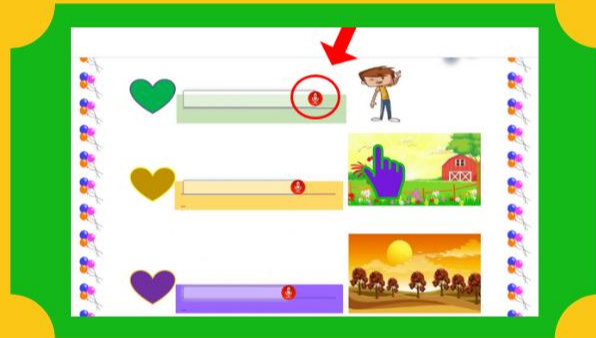
3 At the end of the activity, click on "FINISHED".

4 Choose the second option and fill in the information: Name, Class, Subject and Teacher's email or code.

PRODUCTION (Student)
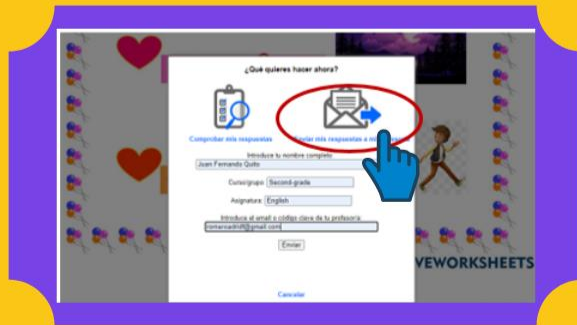
2

two

Unit
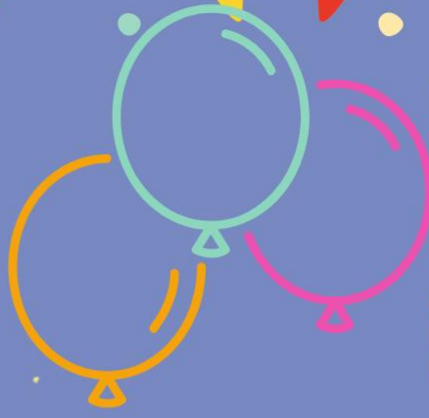
Colors
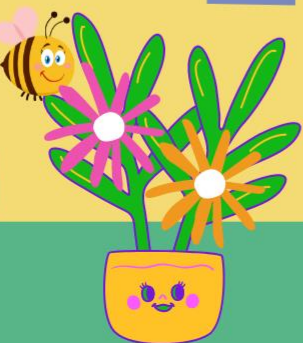
Target Level of students:

Pre A1.1

Approach:

B-learning

Strategy:

Flipped classroom

APP:

Genially.com

Type of activity:

Presentation of the colors

Procedure:

1. The teacher uses genial.ly and creates a video presentation with the color template.
2. In this template, the teacher can incorporate images according to the color. In addition, the teacher can present and pronounce the colors while the students can repeat.
3. After the presentation, the teacher sends a link to the activity in class. This activity consists of two steps.
- Step 1. The teacher must match the object with the correct color.
- Step 2: The student should record the audio of the correct answer. Click on finished.

Advantage of this activity:

The students are attentive to the presentation, and the teacher can ask each student what color is that?.

🔔 TIP
- The teacher must provide the email address entered when creating the live worksheets account to check the students' notes.

Presentation:

https://view.genial.ly/61be42154bf1e10d9b8c6788/video-presentation-video-presentacion-colores

Activity:

https://es.liveworksheets.com/kg2746645vx

LIVEWORKSHEETS

WEBSITE

PROCEDURE

1 • Open the link.
Activity 1: Match the image with the corresponding color.
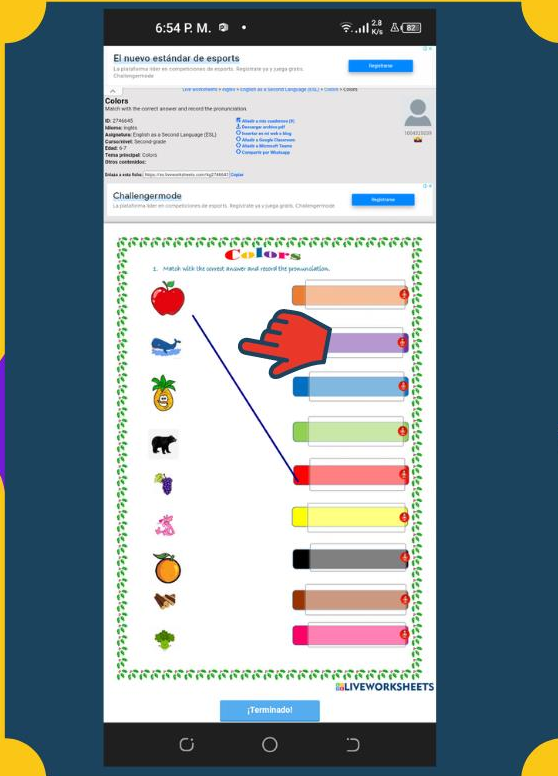
2 Click on the microphone and say the greeting according to the image.

3 At the end of the activity, click on "TERMINADO".

Choose the second option and fill in the information: Name, Class, Subject and Teacher's email or code.

Target Level of students:

Pre A1.1

Method

Gamification

Strategy:

Ungrade levels/stages

Website:

Arbol abc

Type of activity:

Recognition and pronunciation of colors

Procedure:

1. On the Arbol Abc website, the teacher will find a presentation of the colors.
2. In this activity, students listen to the correct pronunciation of the colors.
3. At the end of the presentation, the teacher can ask some students to confirm their learning.
4. Then the teacher creates an activity on the wizer.me website. There, the teacher will ask multiple questions, and the student will have to choose a, b, c.

Advantage of this activity

The teacher can do this activity with all students or by sending a link to individual students.

🔔 TIP

• Students should create an account with Microsoft at wizer.me. Grading is automatic.

Website:

https://arbolabc.com/colores-en-ingles/lets-color-the-ball

Activity:

https://app.wizer.me/learn/ALY2LO

PRACTICE

WEBSITE

1 Open the link.
- Choose any of the three options to create an account.
- The most recommended is the first option.

2 Complete the activity
- Choose the correct option.

PRACTICE (Student)
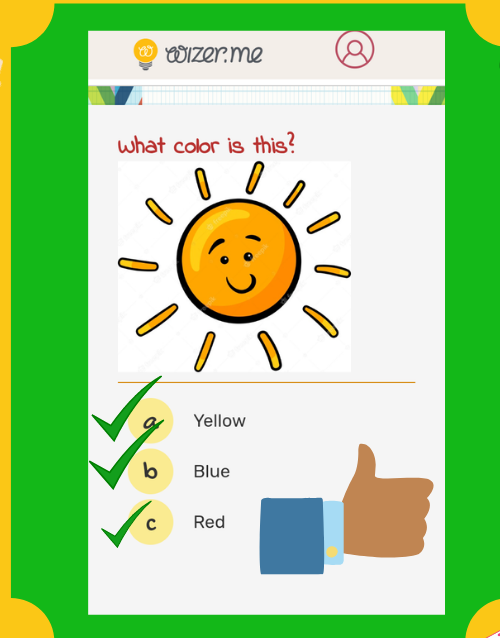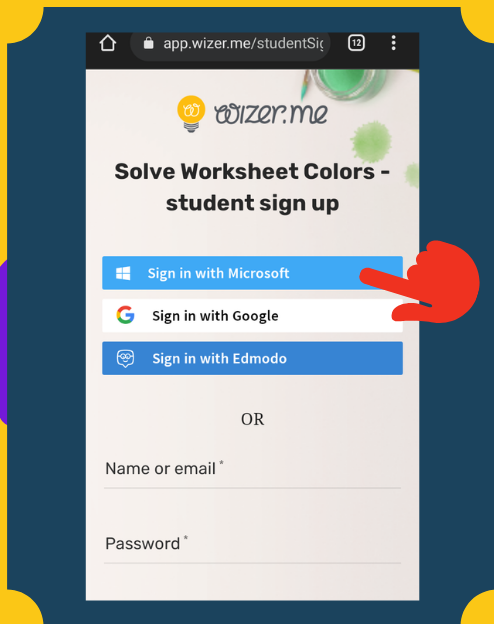
app.wizer.me/studentSi

wizer.me

Solve Worksheet Colors - student sign up

- Sign in with Microsoft
- Sign in with Google
- Sign in with Edmodo

OR

Name or email *

Password *

wizer.me

what color is this?

✔ a Yellow
✔ b Blue
✔ c Red

3 At the end of the activity, click on "HAND IN WORK".

10:55 A....

app.wizer.me/learn/ALY

wizer.me

what color is this?

a Purple
✓ Pink
c Green

SAVED   HAND IN WORK

wizer.me

😊

Assignment completed!

Feedback is below - check out how you did.
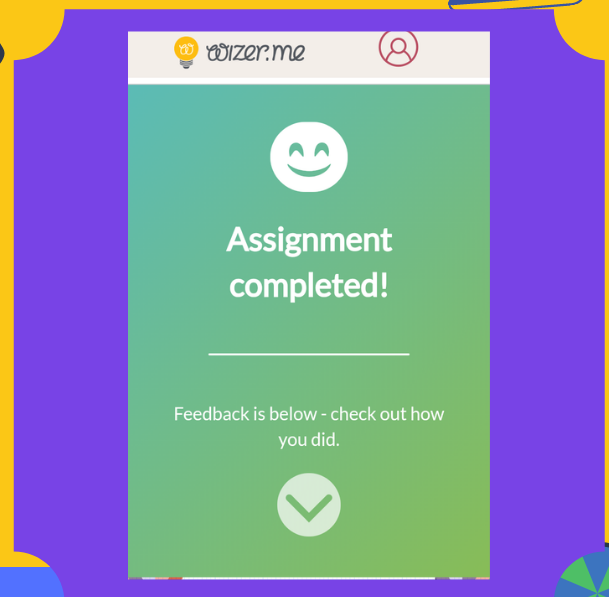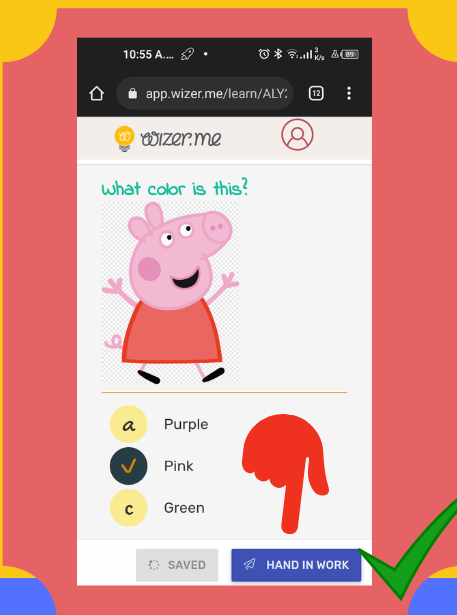
Target Level of students:

Pre A1.1

Approach:

B-learning

Strategy:

Online assessment

Website:

Classdojo

Type of activity:

Evaluation through virtual resources on colors
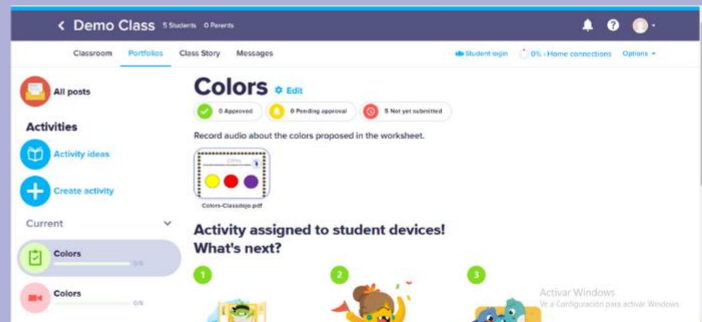
Procedure:

1. The teacher can create an account in a class dojo. The teacher can create his class group, folders, and activities on this website. In addition, the teacher can confirm the mode of delivery of the written task, drawing, and video.
2. For the class activity, the teacher creates an activity based on the colors in Word. He uploads this document to the class dojo as homework and sends the link to the students.
3. Students open their task using a code; in the activity, they must observe the colors and record a video of the pronunciation of the colors in order

Warning 🔥

Videos can be recorded from a computer, students cannot use their phone to record.

Advantage of this strategy:

- Through this activity, the teacher can evaluate his students individually.
- Students retain and produce their vocabulary learned in class.

Activity:

https://teach.classdojo.com/#/launchpad

Class code:

DLAABV
https://www.classdojo.com/

PRODUCTION
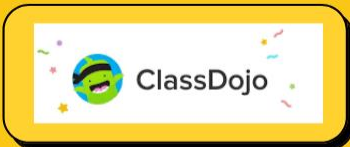
WEBSITE

ClassDojo

PROCEDURE

1 Open the link.
- www.classdojo.com.
- Click on the student option.

ClassDojo

Lleva a cada familia a tu aula

¡Únete al 95% de las escuelas en los Estados Unidos que utilizan ClassDojo para involucrar a los maestros y conectarse con las familias! Gratis para los profesores, para siempre.

Inscribirse como un...

Maestro | Padres | Estudiante | Líder de la escuela

2 - Choose the second option.

Elige cómo entrar a tu clase

Escanear código QR | Ingresa el código de texto de tu clase | Ingresa con Google

3 - Copy the class code.

⚠️ **Class Text Code**
Change Sign in method

D L A A B V

Student instructions:
1. Open ClassDojo app or website: dojo.me
2. Click "Enter Text Code", OR tap "I'm a student" in the app
3. Enter the text code to sign in

4 - Click in your name.

¡Hola! ¿Cuál es tu nombre?

¡Esta no es mi clase!

✓ Gissela Sánchez

✓ Julian Perez

✓ Mishel Ramos

PRODUCTION (Student)

5 • Click in your homework.
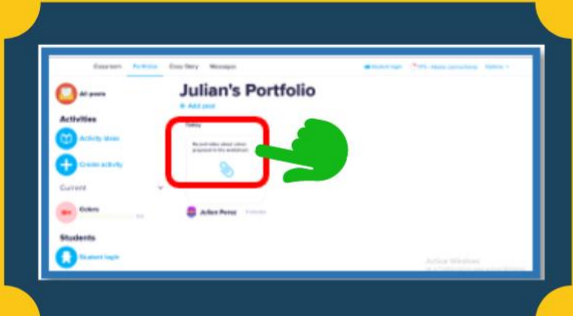
6 Complete the activity
• Review and record a video mentioning the colors proposed in the worksheet.

Colors

7 Click in your portfolio and record video.
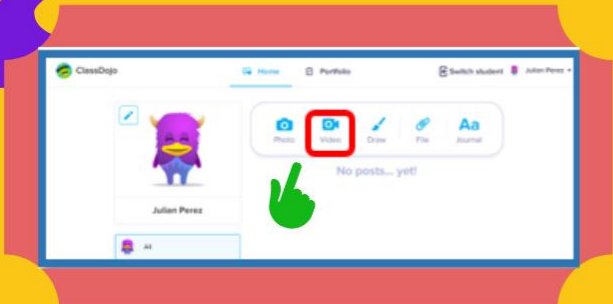
8 At the end of the activity, click on "HAND IN".

9 The video uploaded to the portfolio.
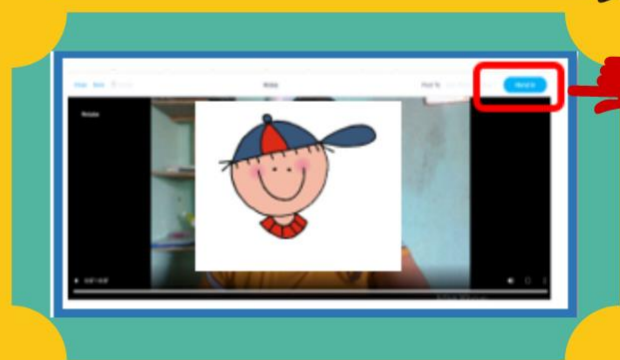
PRODUCTION (Student)
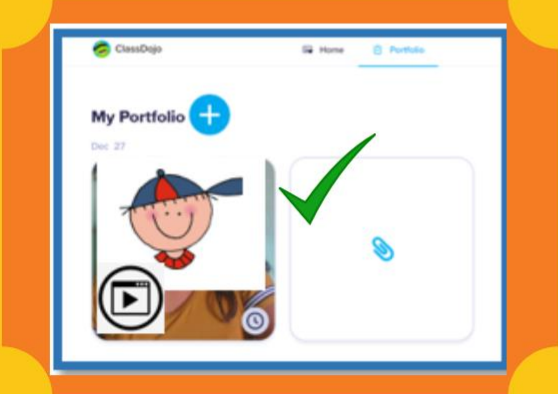
Fruits

Target Level of students:

Pre A1.1

Approach:

B-learning

Strategy:

Face to face teaching

APP:

Canva
Genially

Type of activity:

Presentation about fruits

Procedure:

1. Open the canvas app and choose the video presentation template.
2. The teacher creates the presentation according to the planned lesson in the template. The video contains spaces for the student.
3. After the presentation, the teacher will do a fruit quiz in the genially app with images and multiple choice.

Advantage of this strategy:

Through this activity, the teacher can evaluate their students individually or in groups.

🔔 TIP
- This activity can be done individually or in groups.

Presentation:

https://www.canva.com/design/DAEzx9YeS1M/rNRmfbuUH-hdPA-S0w8GSw/watch?utm_content=DAEzx9YeS1M&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

Activity:

https://view.genial.ly/61caf1f33cb3ba0d8e6d66fa/interactive-content-quiz-fruits

genially **WEBSITE**

PROCEDURE

1
Open the link:
- Click on "START".
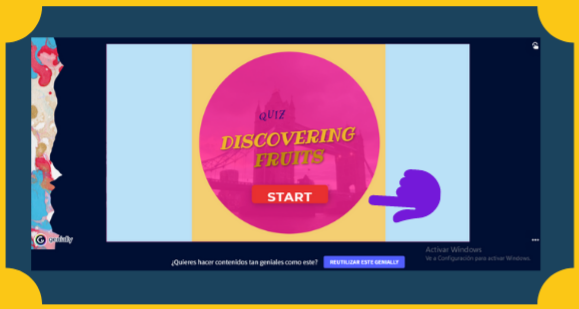
2
- Choose the correct option.
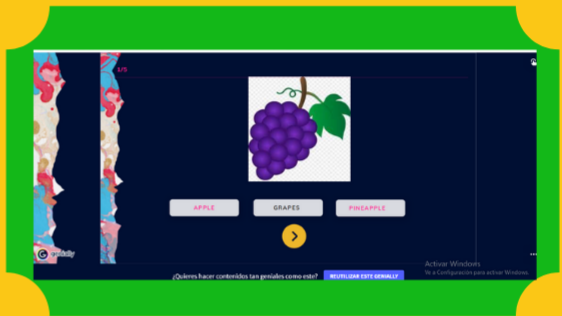
3
- When any of these options appear.
- Click on this part.
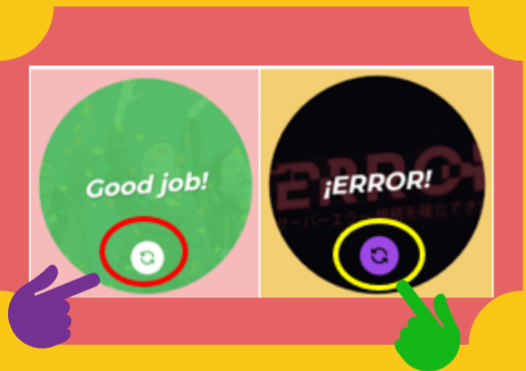
- To continue with the quiz.
- Click on this part.
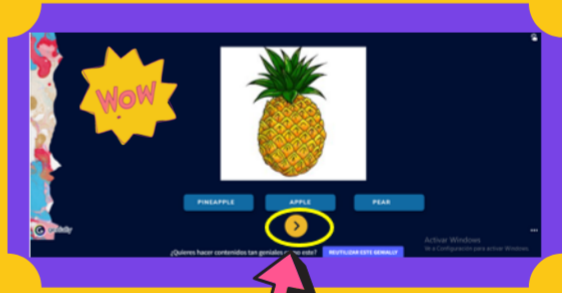
Well Done!

Target Level of students:

Pre A1.1

Method

Gamification

Strategy:

Ungrade levels/stages

Website:

Arbol abc
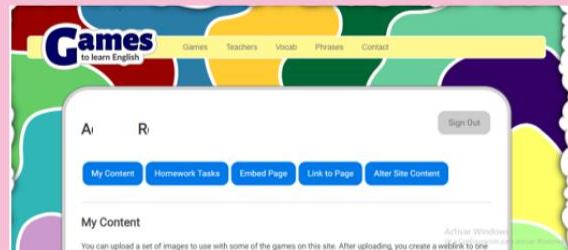
Type of activity:

Recognition and pronunciation of fruits.

Procedure:

1. On the Games to learn English website, the teacher will create an account and then do an activity that reinforces the fruit theme.
2. Students have three different multiple-choice, match, and place activities in this activity. At the end of the activity, the student can confirm their score and send a screenshot to the teacher.

Advantage of this activity

- The teacher creates a more innovative and dynamic environment.
- The student deepens the pronunciation of the new vocabulary and produces it.

🔔 TIP

- This activity can be done individually or in groups.

Website:

https://www.gamestolearnenglish.com/

Activity:

https://www.gamestolearnenglish.com/monster-vocab/#user/fg/111/romeroadridf/fruits

PRACTICE

Games
to learn English

WEBSITE

1 Open the link:
- Click on "START".
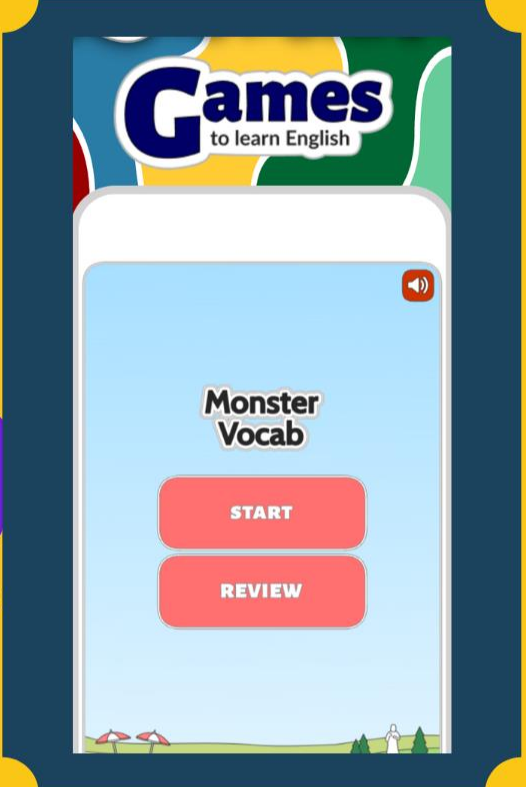
2 ✦ Click on "PLAY".

PRACTICE (Student)

Games
to learn English

Monster Vocab

START

REVIEW

Games
to learn English

PINEAPPLE	WATERMELON
ORANGE	GRAPES

← PLAY →

3 Complete the activity 1.

0

ORANGE

1 / 20

- Click on this part.
- Complete the activity 2.

850

WATERMELON

5 / 20

5 Complete the activity 3.

950

APPLE

GRAPES

6 / 20

PRACTICE
(Student)

6 Complete the activity 3.
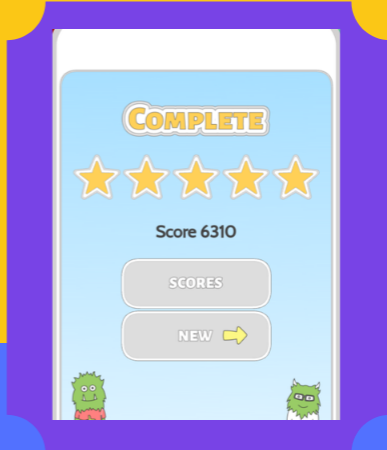
2230

ORANGE

WATERMELON

APPLE

16 / 20

7 "FINISH TASK".

COMPLETE

★ ★ ★ ★ ★

Score 6310

SCORES

NEW

Target Level of students:

Pre A1.1

Approach:

B-learning

Strategy:

Online assessment

Website:

- Live worksheets
- Wizer.me

Type of activity:

Oral assessment of students

Procedure:

1. The teacher creates two activities on the wizer.me site.
2. In the first activity, the student must draw his favorite fruit.
3. For the following activity, the teacher adds an activity carried out on the live worksheets website that identifies the fruit and responds through audio.
4. Finally, the teacher shares the activity link with their students. Which, the student must open the link and complete the activity.

Advantage of this strategy:

Through this activity, the grade is automatic; therefore, the teacher can monitor the progress of speaking skills.
However, students must send the teacher the screenshot of the grade obtained in the activity.

Activity:

https://app.wizer.me/learn/TLOSS3

PRODUCTION

WEBSITE

wizer.me

1 Open the link:
- Click on this part.

wizer.me

Solve Worksheet Fruits - student sign up

- Sign in with Microsoft
- Sign in with Google
- Sign in with Edmodo

OR

2 Complete the activity 1.

wizer.me

Drawing

Draw and paint your favorite fruit.
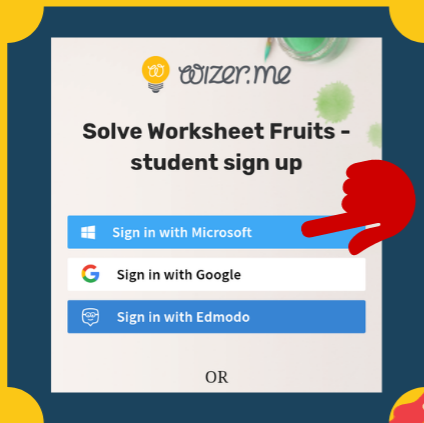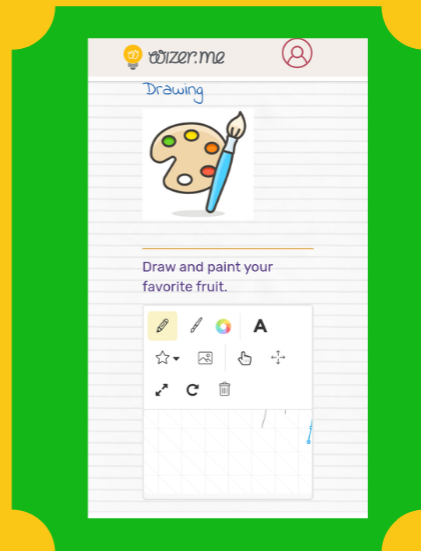
3
- Complete the activity 2.
- Click on this part.

Record audio according to the image of the fruit.
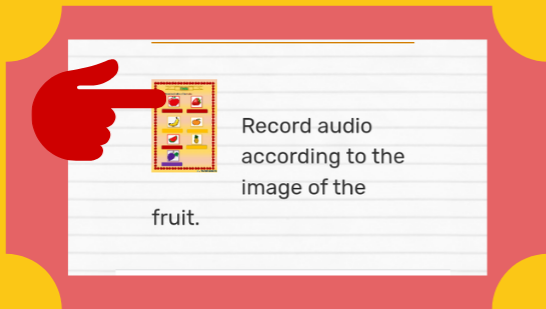
- At the end of the activity, click on "TERMINADO".

PRODUCTION (Student)

Fruits

1. Record audio about of the Fruits.

¡Terminado!

LIVEWORKSHEETS

5
- Click on the first option.

6
- Take a screenshot of the activity.
- Send to the teacher.
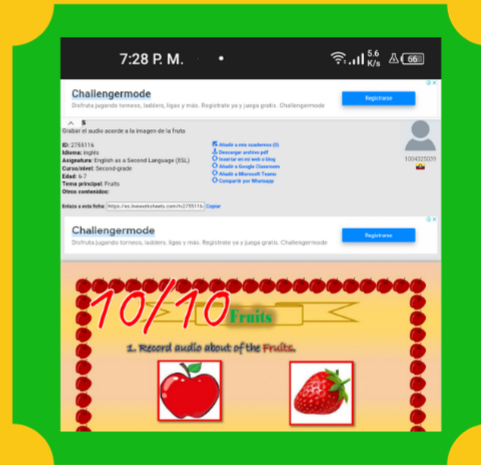
7
- Return to the first activity.
- Click on "Hand in work".

8
Click on "SUBMIT".

4
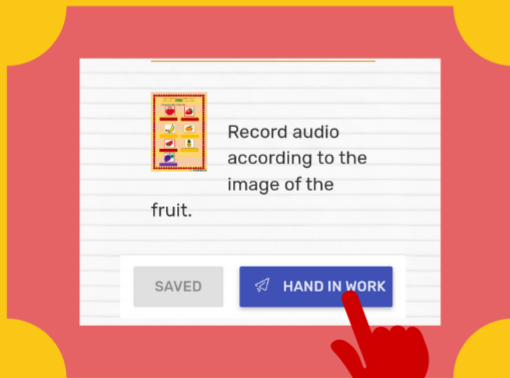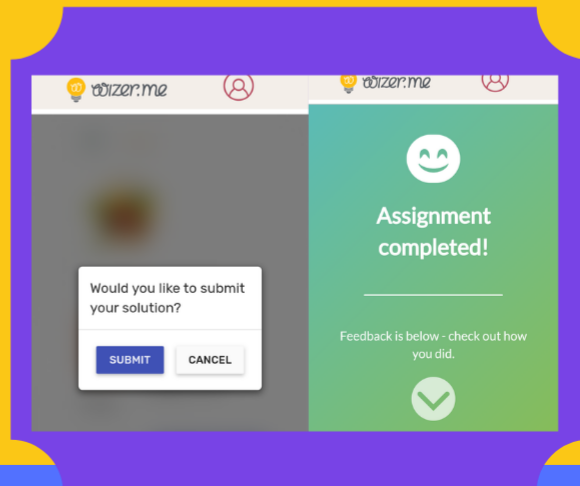
How do you feel?

Target Level of students:

Pre A1.1

Approach:

B-learning

Strategy:

Face to face teaching

APP/Website:

- Canva
- Topworksheets

Type of activity:

Presentation

Procedure:

1. Create an account on the Animaker website.
2. On this site the teacher can find different templates to make a video. Once the template is chosen, the teacher can choose characters, text, background and add their voice. After this, the teacher can generate a link and share in class.
3. After the presentation, the teacher creates an activity in Topworksheets based on feelings and emotions in which the student must find the learned vocabulary in the word search. Finally, the teacher shares the link of the activity.
4. The activity in the Topworksheets is individual..

Advantage of this strategy:

- Through this activity, the teacher encourages cooperation between teacher and student.
- In addition,the taskwork promotes the individual work.

Presentation:

https://view.genial.ly/61ce4c557d840c0d7c08e68d/video-presentation-video-presentacion-adjectives

Activity:

https://www.topworksheets.com/custom/9037890b-6ea1-4626-b545-b294caf2eecd
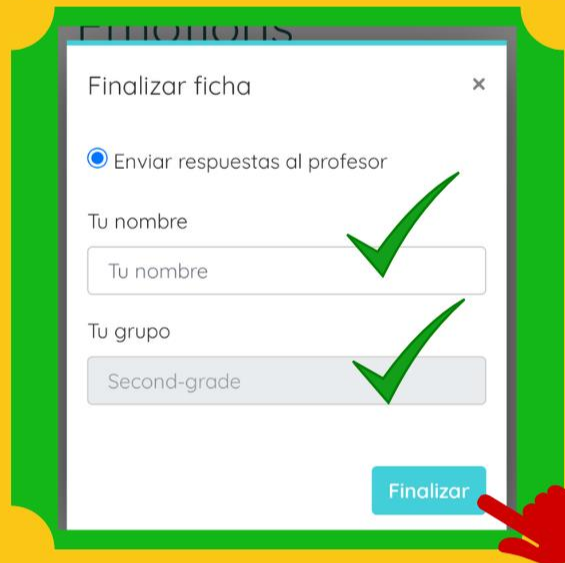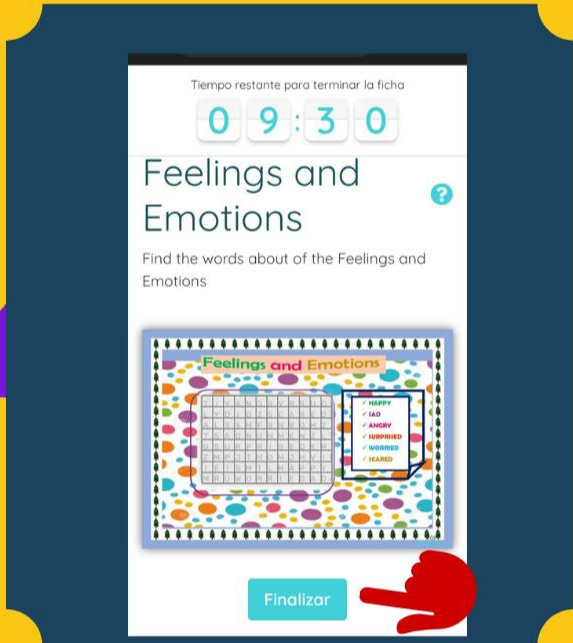
TW
TOPworksheets

WEBSITE

1 Open the link:
- You have 10 minutes to complete this activity.
- When you finish the activity, click on "FINALIZAR".

Tiempo restante para terminar la ficha
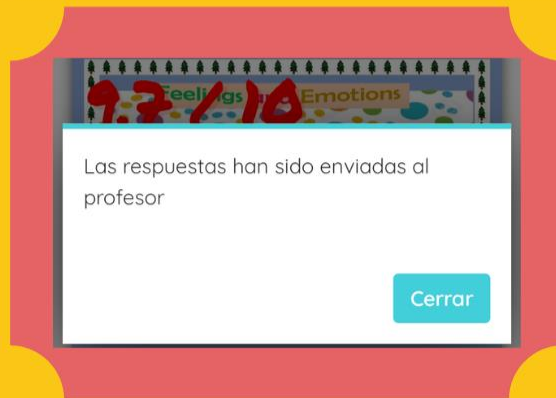
0 9 : 3 0

Feelings and Emotions

Find the words about of the Feelings and Emotions

Feelings and Emotions

✓ HAPPY
✓ SAD
✓ ANGRY
✓ SURPRISED
✓ WORRIED
✓ SCARED

Finalizar

2 • Fill in the suggested information.

Finalizar ficha ✕

◉ Enviar respuestas al profesor

Tu nombre ✓

Tu nombre

Tu grupo ✓

Second-grade

Finalizar

3 • The answers and grades are sent to the teacher automatically.

Las respuestas han sido enviadas al profesor

Cerrar

Target Level of students:

Pre A1.1

Method

Gamification

Strategy:

Challenges

Website:

Nearpod
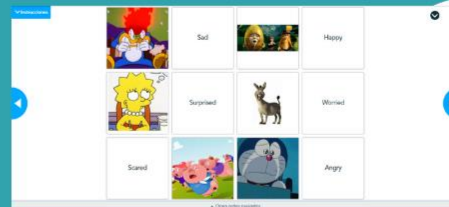
Type of activity:

Recognize and pronounce about
of the feelings and Emotions.

Procedure:

1. On the Nearpod website, the teacher creates two activities that reinforce the vocabulary about Feelings and Emotions.
2. The first activity consists of choosing pairs to say a picture with a word. The second activity is to complete pairs and record an audio with the right pairs (Feliz/happy).
3. Finally, the teacher creates a code and sends it to his students.

Advantage of this activity

- The student deepens the pronunciation of the new vocabulary and produces it.
- The activity is sent to the teacher automatically.

Website:

https://nearpod.com/library/

Activity:

join.nearpod.com
Class code: A5BD3

PRACTICE

nearpod WEBSITE

1 Open the link:
- Copy the class code.

Únete a una lección

Tu profesor te dará un CÓDIGO de 5 letras para ingresar

Ingresa un código

Ingresa un códi | Unirse

2 Fill in this information.

Bienvenido a Tu Lección

Nombre completo

|Nombre

Apodo opcional

Ingrese un apodo

Únete
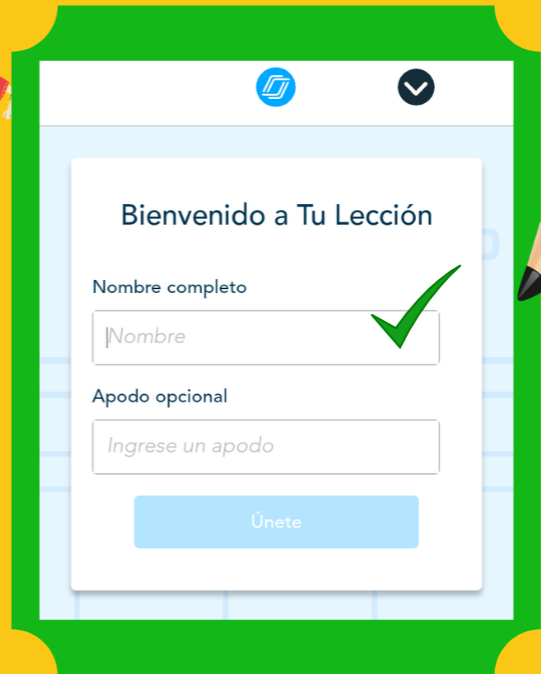
PRACTICE (Student)

3 Complete the activity 1.
- Find the correct pair.
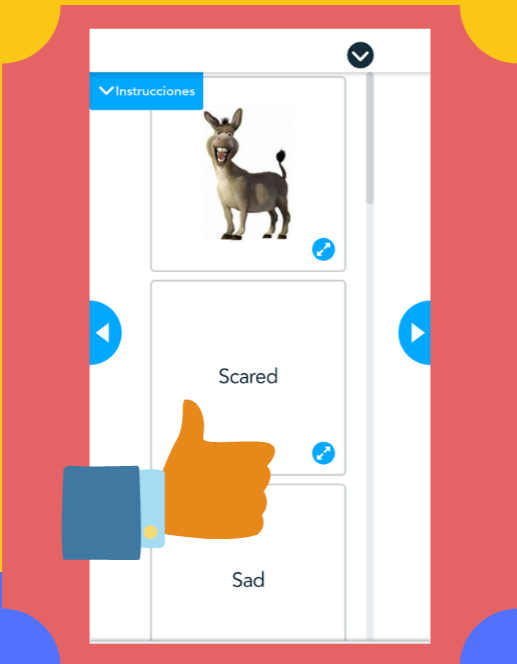
▼ Instrucciones

Scared

Sad

1. Complete the activity about feelings and Emotions and record audio with the correct answers.

- Feliz/_____
- _____/ Triste
- Enojado/_____
- Sorprendido/_____
- _____/Asustado
- Preocupado/_____

¿Listo? Ingresa tu respuesta aquí.

🎤 Grabar Audio

Enviar

Target Level of students:

Pre A1.1

Approach:

B-learning

Strategy:

Online assessment

Website:

Live worksheets

Type of activity:

Evaluation

Procedure:

1. Create an account on the Pixton website.
2. On this website, the teacher can create characters and change each character's moods.
3. With these images, the teacher can make a word worksheet, convert it to pdf, and upload it to the LIVE WORKSHEETS website.
4. In this activity, students should observe moods and answer the answer through audio. The answers are Feelings and Emotions vocabulary.

Advantage of this strategy:

Through this activity, the grade is automatic; therefore, the teacher can monitor the progress of speaking skills.

Activity:

https://es.liveworksheets.com/fv2774815gk

PRODUCTION

LIVEWORKSHEETS

WEBSITE

PROCEDURE

1 Open the link.

https://es.liveworksheets.com/fv2774815gk

2 Complete the **activity**
Please, record the answer according to the numeration.

- When you finish the activity, click on "COMPROBAR MIS RESPUESTAS".

3

PRODUCTION (Student)

Take a screenshot and send it to the teacher.

5

Unit

five

How many... are there?
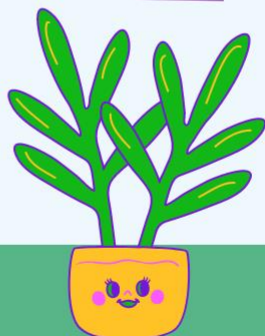
Target Level of students:

Pre A1.1

Approach:

B-learning

Strategy:

Face to face teaching

Platform:

Edpuzzle

Type of activity:

Presentation of the topic about there is, and there are

Procedure:

1. The teacher must choose a video from the DISCOVER on the page or add an edited video as content to add open-ended questions in it.
2. The teacher selects the video and assigns it to a class.
3. The teacher must establish the start, due date, and the time to perform the activity.
4. When the teacher assigns the activity, there are two options:
- LIVE MODE and SHARE ASSIGNMENT
5. Select the option LIVE MODE and share the link with the students.
6. The teacher must ensure that all students are connected to the live class to start.
7. The teacher plays the video, and when a question appears, the video will stop.
8. Then, the teacher can rewatch the video with the students or continue with the class.
9. After each exercise, the teacher can check the students' responses in class.
10. At the end of the activity, based on the number of responses the teacher can check the level of class participation.

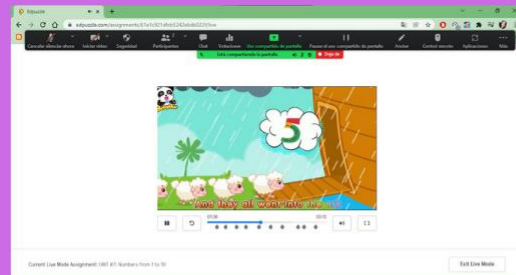## Advantage of this strategy:

The teacher will explore the students' prior knowledge. The students will be encouraged to participate in class actively.
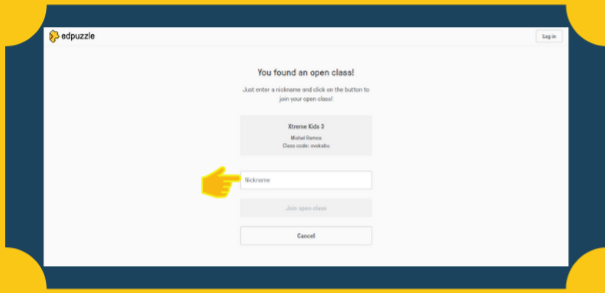
Presentation and activity:

https://edpuzzle.com/media/61e74e34f0f43442de26d536

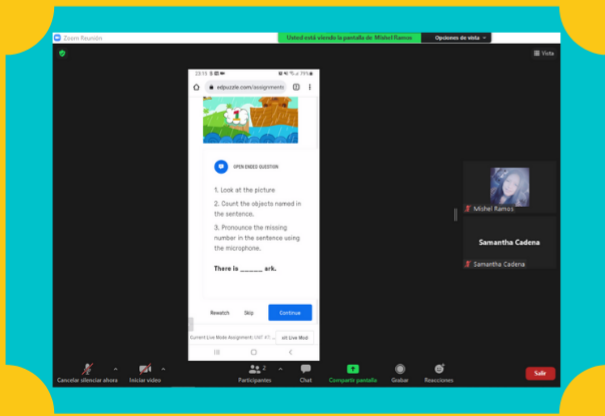edpuzzle

WEBSITE

PROCEDURE

1 Open the link:
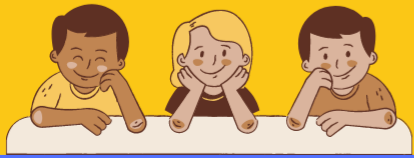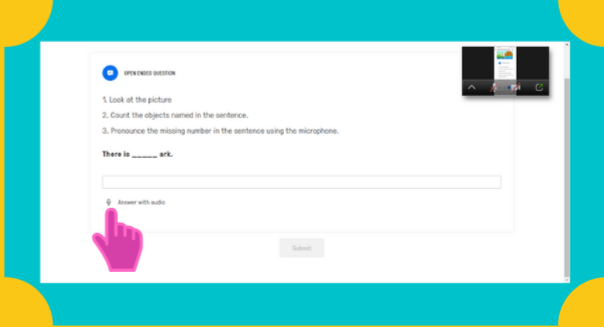- Write your full name.

2 Wait for your classmates while your teacher begins the activity.

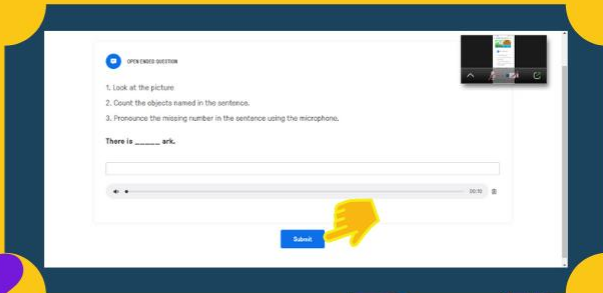**3** Watch the screen your teacher shares with you to see the video.

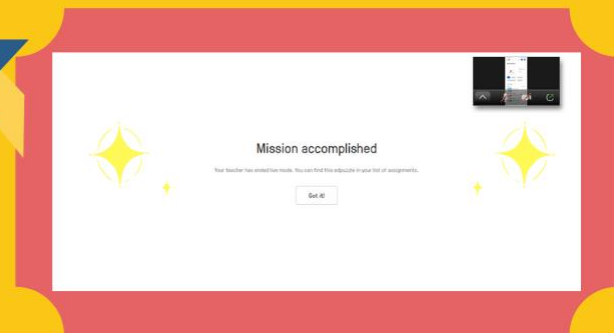Answer the questions using your microphone on the link sent to you by your teacher.

It is necessary to activate the microphone in your browser to use it.

1. Look at the picture

2. Count the objects named in the sentence.

5 Record your audio and send it.

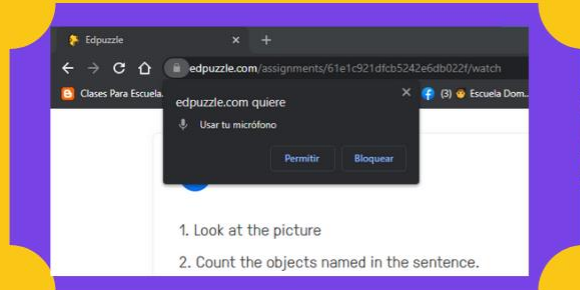**6** Your teacher will observe and listen to your response.

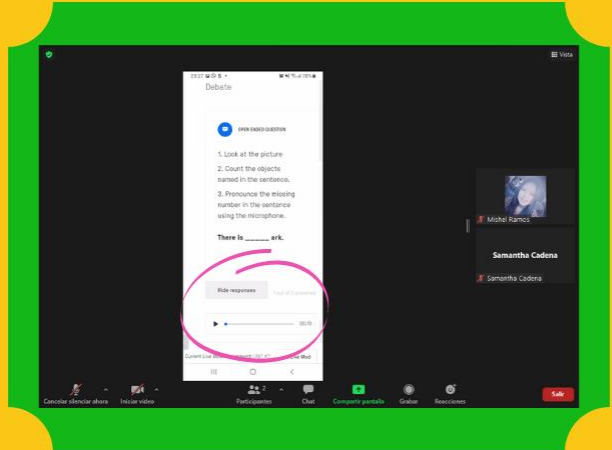**7** Be quick to answer the questions to complete the mission.

Mission accomplished

It is not necessary to download the app on the cellphone to enter the link; you switch the cellphone mode to desktop mode.

Target Level of students:

Pre A1.1

Method

Gamification

Strategy

Upgrade levels/stages

Platform:

Geneally

Type of activity:

Enhance students' personal development

Procedure:

1. The teacher uses the GENIALLY website and creates a presentation on gamification.
2. The teacher can form groups of three students and select the order of participation.
3. Then, the teacher can take into account the students' participation when the group passes all levels successfully.
4. At the end of the activity, the teacher can ask which level was the most difficult to solve.

Advantage of this strategy:

The teacher will encourage cooperation among students. In addition, students can share an achievement with their co-workers.

Activity

https://view.genial.ly/60c005c67860d10d09debd30/interactive-content-unit-5-there-is-there-are

PRACTICE
(Student)

PROCEDURE

1 The teacher will share the screen with you.
- Pay attention and watch.

MARCIANITOS

2 Be patient and respond when the teacher chooses your team.

PRACTICE (Student)

NIVEL 1 DE 5

How many apples are there?
1 There are one apple.
2 There is an apple.
3 There is apple.
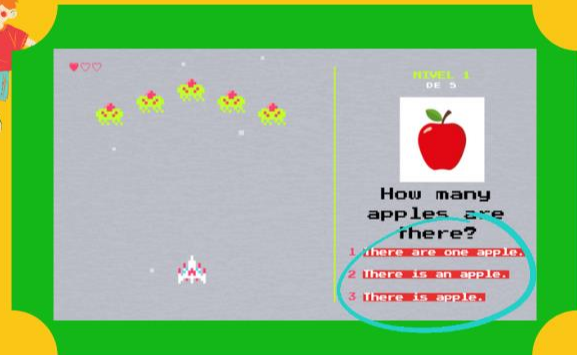
3 The teacher calls on a member of your team or you:
- If the teacher calls on you, open the microphone and answer the question correctly to move on to the next question.

NIVEL 3 DE 5

How many cakes are there?
1 There two elephant.
2 There are eight elephants.
3 There is two elephant.

If you answer or anyone of your group answers the questions incorrectly, you must restart the game.

GAME OVER
CONTINUE?
SI
NO

The teacher will register your participation when you complete the activity without errors and pass all levels.

Target Level of students:

Pre A1.1

Method

Gamification

Strategy

Obtaining points

Platform:

Lyricstraining

Type of activity:

Evaluation of knowledge of the topic
about there is and there are

Procedure:

1. The teacher must create an account on the LYRICSTRAINIGN website.
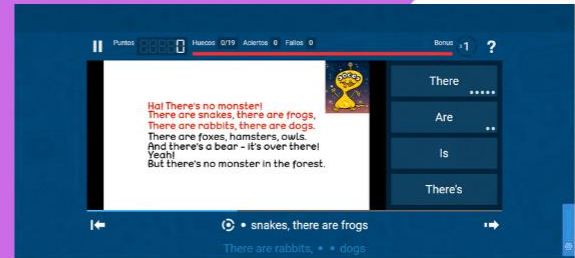2. Then, the teacher shares the screen and shows how to complete the activity to the students.
3. After that, the teacher sends the link to the students.
4. Finally, the teachers review the students' scores on the ṕage.

Advantage of this strategy:

- The teacher will encourage students' self-assessment and practice the topics learned.
- The students will complete the lesson stage and show their progress on the topic in a fun way.

🔔 TIP
- When the teacher creates a new song is necessary to change the status of the lyrics in DRAF to PENDING REVIEW so the children who do not have an account can access the activity.

Website:

https://es.lyricstraining.com/en/play/how-many-are-there/HdGuRFPCKd#c0Z/w!michell.ramos814

PRODUCTION

Enjoy learning languages with music videos and lyrics

WEBSITE

1 Open the link:
- Choose the SELECTION MODE.

Ejercicio Personalizado /
How many... are there?

Modo Escritura   Modo Selección

Pulse aquí para iniciar el juego

Atrás   Practicar   Mejores Puntuaciones

2 Click on the center of the screen to start the activity.

Ejercicio Personalizado /
How many... are there?

Modo Escritura   Modo Selección

Pulse aquí para iniciar el juego

Atrás   Practicar   Mejores Puntuaciones

3 If you do not have an account, create one or click on the MAYBE LATER option.

¿Todavía no tienes tu cuenta gratuita?

Compite con otros usuarios
Supérate a ti mismo y compite con usuarios de todo el mundo, de tú a tú o con amigos para conseguir la mejor puntuación.

Sube tus letras favoritas
Únete a nuestra creciente comunidad de usuarios y sube tu mismo las letras que no puedas encontrar.

Guarda tus favoritos
Añade las letras que más te gusten a tu lista de favoritas.

Y si eres profesor...
Crea tus propios ejercicios personalizados seleccionando los huecos a rellenar y compártelos con tus alumnos.

Crear cuenta gratuita

Quizás en otro momento

4 Click on play the video and get points by selecting the correct words. Enjoy the activity by singing the song.

Enjoy the activity by singing the song, and do not forget to send a screenshot when you finish.

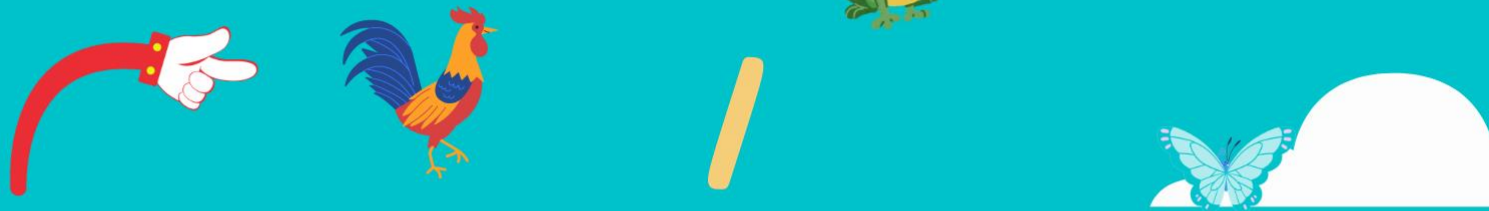Puntos   Huecos 1/19   Aciertos   Fallos 0   Bonus +1 ?

Ha! There's no monster!
There are snakes, there are frogs.
There are rabbits, there are dogs.
There are foxes, hamsters, owls.
And there's a bear – it's over there!
Yeah!
But there's no monster in the forest.

There
Are
Is
There's

There ⏵ snakes, there are frogs
There are rabbits, • • dogs
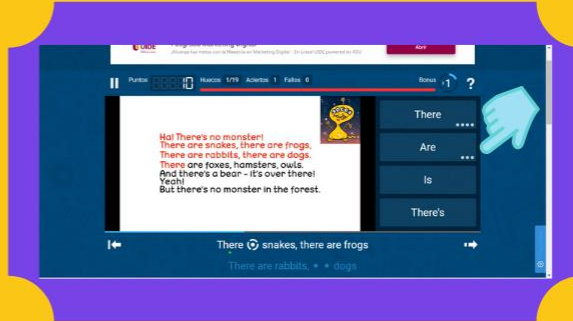
PRODUCTION (Student)

6 Unit
six

What Is This?
/
What's This?

Target Level of students:

Pre A1.1

Approach:

B-learning

Strategy:

Face to face teaching

Platform:

Goconqr

Type of activity:

Presentation of the animals

Procedure:

1. The teacher presents the flashcards with the topic "WHAT IS THIS?"
2. The teacher will answer the questions by turning over the flashcards.
- The flashcards are flipped by clicking on them.
3. At the end of the presentation, the teacher can invite the students to get to know the vocabulary by sharing the flashcards with them. The material includes audio.

Advantage of this strategy:

- The teacher will facilitate interaction and attention. In addition, the teacher will share virtual material with the students as a resource for studying.
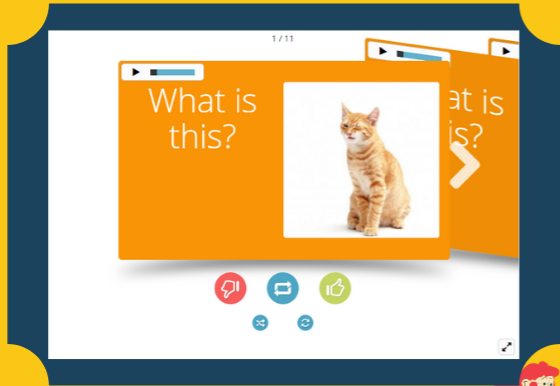- The students will express their opinions and enjoy the class.

Website:

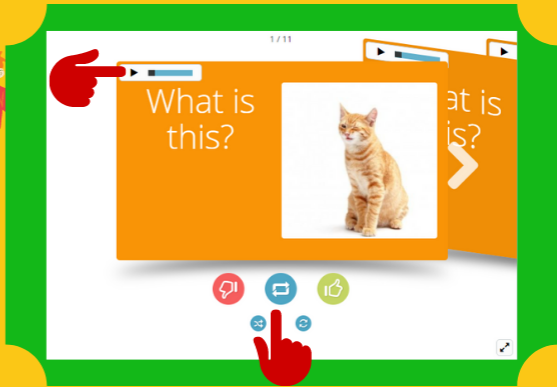https://www.goconqr.com/es-EC/flashcard/35131889/presentation-unit-7-animals
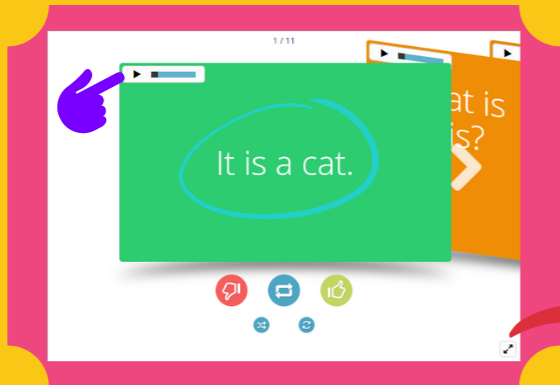
WEBSITE

goconqr

PROCEDURE

1 Open the link that the teacher shares with you.

2 Listen to the audio and turn the flashcards to find out the answer to the question.
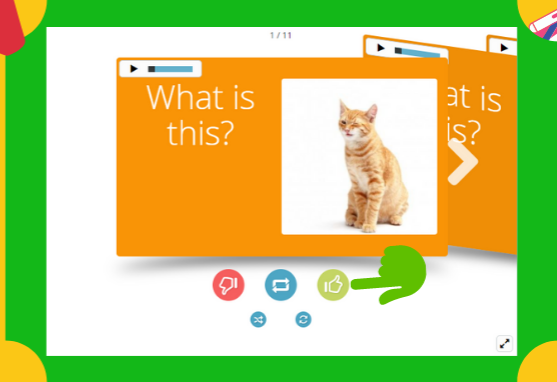
3 Play the audio to hear the correct answer.

Pass the flashcards to learn about the animals and when you answer the question correctly click on I KNOW THIS CARD.

When you learn and listen to all the questions and answers, check your percentage at the end.

What is this?

What is this?

It is a cat.

100%

11 de 11 fichas

Puntúa este recurso:

f Comparte en Facebook

Comienza de nuevo

Descubre más fichas o crea las tuyas propias
¡Únete a GoConqr ahora! ¡Es gratis!

Empieza

Target Level of students:

Pre A1.1

Approach:
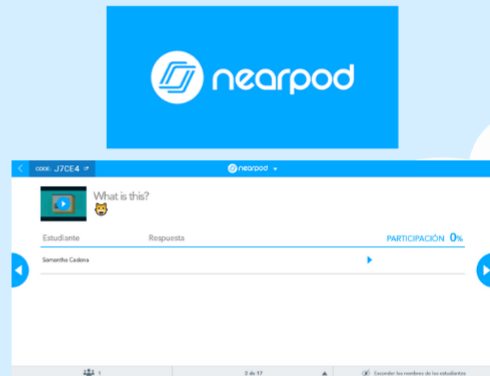
B-learning

Strategy:

Group discussion and brainstorming

Platform:

Nearpod

Type of activity:

Expresion of student's opinions

Procedure:

1. Before sharing the link with the students, the teacher explains that their participation must be oral only.
2. Next, in the created activity, there are two options:
   - LIVE PARTICIPATION
   - STUDENT-PACED
3. Select the option STUDENT-PACED. In this option, the teacher can see the participation and progress of the students.

Advantage of this strategy:

- The teacher will have the opportunity to listen to the students' opinions in an orderly way.
- The students will have the opportunity of participating without their classmates' interruptions, and at their own pace.

🔔 TIP
- The option AGREGAR MATERIALES, IMÁGENES O AUDIO presents alternatives to reinforce the listening to help the student, who does not read, to understand the activity.
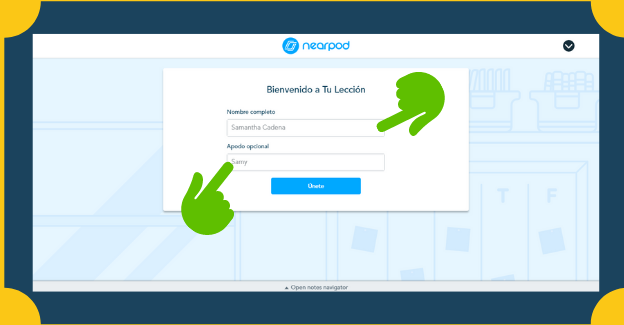
Website:

https://app.nearpod.com/?
pin=A73662BD04BB513078B7AF2F49A0BFE0-1

PRACTICE
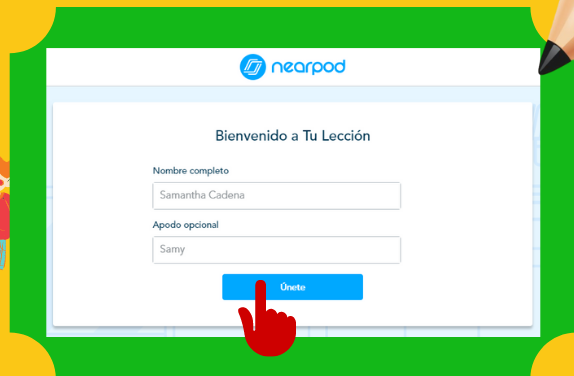
nearpod WEBSITE

PROCEDURE

1 Open the link:
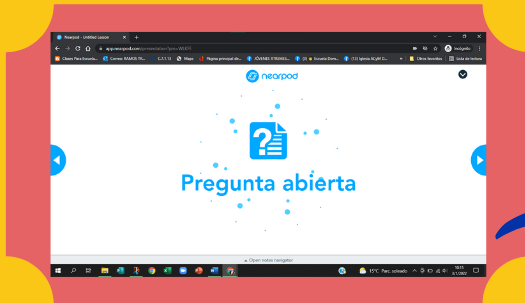- Type your name (Student also has the option of type a nickname).
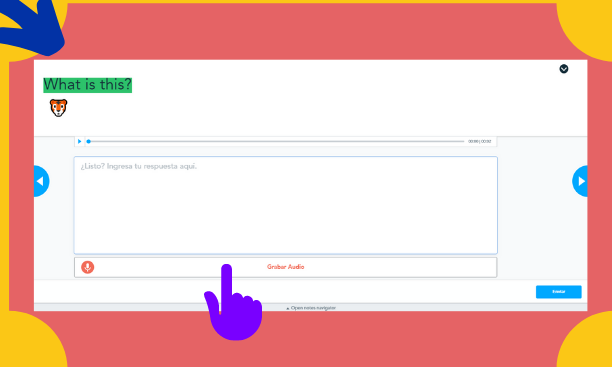
2 Click on UNIRSE.
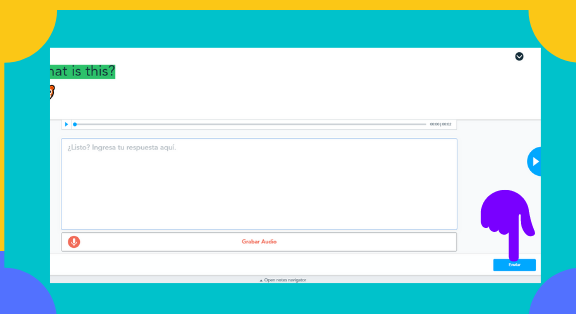
3 You will have open-ended questions.

Listening the audio with the question and answer using the option GRABAR AUDIO.

4 When you answer all the questions:
- Click ENVIAR
The teacher will check your answers.

Target Level of students:

Pre A1.1

Approach:

B-learning

Strategy

Online assessment

Platform:

Games to learn English: Speak Easy
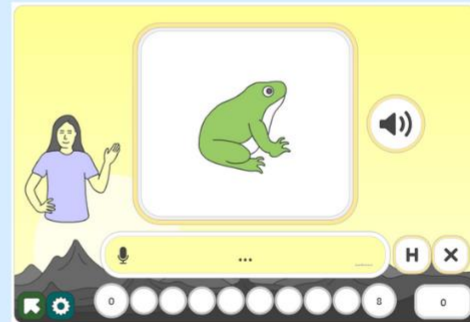
Type of activity:

Evaluation of students' oral description

Procedure:

1. Before sharing the link with the students, shows a guide about how to test the microphone to continue the activity.
2. Then, provide the topic that the students will be working on as a lesson.
3. Finally, the activity records the performance of everyone who plays, and the teacher can check the students' work online.

Advantage of this strategy:

The teacher will have the opportunity to evaluate the students' oral production. Students will also be able to practice and improve their pronunciation.

Website:

https://www.gamestolearnenglish.com/speak-easy/

PRODUCTION

Games to learn English

WEBSITE

1 Open the link.
- Click OKAY to check that your microphone is working correctly.

THIS PAGE ONLY WORKS WITH GOOGLE CHROME BROWSER

Use a microphone

OKAY

2 Select the topic ANIMALS.
- Pronounce the correct animal, and the next exercise automatically appear.
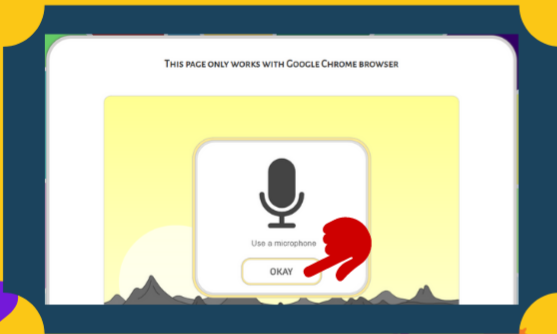
monkey
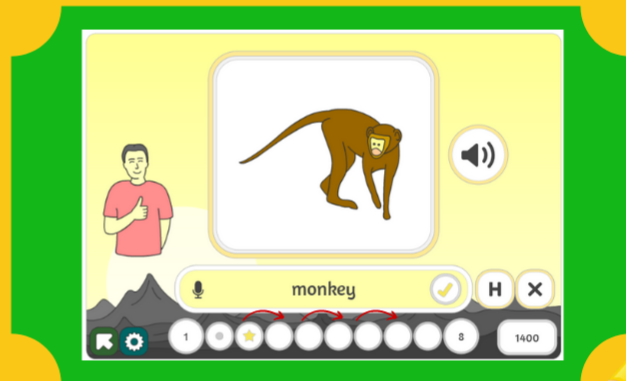
3 At the end of the activity:
- Write your name.
- Write your country.
- Click in ENTER.

Animals - 7 days

	Name	Score	Date	Location
1	Betty	4800	29-Dec	Vietnam
2	Aidar	4800	28-Dec	Kazakhstan
3	Lila	4800	27-Dec	Vietnam
4	Alan	4800	24-Dec	Dubai
5	Alessia	4800	24-Dec	Swiss
6	Ola	4800	23-Dec	China
7	Ada	4600	23-Dec	Kulu
8	Alan	4500	24-Dec	Dubai

Score 2200

Name

Location

Enter

BACK
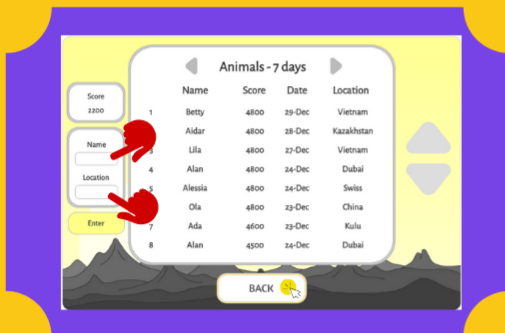
4 Finally:
- Take a screenshot.
- Send it to your teacher.

Animals - 24 hours

	Name	Score	Date	Location
1	Betty	4800	29-Dec	Vietnam
2	Samy	3450	29-Dec	Ecuador
3	Elrylexian	3200	29-Dec	Taungtha
4	Sofia	3100	28-Dec	Bogota
5	Cimot	2500	28-Dec	Thailand
6	Mishel	800	29-Dec	Ecuador

Score 3450

BACK
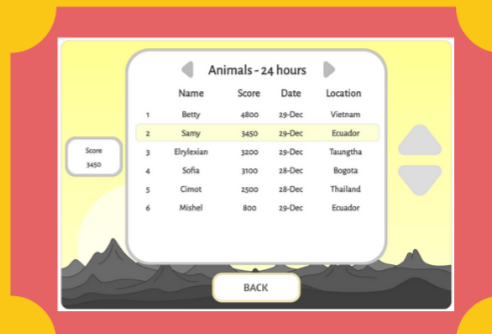
PRODUCTION (Student)

7

Unit

seven

3+3
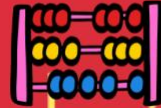
Numbers
from 1 to 10

Target Level of students:

Pre A1.1

Approach:

B-learning

Strategy:

Face to face teaching

Platform:

Little birdtales

Type of activity:

Presentation of the numbers from 1 to 10

Procedure:

1. First, the teacher opens the link and shares the screen with the students.
2. Next, the teacher shows an example to the students on how to participate in class.
3. After that, give the teams turns to participate.
4. Finally, review the topic with all students and clarify any missed exercises.

Advantage of this strategy:

- The teacher will present the class in a creative way to capture the students' attention.
- The students will be able to take an active role in the class by their participation in the class.

Website:

https://littlebirdtales.com/tales/view/story_id/792499

WEBSITE

little bird tales
capturing the voice of childhood

1 The teacher will share the number tale with you and play the audio.

Mishel 's Tale
BY: MISHEL RAMOS

The shy numbers

2 Listen to the tale, and when a question appears, in case you want to participate, raise your hand.
- Open your microphone and respond when the teacher selects you.

Mishel 's Tale
BY: MISHEL RAMOS

We are the numbers, but we are shy. "Where is number one?" they asked.

00:02   00:08

Embed Code   Page: 1 of 21

3 Pay attention to the screen and check if your answer was correct or not.

Mishel 's Tale
BY: MISHEL RAMOS

"I am here," he replied. "I am number one."

00:04   00:05

Embed Code   Page: 2 of 21

Target Level of students:

Pre A1.1

Approach:

B-learning

Strategy:

Group discussion and brainstorming

Platform:

Wordwall

Type of activity:

Discussion and exchange of ideas for identify the numbers from 1 to 10

Procedure:

1. First, the teacher opens the link and shares the screen with the students.
2. Next, the teacher can show an example to the students on how to participate in class.
3. After that, gives the team turns to participate.
4. Finally, the teacher can review the topic with all the students and clarify any failed exercises.

🔔 TIP
- Switch the templates created by this page based on the original to experiment with the different teaching resources.

Advantage of this strategy:

The teacher will listen to the student's responses and monitor them closely.
The students will be able to play an active role in the class.

Website:

https://wordwall.net/resource/27499633

PRACTICE

PRACTICE (Student)

PROCEDURE

1 When the teacher shares the screen:
- Pay attention y to be prepared to give your answer.

Cuestionario
Unit #7: Numbers from 1 to 10
INICIAR
Una serie de preguntas de opción múltiple.
Presiona la respuesta correcta para continuar.

0:18 ✓ 0
A 7 seven   B 1 one
C 2 two   D 4 four
2 of 10
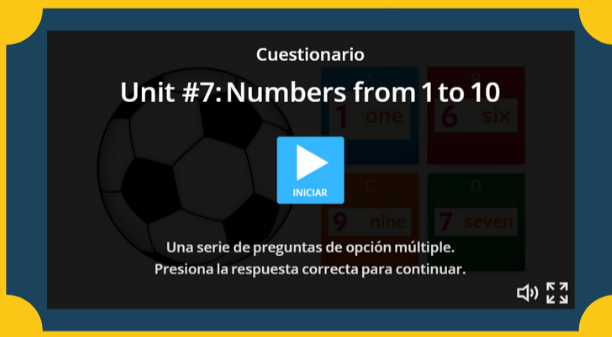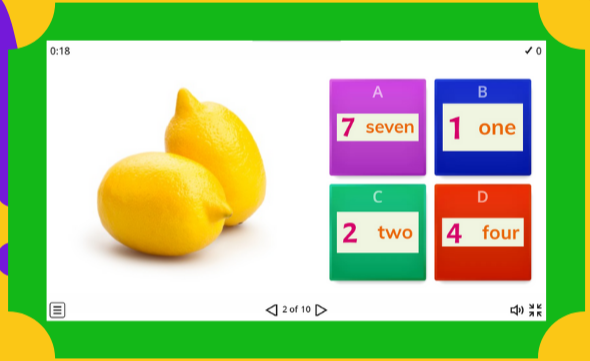
2 Raise your hand to participate.
When the teacher selects you:
- Open your microphone
- Look at the picture
- Choose one option and one answer.

3 Look at the screen and check if your answer was correct or not.

0:27 ✓ 3
A 2 two   B 5 five
C 4 four   D 3 three ✓
3 de 10

Target Level of students:

Pre A1.1

Method:

Gamification

Strategy:

Obtaining points

Platform:

Edpuzzle

Type of activity:

Open-ended questions using the microphone to receive oral responses from the students.

Procedure:
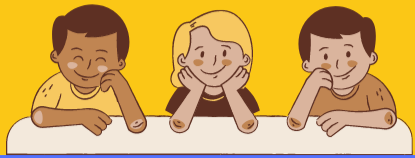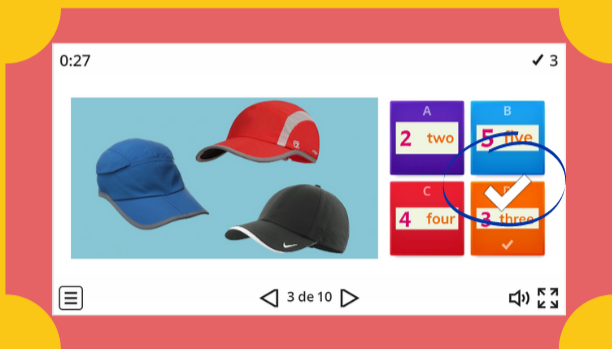
1. The teacher must choose a video from the DISCOVER on the page or add content by uploading an edited video to add open-ended questions.
2. Select the video and assign it to a class.
3. Set the time and deadline for the activity.
4. When the teacher assigns the activity, there are two options:
- LIVE MODE and SHARE ASSIGNMENT
5. Select the SHARE ASSIGNMENT option and share the link with the students.
6. In the given activity, the teacher can listen to the students' answers and score points from 1 to 100 for each one.

Advantage of this strategy:

- The teacher will have the opportunity to evaluate the students' oral production.
- Students will be able to practice and improve their pronunciation.
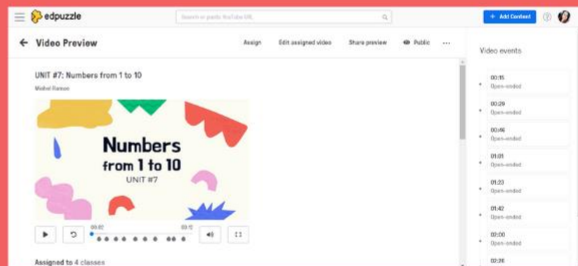
🔔 TIP
- The teacher can select the PREVENT SKIPPING option when creating the activity to prevent students from skipping the questions.
- It is crucial to activating the class type OPEN when creating a new class to enter the class just by typing their name.

Website:

https://edpuzzle.com/media/61de3a08ff66c342c592a67a

PRODUCTION

edpuzzle

WEBSITE

PROCEDURE

1 Open the link:
- Enter your full name.
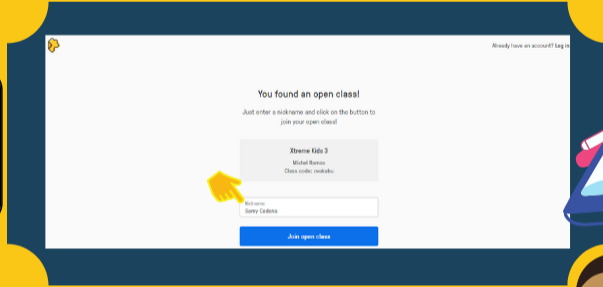
2 Play the video and answer the questions you see.

UNIT #7: ANIMALS

By Mishel Ramos. Due on Feb. 20th, 11:00pm

Numbers from 1 to 10
UNIT #7

3 Paid attention to the statement and, using the microphone, give your response.
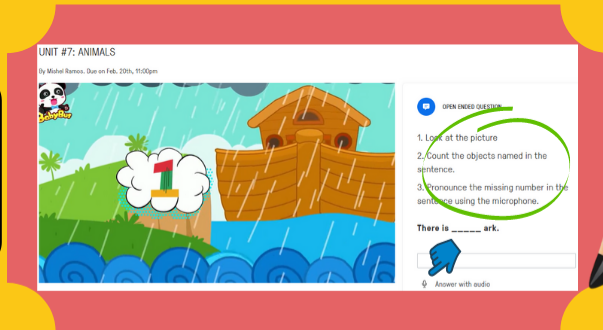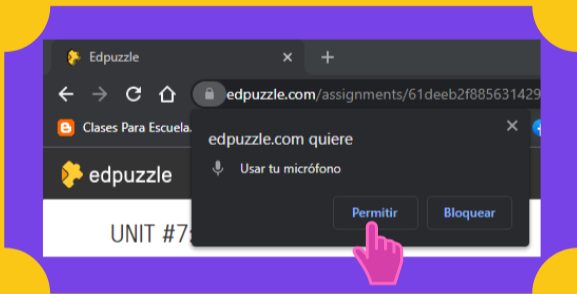
To use the microphone, it is necessary to activate it in your browser.

edpuzzle.com quiere
🎤 Usar tu micrófono

Permitir   Bloquear

It is not necessary to download the app on the cellphone to enter the link; you switch the cellphone mode to desktop mode.

Descargas   Historial   Páginas guardadas   Añadir página a

Compartir   Modo Oscuro   Bloqueadores anuncios   Buscar en página

Sitio versión escritorio   Tamaño del texto   Zoom   Complementos

Ajustes

2nd grade - "Urcuqui" High School

Assignments   Post
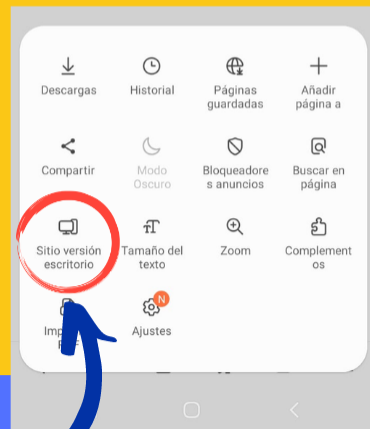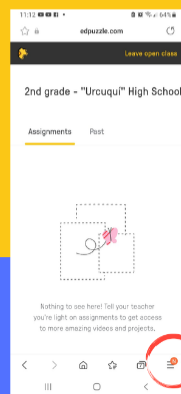
8

Unit

eight

Who is this?

PIXTON

Target Level of students:

Pre A1.1

Method

Gamification

Strategy

Challenges

Platform:

Pixton

Type of activity:

Presentation about on family members.

Procedure:

1. The teacher uses the comic strip with the theme "WHO IS THIS?" to introduce the class.
2. The teacher can invite the students to introduce their family members in the class.
- The teacher must create a new classroom and add students' names.
- Send students the link and their codes to enter in the class.
- The teacher can eventually challenge the students to create a comic introducing their family members.
3. The teacher can view the students' online comics in real-time.

Advantage of this strategy:

The teacher will have the opportunity to motivate the student's creativity and interact with them during the class presentation. Students will share personal information with the teacher and classmates in class.

🔔 TIP
- There are three options that teachers can select to invite students to join a new class
a) Using their Microsoft IDs
b) Using their Google IDs
c) Using Pixton Usernames
The third option is best for working with students who do not have a Microsoft or Google account.

Website:

- https://app-es.pixton.com/#/
- https://www.canva.com/design/DAE1z4ZvsIc/U-vCM7WUp-pn_65phiLStw/watch?utm_content=DAE1z4ZvsIc&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton

PIXTON

WEBSITE

PROCEDURE

1 Open the link that the teacher shares with you:
- Type your username.

¡Hola, clase!
samanthac9540
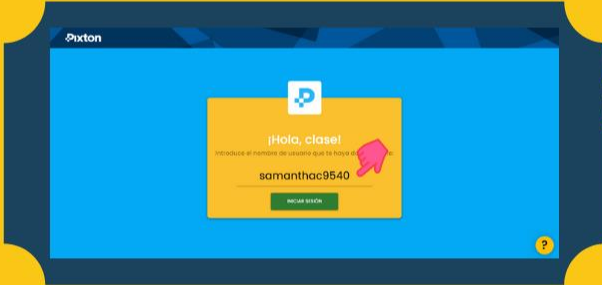
2 Click on "NEW COMIC".

Samantha C.

NUEVO CÓMIC
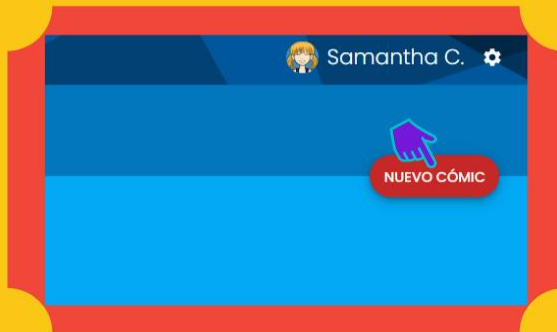
3 Copy the name to your work.

4 Design your comic using web resources.

Ingrese un título para este cómic

My family

Puedes cambiar esto en el creador de cómics.

CANCELAR   CONTINUAR
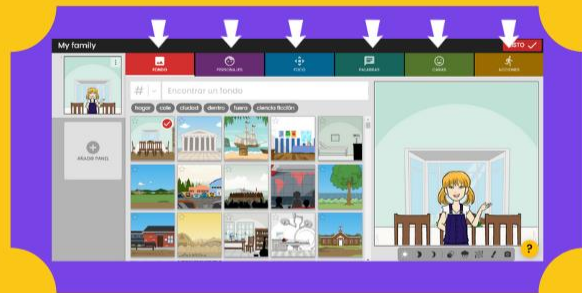
5 To add dialogues:
- Click on the "WORDS" option.
- Click on "VOICE RECORDING".
Speak, and the words will appear. The teacher will view your work online.

This is my family.
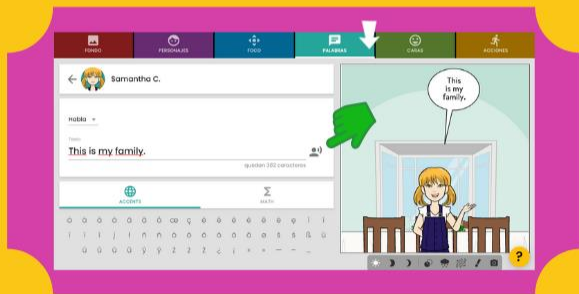
Target Level of students:

Pre A1.1

Method

Gamification

Strategy

Competition

Platform:

Baamboozle

Type of activity:

Interaction between teacher and students.

Procedure:

1. First, the teacher must divide the students into teams. There are options to create from 1 team to 4 teams in the basic plan.
2. Next, open the link and share the screen with the students.
3. After that, give the team turns to participate.
4. Finally, check how many points each team has scored.

🔔 TIP

- It is necessary to register on the website to access to form three to four teams,
- There are three game modes to make it more interactive: quiz, classic, and classic Jr. Try to use these variants to create a more competitive environment.

Advantage of this strategy:

- The teacher will strengthen communication with the students.
- Students will reinforce group work and interact with their classmates.

Website:

https://www.baamboozle.com/game/820907

Baamboozle

WEBSITE

PROCEDURE

1 When the teacher assigns you a team:
- Pay attention to your team turn.
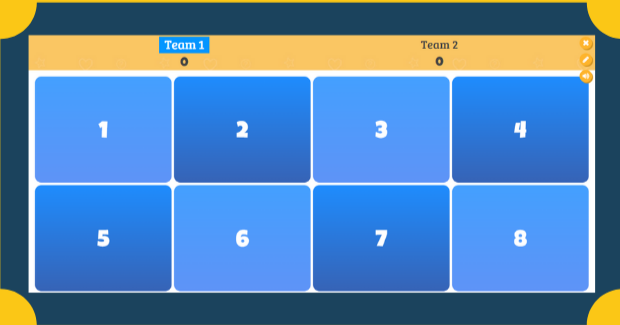
2 Raise your hand to participate. When the teacher selects you:
- Choose a number.
- Open your microphone.
- Answer the question.

3 The teacher will check your answer. If your answer is correct, the teacher will give you points.
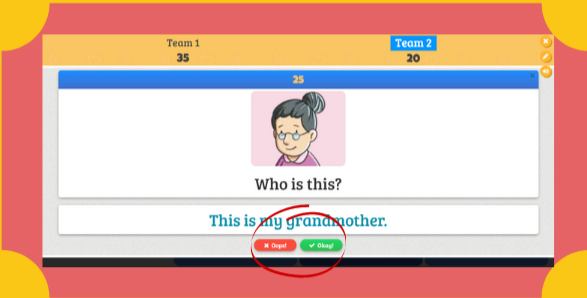
Try to participate as much as possible so that your team gets the highest score.
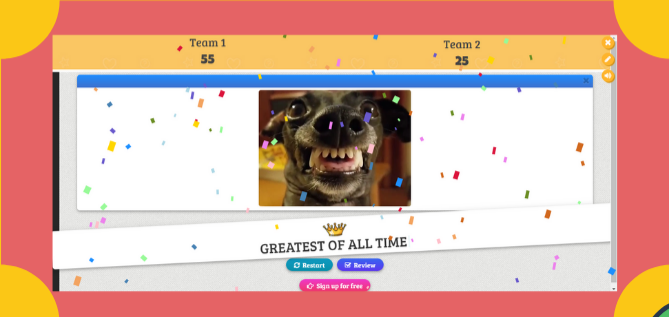
Target Level of students:

Pre A1.1

Approach:

B-learning

Strategy:

Online assessment

Platform:

Blooket

Type of activity:

Evaluation by means of quiz questions about the family

Procedure:

1. The teacher must create an account to host this game.
2. Next, select a game mode to start the assessment. Depending on the selection, the students will play the game and have different activities.
3. Depending on the selected game mode, the teacher can set the number of questions time or set a challenge for the students to answer as many questions as possible.
4. After that, copy the link and share it with the students. When all the students enter the game, click START.
5. Finally, the teacher will compare the students' results and view their participation reports.

Advantage of this strategy:

- The teacher will motivate the student to continue learning about this topic.
- Students can assess themselves and internalize the acquired topic.

🔔 TIP
- The activities created can be assigned as homework or practice activities.

Website:

https://www.blooket.com/set/61ea321f41570d89ab4c7fed

PRODUCTION

Blooket

WEBSITE

PROCEDURE

1 Open the link and enter your full name.

Join a Game

Enter Nickname

Nickname →
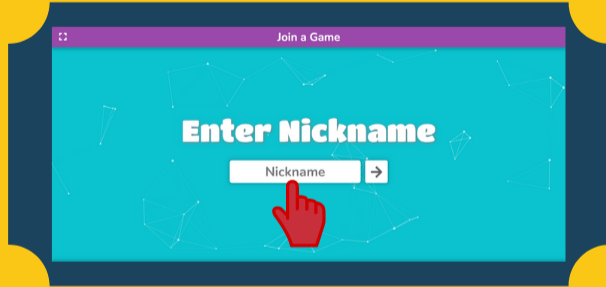
2 Choose a character while the teacher starts the game.

Damaris Ramos — Waiting in Lobby

Waiting For Host

3 Pay attention to the instructions and choose the correct answers.

Damaris Ramos — 5 Left

Who is this?

Your goal is to be the first to answer 5 questions correctly!

OK!

mother — sister

father — grandfather
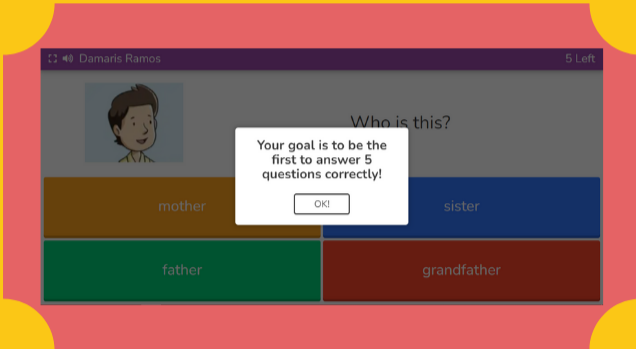
4 You can see the correct answer below when you choose an incorrect answer.

Damaris Ramos — 2 Left

INCORRECT

×

Correct Answer: sister

Click Anywhere to Go Next
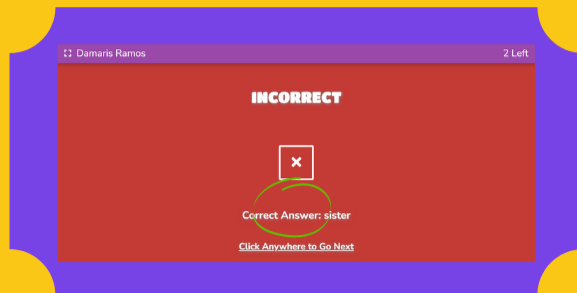
5 At the end of the activity, you can choose some additional powers and collect rewards.

Power-Up

Click Anywhere To Choose A Power-Up

Choose a Token Multiplier

? ? ?

Rewards Added

+4 💲   +2 XP

Thanks!
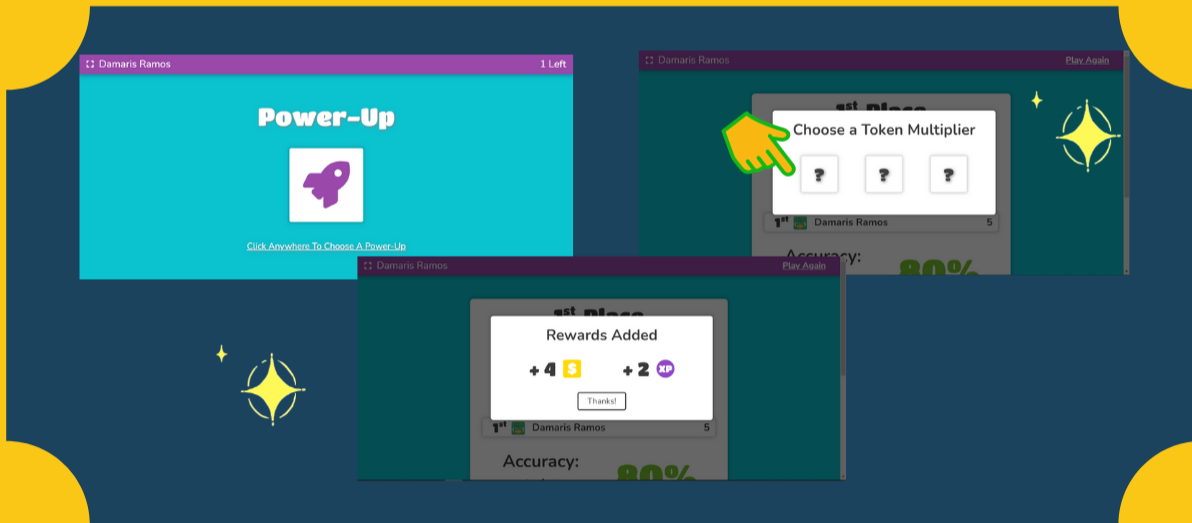
6 Powers multiply your rewards. These rewards are converted into money to buy on the website's marketplace.

Blooket

Market   45 💲

Aquatic Box	Bot Box	Space Box	Breakfast Box
25 💲	20 💲	20 💲	15 💲

Medieval Box	Wonderland Box

7 Finally, verify your place and accuracy in the activity.

1ˢᵗ Place

OUTSTANDING!!!

5 / 5

1ˢᵗ Damaris Ramos   5

Accuracy:
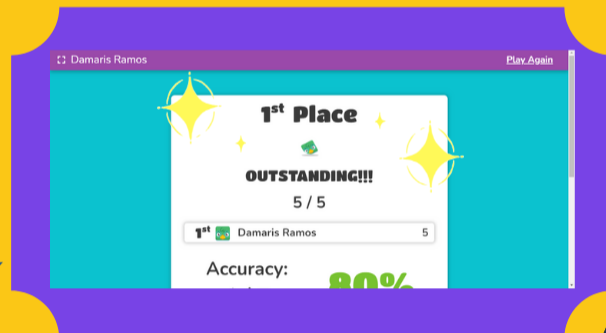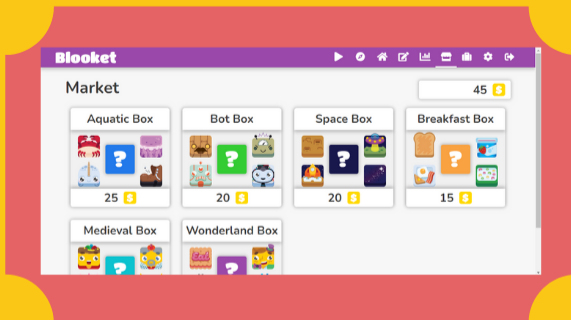
4.7 Impacts

The final degree project often presents an impact analysis; the impacts can be considered positive and negative according to the context or area under investigation. There are two ways to analyze an impact prospectively and retrospectively. This research will conduct a prospective analysis because the proposal projected has not been fulfilled. This proposal tends to achieve three impacts which are:

- Academic impact
- Socio-Cultural impact

To select the impact levels numerically. Each indicator must have a numerical value assigned. It is necessary to apply impact matrices and continue the analysis of the impacts.

Table 6

Impact levels equivalence.

NUMBER	LEVEL OF IMPACT
-3	High negative impact
-2	Mid negative impact
-1	Low negative impact
0	No impact
1	Low positive impact
2	Mid positive impact
3	High positive impact

Own elaboration. Information retrieved from: "Libro de Proyectos, Tesis y Marco lógico" by Posso, M., 2013.

Finally, add the impact levels, divide by the number of indicators, and include the analysis that assigned the corresponding value to each indicator (Posso, 2011, págs. 242-247).

4.7.1 Academic impact

Table 7

Academic impact indicators.

Indicator / Impact Level	3	2	1
Improving oral production through the use Gamification and B-learning strategies.			
Facilitate teaching through the use of virtual tools such as applications and websites.			
Including topics according to the students' school level.			
The use of virtual material facilitates the acquisition of L2.			
TOTAL			

Σ=11

$$\text{Level of academic impact} = \frac{\Sigma = (11)}{\text{\# Indicators (4)}} = 2.75$$

Level of academic impact = Medium positive impact

Analysis

- This proposal includes interactive activities based on the strategies of Gamification and B-learning with clear instructions that allow the student to focus on the new topic that they are learning and promote oral production in class; thereby, the proposal has a positive impact.

- This proposal provides possible applications and websites that teachers can create dynamic and interactive activities promoting students' oral production, enhancing their teaching and performance in the academic environment. For that reason, this indicator has a high positive impact.

- The topics raised in the proposal are linked to the Common Framework of Reference for Languages and Ministry of Education book following the established standards regarding the English language and the speaking skills that students must develop according to their age. As a result, this indicator has a high positive impact.

- The use of virtual material can contribute to the acquisition of the English Language; however, the teacher has an essential role in the class as a facilitator, motivator, model, and monitor. The teacher is the main person who promotes the acquisition of the language, and the virtual material contributes to its teaching; in addition, the relationship between the student and the teacher must continue to be maintained innately. For that reason, the indicator has a mid-positive impact.

Most of the indicators regarding the academic impact of the proposal have the highest score. Therefore, the proposal has a high academic impact because it will strengthen teachers' teaching and allow the student to improve their oral production.

4.7.2 Socio-Cultural impact

Table 8

Socio-Cultural impact indicator.

Indicator / Impact Level	3	2	1
Improving Communicative Language Activities and Strategies such as Overall spoken production and Describing the Experience			
Effectiveness in students' academic performance.			
Integration of the student, teacher, and parents in the teaching and learning process.			
Encouraging the learning process based on communicative Language Competence through basic expressions.			
TOTAL			2

$$\Sigma=12$$

$$\Sigma= (12)$$

Level of academic impact = _____ **= 3**

 # Indicators (4)

Level of academic impact = High positive impact

Analysis

- The activities proposed in the research work promote the students' oral production through applications and websites that are friendly for the teacher and the students can use easily. In addition, each activity aims to achieve those students improve their speaking skills, and they can express themselves and communicate in the language without any pressure. Therefore, this indicator has a high social impact.

- Learning the English language at an early age has a positive advantage in the students' cognitive development. That is, the students can relate their experiences with the new vocabulary that they are learning. Therefore, the student will be able to perfect the English language throughout his academic life and have opportunities in working life and continue their third level studies. For that reason, this indicator has a high social impact.

- Teachers have an essential role in virtual teaching since they are the ones who provide the material to strengthen or evaluate the skills of students. However, parents are essential agents in the teaching-learning process due to the early age of students. They can have a certain complexity of using virtual tools by themselves. For that situation, the parents can become monitors and at the same time maintain communication with the teacher. In other words, this proposal aims to create permanent contact between these agents, teachers, students, and parents. From this perspective, the proposal may have a high positive social impact.

- English language is related to the linguistic diversity that includes the exchange of experiences and values from one culture to another through the language. The English speaker can share, analyze and understand different perceptions of other countries in the economic, educational, and cultural spheres; therefore, students can enrich their intellect and train as critical and innovative people.

CHAPTER V

5 CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

Within the findings of this study proceeds to synthesize the most important conclusions.

- Theories and methods have been improving to strengthen teacher-student communication. Speaking is an interactive process that has several sub-skills. One of them is oral production, which, conjointly with virtual tools, can allow teachers to maintain constant communication and transmit information. In this way, students can improve their speaking skills and be motivated to participate in the proposed activities actively and dynamically.
- The application of parent surveys provides objective data and numerical values that identify the problem and actual conditions of the research population based on quantitative-deductive analysis. On the other hand, the teacher provided experiences and opinions detailed about the students' oral production through the interview. Moreover, to know the participants' expectations to include the Gamification and the B-learning in the teaching and learning process.
- Based on the results obtained, the teaching area uses several virtual tools to promote the students' oral production. At the same time, the learning area manifested the low of virtual material, besides, the passive participation of the students is a principal negative factor towards effective oral production. In conclusion, the students have difficulties in oral production, which should be solved immediately.
- The proposal of this research work consists of a guide of lessons ordered based on the Presentation, Practice and Production (PPP) structure and focused on Gamification and B-learning strategies. Each section has a part structured towards the teaching practice and another towards the student's oral production. Finally, the intervention of this guide highlights a high academic and socio-cultural impact on the population.

5.2 Recommendations

The following are a series of recommendations whose implementation is vital to continue improving oral production in second grade EGB students, update teaching-learning methods, and promote virtual tools in the L2 acquisition process.

- Based on the conclusions, professionals should consider that the application of current methods and approaches, accompanied by virtual materials, can help improve the oral production of second-grade students and promote hypothesis verification when applied in groups of different ages from those proposed in this work.
- To better understand the implications of these results, future studies could engage strategies concerning Gamification and B-learning considering the other sub-skills of speech to achieve more significant advances in L2 communication.
- English teachers must analyze and include new teaching methods and approaches in their planning with strategies and activities that promote the improvement of sub-skills. It also creates a welcoming environment where students feel motivated to participate and perform the proposed program activities more efficiently.
- The topics established in the virtual teaching materials (V.T.M) guide propose activities according to the level of knowledge of second-grade students. Therefore, the implementation of this guide gives support for class participation and familiarization of the topics concerning second language teaching.

GLOSSARY

Approach: a way of dealing with somebody/something; a way of doing or thinking about something such as a problem or a task.

Feasible: that is possible and likely to be achieved.

Guide: a book that gives information about something or tells you how to do something.

Method: a way of doing something, often one that involves a system or plan.

Remarkable: unusual or surprising in a way that causes people to take notice.

Virtual tools: computer systems allow learners to communicate and participate regardless of time or place.

Website: a set of pages on the internet, where a company or an organization, or an individual person, puts information.

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ANNEXES

Annex 1: Request for the application of instruments in "Urcuquí" High School

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

Oficio 309-D
Ibarra, 28 de junio de 2021

Magíster
Luisa Chamorro
DIRECTORA DE LA UNIDAD EDUCATIVA URCUQUÍ

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a usted con la finalidad de solicitarle de la manera más comedida, se brinde las facilidades necesarias, a las señoritas: RAMOS TREJO MISHEL ABISAG, CI-1754759486 y ROMERO FERNÁNDEZ DEISY ADRIANA, CI-1004325039 , estudiantes de octavo nivel de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtengan información, apliquen instrumentos y desarrollen el trabajo de grado con el tema: "Virtual teaching materials to improve speaking skills in the 2nd grade of the Urcuquí High Schoolin the academic period 2021".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

Mgs. Raimundo Alonso López Ayala
DECANO FECYT

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 24 de junio de 2021

Magister

Marcia Mantilla

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicitamos muy comedidamente se digne validar la entrevista, encuesta y ficha de observación del Proyecto de Investigación "Materiales didácticos virtuales para mejorar la producción oral del inglés en el 2do grado de Educación General Básico de la Unidad Educativa "Urcuquí" en el periodo académico 2021. Previo a del título de: Licenciatura en Pedagogía De los Idiomas Nacionales y Extranjeros Mención Inglés. para lo cual, se dignará encontrar adjunto la entrevista, encuesta y ficha de observación y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipamos nuestros debidos agradecimientos.

Atentamente,

Mishel Ramos

Estudiante de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros – Inglés

C.C.: 175475948-6

Adriana Romero

Estudiante de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros – Inglés

C.C.: 100432503-9

UNIVERSIDAD TÉCNICA DEL NORTE
FACULDAD DE CIENCIA Y TECNOLOGÍA
ENGLISH MAJOR

SEMI-STRUCTURED INTERVIEW

Thesis topic: Virtual teaching materials to improve speaking skills in the 2nd grade of the Urcuquí High School in the academic period 2021.
Objective: To diagnose the virtual didactic material used by the teachers of the "Urcuquí" High School to strengthen the oral production of the English language.
Educational institution: "Urcuquí" High School
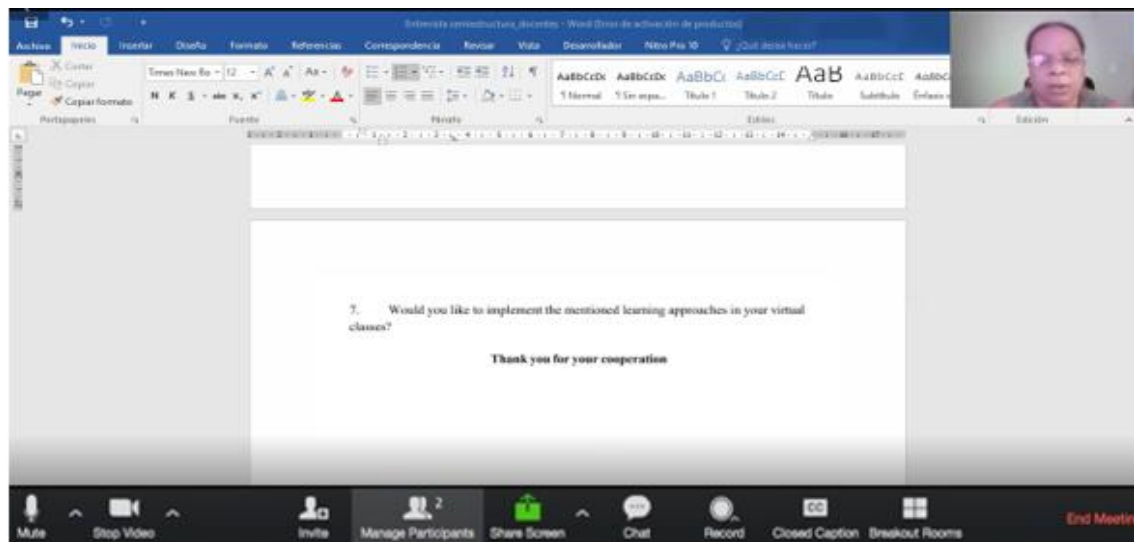
Interview for English teachers

Dear teacher, the application of this survey will help to strengthen the scientific part of this research project, also this work is only for academic purposes, therefore all information will be kept anonymous. We thank you in advance for sincerity and time.
Age:
Gender:
Sexo:
Level:

1. In your experience, what virtual platforms do you use to teach your online classes?
2. According to the proposed by the "Currículo Nacional de Inglés" for General Basic Education students, based on the Common European Framework of Reference for Languages (CEFR) the out-put profile for the 2nd grade students should be: Pre A1 Starters. In your experience and within this level, on what scale do you place the range of knowledge of the students?
   ▪ Advanced
   ▪ Intermediate
   ▪ Basic
   ▪ Beginner
3. What virtual tools do you use in your classes to develop English oral production in your students?
4. According to your criteria, what would the level of difficulty to develop the English oral production in your students? Why?
5. Of the following learning approaches, which one do you feel familiar with?
   ▪ Communicative approach
   ▪ Cooperative learning
   ▪ Task-based learning
   ▪ Lexical approach
   ▪ Gamification
   ▪ B-learning (Blended Learning)
6. In your experience, have you heard about learning processes based on Gamification and B-learning?
7. Would you like to implement the mentioned learning approaches in your virtual classes?

Thank you for your cooperation

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS - INGLÉS

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

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

Observaciones:

……………………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………
………………………………………………………………

UNIVERSIDAD TÉCNICA DEL NORTE

Facultad de Educación, Ciencia y Tecnología

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

Tema de la tesis: Materiales didácticos virtuales para mejorar el speaking en el 2do grado de Educación General Básica de la Unidad Educativa "Urcuquí" en el período académico 2021.

Objetivo: Recopilar información a través de los padres de familia con respecto a los materiales didácticos virtuales utilizados por los docentes para mejorar el speaking.

Instrucciones:

Estimado representante lea detenidamente cada una de estas preguntas y responda deacuerdo a su criterio personal.
La información recolectada será usada con fines únicamente académicos por lo que será anónima para proteger su identidad. Le agradecemos de antemano su sinceridad y su tiempo. Muchas gracias.

Encuesta dirigida a los padres de familia

CUESTIONARIO

1. **Género.**
   - Masculino
   - Femenino
2. **Según su criterio, ¿Cómo considera usted la enseñanza del idiomainglés?**
   - Muy importante
   - Importante
   - Poco importante
   - Nada importante
3. **¿Cómo define usted la enseñanza virtual de su representado en la asignatura de inglés?**
   - Muy bueno
   - Bueno
   - Regular
   - Malo

4. **De acuerdo a su vivencia ¿Qué actividades realiza su representado durante las clases virtuales para el aprendizaje del idioma inglés? Si su respuesta es "otras" escriba una respuesta que la respalde.**
   - Descripción de imágenes
   - Juegos interactivos
   - Observar videos

- ☐ Elaboración de manualidades (dibujar/pintar)
- ☐ Elaboración de fichas
- ☐ Ninguna

Otras_____

5. Según su criterio. ¿Cuál es la actitud de su hijo durante la clase deinglés?

- ☐ Muy participativo
- ☐ Poco participativo
- ☐ Nada participativo

6. Durante la clase de inglés, ¿En qué actividad/es le gusta más participar a su hijo? Si su respuesta es "otra" escriba una respuesta que la respalde.

- ☐ Cantar
- ☐ Dramatizar
- ☐ Repetir palabras con su maestro
- ☐ Conversar con el maestro
- ☐ Jugar con sus compañeros y/o docente

Otra_____

7. ¿Estaría usted de acuerdo en que su representado use más herramientas virtuales para el aprendizaje del idioma inglés?

- ☐ Completamente de acuerdo
- ☐ De acuerdo
- ☐ Poco de acuerdo
- ☐ Nada de acuerdo

Muchas gracias

UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS
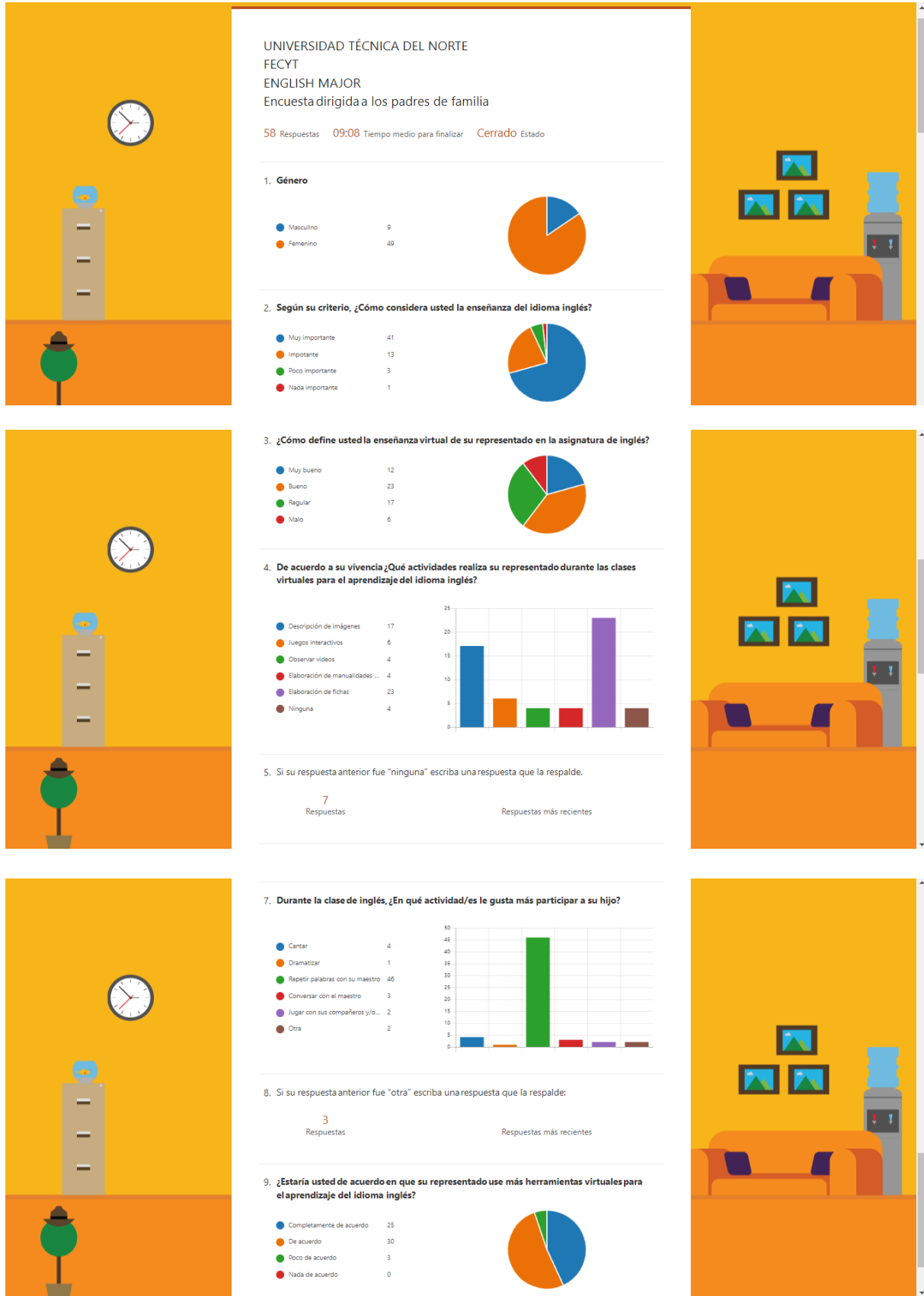
A continuación, marque con una **X** en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO			
CRITERIOS DE EVALUACIÓN			**OBSERVACIONES**
Ítem	**Dejar**	**Modificar**	**Eliminar**	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			

…………………………
Firma del Evaluador
C.C.: 1711539690

Apellidos y nombres completos	Mantilla Guerra Marcia Lucía
Título académico	Mgs. Lingüística Aplicada Mgs. Docencia Universitaria
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	mlmantilla@utn.edu.ec
Teléfono	0983014909
Fecha de envío para la evaluación del experto:	24/06/21
Fecha de revisión del experto:	26/06/21

Annex 7: Parents' questionnaire application evidence

UNIVERSIDAD TÉCNICA DEL NORTE
FECYT
ENGLISH MAJOR
Encuesta dirigida a los padres de familia

58 Respuestas   09:08 Tiempo medio para finalizar   Cerrado Estado

1. **Género**

- Masculino — 9
- Femenino — 49

2. **Según su criterio, ¿Cómo considera usted la enseñanza del idioma inglés?**

- Muy importante — 41
- Impotante — 13
- Poco importante — 3
- Nada importante — 1

3. **¿Cómo define usted la enseñanza virtual de su representado en la asignatura de inglés?**

- Muy bueno — 12
- Bueno — 23
- Regular — 17
- Malo — 6

4. **De acuerdo a su vivencia ¿Qué actividades realiza su representado durante las clases virtuales para el aprendizaje del idioma inglés?**

- Descripción de imágenes — 17
- Juegos interactivos — 6
- Observar videos — 4
- Elaboración de manualidades ... — 4
- Elaboración de fichas — 23
- Ninguna — 4

5. Si su respuesta anterior fue "ninguna" escriba una respuesta que la respalde.

7
Respuestas

Respuestas más recientes

7. **Durante la clase de inglés, ¿En qué actividad/es le gusta más participar a su hijo?**

- Cantar — 4
- Dramatizar — 1
- Repetir palabras con su maestro — 46
- Conversar con el maestro — 3
- Jugar con sus compañeros y/o ... — 2
- Otra — 2

8. Si su respuesta anterior fue "otra" escriba una respuesta que la respalde:

3
Respuestas

Respuestas más recientes

9. **¿Estaría usted de acuerdo en que su representado use más herramientas virtuales para el aprendizaje del idioma inglés?**

- Completamente de acuerdo — 25
- De acuerdo — 30
- Poco de acuerdo — 3
- Nada de acuerdo — 0

Annex 8: Teacher's interview application evidence