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EXTRANJEROS MENCIÓN INGLÉS**

**INFORME FINAL DEL TRABAJO DE TITULACIÓN, EN LA
MODALIDAD PROYECTO DE INVESTIGACION**

TEMA:

**ICTs tools as didactic resources to enhance speaking skills in senior students at
“Abelardo Moncayo” High School in 2021-2022 academic year**

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DEDICATION

This thesis is dedicated to my grandparents for whom through their words and experiences I have been able to learn from them; Likewise, it is dedicated to my parents, who have always taught me and accompanied me throughout my training as a person and professionally; to my brothers for their love and unconditional support in difficult times to continue working and striving to fulfill my goals; to my dear wife Nancy Guaján, who has given me the strength to fulfill this long-awaited purpose with her company and words.

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RESUMEN

Esta investigación buscó alternativas y posibilidades para el uso de las Tecnologías de la Información y la Comunicación (TICs) como recursos educativos en las estrategias utilizadas en cada lección y para apoyar la enseñanza y el aprendizaje. La investigación se llevó a cabo en el Colegio “Abelardo Moncayo” en el periodo académico 2021-2022, donde se encuestó a dos docentes y 192 alumnos. Por lo tanto, la experimentación fue tanto cualitativa como cuantitativa, evaluando los problemas que experimenta la instalación a través del uso de recursos, analizando los resultados de la encuesta y observando la falta de recursos para integrar adecuadamente la tecnología en la instrucción del idioma inglés dentro del aula. Como resultado, se elaboró una guía de actividades con el uso de las TICs para potenciar la enseñanza de la expresión oral y mejorar el dominio del idioma inglés entre los estudiantes de la institución.

Palabras clave: educación, recursos, tecnología, habla, enseñanza, aprendizaje, lengua extranjera

ABSTRACT

This research sought alternatives and possibilities for the use of Information and Communication Technologies (ICTs) as educational resources in the strategies used in each lesson and to support teaching and learning. The research was carried out at the "Abelardo Moncayo" School in the 2021-2022 academic period, where two teachers and 192 students were surveyed. Therefore, the experimentation was both qualitative and quantitative, evaluating the problems experienced by the facility through the use of resources, analyzing the results of the survey and observing the lack of resources to adequately integrate technology in English language instruction within the classroom. As a result, an activity guide was developed on the use of ICTs to enhance the teaching of oral expression and improve English language proficiency among the institution's students.

Keywords: education, resources, technology, speaking, teaching, learning, foreign language

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ACRONYMS

CEF: Common European Framework

BGU: Bachillerato General Unificado

ICTs: Information and Communication Technologies

BI: Bachillerato Internacional

UTN: Universidad Técnica del Norte

UE: Unidad Educativa

EFL: English as a Foreign Language

ESL: English as a Second Language

INTRODUCTION

Motivation for the research

The motivation for this research is to find and identify new strategies, methodologies, and didactic resources that could be utilized through ICTs to help improve the quality of education in institutions when it comes to English as a foreign language (EFL) speaking skills.

Problem Description

The advancement and evolution of ICTs globally have enabled the quick dissemination of information, ultimately creating an educated and knowledgeable society. In addition, they have successful advantages within education, such as increasing innovative responses in the future, eliminating barriers of time and space, and using the internet as a tool for information and knowledge with equality and methodologies.

Likewise, the presence of this tool poses new challenges in the area of communication focused on the ability to speak the English language, for which the search for resources requires new skills and changes in the objectives that can be achieved on a personal and collective level, which means that educational institutions must work to develop essential habits and skills in students that allow them to communicate in English in order to strive to reduce the issue of underdevelopment of English speaking ability, thus encouraging active student participation and fostering more spoken expression in and outside the classroom.

“The development and application of Information and Communication Technologies (ICTs) in the field of Foreign Language Teaching (FLT) have had a considerable impact on the teaching methodologies” (Septiani, n.d.)

This investigation is carried out in Atuntaqui city of the Imbabura province, where the "Abelardo Moncayo" High School is located; thanks to the pre-professional practices carried out in previous periods, it was possible to observe that it offers a comprehensive and expansive structure for the training. Still, because of certain issues, the necessary skills for teaching and learning English speaking skills cannot be adequately developed, particularly for the high school senior students who are the focus of this research.

Teachers in the English area have proven to be good professionals. Still, in the same way, they need to demonstrate a problem when using traditional educational methodologies by selecting outdated strategies or didactic resources. Likewise, to this problem is added another reason why the development of speaking ability in students is low, and that is that most teachers demonstrate little interest in enhancing this skill due to the lack of initiatives within the institution from the authorities, which leads to a lack of use of technological tools to enhance oral production in English.

Due to this problem, English speaking skills must be developed in order for students to achieve success in the area of oral language learning, since in the educational institution, teachers focus more on teaching grammar leaving aside the objective of language, oral production. However, it is known that grammar must be taught in context isolation to obtain better results with the ability to speak. Through communication, students practice this English language skill relating to their parts and experiences.

1. How does the use ICTs tools as didactic resources influence the learning of speaking skills in the English language?
2. What ICTs tools can be used as didactic resources to enhance the English language speaking skills of senior students at Abelardo Moncayo School during the 2021-2022 academic year?

Justification

This research is being conducted due to the importance of using Information and Communication Technologies (ICTs) and didactic resources to improve education in a non-native language like English. This will help to advance and develop communities, leading to more diverse cultures and enriched societies.

This investigation is conducted due to the great importance implied by the quality of education given to students and if it complies with the objectives initially established by its creators, such as teachers and authorities. It is necessary to remember that the educational process is like a chain of proposals and objectives that must be fulfilled in order until its final goal is achieved, which is the academic formation of a human being ready to face and meet new challenges and objectives.

The current research will have academic implications with the students of “Abelardo Moncayo” High School because they are its primary beneficiaries; so, they will receive correct and adequate teaching of the English language regarding their speaking skills using didactic resources. Likewise, the beneficiaries will also be the teachers, educational authorities, parents, and of course, nearby communities because the students, by receiving adequate English language teaching-learning, will allow them to become productive human beings, prepared and trained to get develop in English quickly in any field of life such as in professional, work, and personal aspect.

Objectives

General Objective

Determine how ICTs tools as a didactic resource influence the development of speaking skills in senior students of the “Abelardo Moncayo” High School in 2021-2022 academic year.

Specific Objectives

- Diagnose the use of ICTs tools as didactic resources that influence the enhancement of speaking skills in the English teaching-learning process.
- Specify the main ICTs tools applicable in the improvement of oral production.
- Design a strategic guide of specific activities that facilitate the teaching-learning process regarding speaking skills.

Structure of the research report

This research report was divided into four chapters: Chapter I contains information about variables like theories, definitions, and relevant information regarding the current research. The chapter covers everything related to the data analysis and discussion during the study. Finally, Chapter IV, where the proposal, activity, and resources are presented. Chapter II includes all methodology aspects, tools, approaches, and methods used to accomplish the research.

CHAPTER I: THEORETICAL FRAMEWORK

This chapter covers relevant and essential information regarding the theoretical framework required to perform the current research, “ICTs tools as didactic resources to enhance speaking skills in senior students at “Abelardo Moncayo” High School in 2021 2022 academic year”. This chapter gives us theoretical information about the topic for developing it efficiently and achieving its current objectives.

1.1 ENGLISH LANGUAGE

The English Language is originally from England, a language that dominates the United States and several island nations in the Caribbean Sea and the Pacific Ocean. Likewise, English is the first choice in most countries globally since more than a third of the world's population speaks this language. David Denison and Richard Hogg (2008) mention that the UK and USA are the two largest countries, in terms of population, where English is a native language. English is also the most common language in Australia and New Zealand, as well as being the official language of Canada and South Africa. (p.1)

1.1.1 English as a foreign language

English is a major language globally and is usually taught as an additional language in countries where it is not the primary language. Dehors, Götz, & Laporte (2016) indicate that "English is taught and learned primarily as an international means of communication" in EFL contexts (p.131). English as a foreign language (EFL) is the term for studying this language in non-native countries. In Ecuador, English is rarely used for conversation or instruction.

1.1.2 Common European Framework of Reference for Language (CEFR)

English teachers can use the CEFR as a tool to determine the competency levels that pupils can achieve. Additionally, it is possible to organize activities and manage the progress effectively.

Table 1.
Global Scale

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. They can express themselves spontaneously, fluently and precisely, differentiating finer shades of Proficient meaning even in more complex situations.
	C1	Use language flexibly and effectively for social, academic, and professional purposes. Produces clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices. Can understand a wide range of demanding, longer texts and recognize implicit meaning. They express themselves fluently and spontaneously without much obvious searching for expressions.
	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and Independent disadvantages of various options. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers separate without strain for either party.
Independent User	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise while traveling in an area where the language is spoken. Can produce simple connected text on topic familiar topics of personal interest. Can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans.
	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe aspects of their background, immediate environment, and issues in areas of immediate need.
	A1	Understand and use familiar everyday expressions and fundamental phrases to satisfy a concrete type's needs. They can introduce themselves and others and ask and answer questions about personal details such as where he/they people live he/they know things they have. Can interact, provided the other person talks slowly and clearly and is prepared to help.

(Council of Europe, 2022)

1.1.3 English education in Ecuador

Most people currently regard English as the world's most significant language. Many nations use English as a common language for professional communication, and people wish to learn this language because of this. Therefore, Ecuador has added that foreign language as a subject to its curriculum.

Different regulations and perceptions carry out English Education in Ecuador. English became mandatory in secondary schools in 1992 (English in Ecuador, 2015). Therefore, the compulsory teaching of the English language in education in Ecuador was implemented that year through an agreement between the Ministry of Education and the British Council for all high schools.

Figure 1.

The Ecuadorian Ministry of Education has established the following EFL learning outcomes.



(Ministerio de educación, English Language Learning Standards, 2016)

1.1.4 English level proficiency required by senior students in Ecuador

Levels A1 to C2 are defined by the Common European Framework of Reference (CEFR) as English proficiency levels. Each school year has a category to attain in English, and the English education systems those levels to students' requirements. A1 level refers to the eighth and ninth academic years, A2 to the tenth and first academic years, and B1 to the second and third academic years. This research will concentrate on students who must achieve the B1 level. The B1 level specifies the communicative and linguistic skills that

end must accomplish when they finish their academic year and so students at the B1 level must be independent language users. (Ministerio de educación, 2014)

1.1.5 Receptive and productive skills in the English language

As English becomes the global language, people's desire to become proficient in the language is growing steadily. The widespread need for English as a second or foreign language puts considerable pressure on educational resources in many countries. According to (Aydogan & Akbarov, 2014), in the English language, there are four basic language skills: listening, speaking, reading, and writing. These are related to each other by two parameters: the mode of communication: oral or written, and the orientation of the communication: receiving or provoking the message.

1.1.6 English Speaking skill

Speaking skill in EFL is the ability to communicate with other people in a particular environment. It provides an overview of the ability to match vocabulary learned in different forms of communication. The speaking skill is a process of thought and reasoning so that the conversation or dialogue of any person can be accepted and understood in a good way by others, that is, by listeners. Therefore, speaking is closely related to listening skills since both needs to complement each other to achieve better results. (Syakur, et al., 2020)

Masuram & Sripada (2020) point out that speaking is a complicated skill in any second language teaching and learning situation. Teaching speaking is a productive skill, yet it is seen as difficult and requires consistent practice, strong dedication, and concentration to attain high proficiency. During the conversation, a speaker a person has to pay attention, edit, make corrections, and simplify their utterances. Additionally, this skill involves pronunciation, intonation, and stress patterns, which can pose a hard challenge for those who are non-native English speakers.

1.1.7 The sub-skills of speaking skill

Depending on students' level and ability, there are several sub-skills to consider when it comes to speaking.

Figure 2.

The four speaking skills



Source: Take from (BINUS UNIVERSITY)

Fluency

Speaking without pauses, repetition, or self-correction using a connected speech at a natural speed. When completing a written or spoken fluency exercise, students should focus more on conveying meaning than trying to be accurate.

Vocabulary

Speaking vocabulary consists of the words we use when we speak. Students generally learn the meanings of words through everyday usage and oral interactions in the target language.

Grammar

Grammar is a sub-skill of speaking that is seen as just a rather special implementation of the standard grammar of English, but a discovery that does not necessarily reduce the interest in studying spoken language's grammar (grammatical use).

Pronunciation

Pronouncing words is more than just mimicking what you hear. Articulation includes elements of the language (vocabulary and grammar) and abilities (speaking and listening). To enhance pronunciation, one needs to focus on the sound of the language. Practicing connected speech can be practiced and done by playing segments from audio recordings.

1.1.8 Speaking skills in an educational context

The different skills needed together contribute to the ultimate goal of teaching speaking: engaging in a cohesive and comprehensible conversation. Most of these skills are addressed as needed, rather than through general lessons.

1.2 FACTORS THAT INFLUENCE THE ENHANCEMENT OF SPEAKING SKILL

There is extensive research on the factors that intervene in a student's learning process in terms of foreign language, especially when those students want to enhance their speaking skills; therefore, certain internal and external factors determine effective or inaccurate learning in the student. Tuan & Mai (2015) found that a student's ability to speak can be impacted by various factors related to the performance conditions (time, preparation, expectations, and assistance), emotional variables (motivation, self-esteem, and tension), comprehension capacity, subject-related understanding, and feedback during speaking activities.

The following factors present some that are related to the previous ones.

1.2.1 Internal factors

The internal factors have more relevance than the external ones since it is said that if a student does not have an interest in learning, he will never achieve it, or he will do it in a superficial way and by obligation. Some examples are time and practice, self-esteem and motivation, which is essential to mention since it is determined by three factors: strong wish to be able to learn a language and use it in everyday conversations towards learning that language, and attitudes that one is willing to carry out to learn it.

1.2.2 External factors

There are numerous external and internal factors that influence the learning of English; these include environmental, economic, and infrastructure factors. These elements offer the best conditions in terms of concentration, focus, and knowledge acquisition in order to learn the English language. For example, some external factors are socioeconomic, demography, and academic-institutional because these affect the development of other skills.

1.3 LANGUAGE LEARNING

In hopes of the student acquiring the necessary skills to speak a language, language learning involves instruction about a language's usage, speakers, and structure. The current approach to language acquisition centers around meaningful exposure to the target language, allowing students to acquire its structure through practical application. Native American languages, on the other hand, are taught as foreign languages within their native communities, adhering to the official language model. This commodifies the heritage language, rendering its study as a contrived exercise that wastes time, money, and effort that could otherwise be spent progressing the actual revitalization of said language.

1.4 LANGUAGE LEARNING THEORIES

Language learning theories give people different approaches to teach and study, indicating that children learn a language in the same way they pick up other skills, such as how to tie their shoes or count, through repeating and reinforcing the actions.

1.4.1 Cognitivism

Cognitivism is a learning theory that centers on the processes of the mind. According to cognitivist education, the way we learn is determined by how we absorb, store, process, and then access data. Our brains use the information we have learned to apply it to new situations or problems. This is the target of most learning theories. Cognitivism, also known as cognitive learning theory, helps build better education initiatives by using research that focuses on the brain and mental activities related to acquiring and using new information. Understanding cognitivism can be useful for anyone who is trying to teach or obtain new concepts or ideas. Even when a student is trying to master something new, they typically have some prior knowledge which can be used to link brand new information and develop skill and expertise in it. That is the essence of cognitivism.

According to cognitive learning theory, the mind is the processor that uses our internal knowledge and joins it with external factors in order to acquire new information. As learning involves tapping into pre-existing knowledge and collecting information from previous experiences to gain a better understanding of the world, cognitivism believes that hypotheses are the primary basis for explaining how we learn. Therefore, cognitivism is thought of as the standard for all studies and fundamentals of learning development (Morales, 2021)

1.4.2 Constructivism

Constructivism is seen as an approach to learning that regards people as actively constructing or creating their knowledge, and perceiving reality through the experiences of the learner (Elliott et al., 2000, p. 256). The focal point of constructivism is that human learning results from construction, with learners developing new understanding based on prior learning. This previous knowledge shapes the new or modified knowledge a person will gain from new learning experiences (Phillips, 1995). The constructivist learning theory underlies numerous student-centered teaching techniques which contrast with the more traditional method of teaching where teachers just give knowledge to students. Tam (2000) identifies four key characteristics of constructivist learning environments which must be taken into account when applying constructivist teaching strategies.

- 1) Teachers and students will exchange knowledge.
- 2) Both the teacher and the student will be in charge.

- 3) The teacher will be a facilitator or instructor.
- 4) Classes will contain a small number of different learners.

1.4.3 Connectivism (active learning)

Connectivism was initially presented in 2005 by two theorists, George Siemens and Stephen Downes. The article of Siemens "Connectivism: Learning as a Network Creation" was published digitally in 2004, and the article of Downes "An Introduction to Connective Knowledge" released the next year. Connectivism is a comparatively new learning theory that promotes combining thoughts, ideas, and general knowledge in a helpful way. It acknowledges that technology is an important part of the learning process and that staying connected offers us opportunities to make options when it comes to learning. Connectivism advocates learning that happens beyond an individual, such as through social networking sites, online networks, blog posts, or databases. It also emphasizes group collaboration and discussion, allowing for various perspectives and beliefs regarding making decisions, problem-solving, and interpreting information.

1.4.4 Krashen's Monitor Model

The most cited theory in second language acquisition is Stephen Krashen's Monitor Model, which consists of various hypotheses. If you want to delve into the intricacies of his concept, I suggest you check out the link provided. However, here's a brief overview of the key takeaway.

- Language acquisition is subconscious and the result of informal, natural communication.
- Language learning is conscious and motivated by error correction (more formal).
- Grammar structures are acquired in a set order.
- Language acquisition happens with comprehensible input (listening or reading material that is just slightly above our current language proficiency).
- A monitor, which refers to those that pressure one to effectively communicate rather than simply express meaning, often appears in the form of language teachers who correct grammatical errors. In terms of language acquisition, comprehensible input - material heard or read only slightly above someone's current language level - plays a critical role.

It should be noted that this is Krashen's theory only. Although the theory is quite popular, some parts of it have been harshly criticized and contradicted (especially his opinion on the predictable order of grammar structures). Nevertheless, this theory is useful for obtaining ideas on language learning. It implies that we should make an effort to increase our second language input and guarantee that we get proper error correction in some form.

1.5 METHODS AND APPROACHES IN THE LANGUAGE TEACHING AND LEARNING PROCESS

1.5.1 Direct Method

This method focuses on teaching and naturally learning a language by using the process of getting a tongue. The direct method was developed during the nineteenth century as an opposition to the grammar translation approach with another perspective or focused on total immersion of the students in the classroom where everyone should speak or communicate just in the target language. This method indicates there is no use of grammar in the process; instead, there is more learning through the listening and speaking skill interaction (Millsaps, 2020). This method is characterized by the search for teaching a language through discussions, conversations, and readings in the target language, leaving aside the study of formal grammar. According to Franke (quoted in Richards & Rodgers, 2014, p.11), the best way to teach a language is by actively using it in the classroom.

1.5.2 Audio-lingual method

The Audiolingual Approach to language teaching shares many similarities with the Direct Method, such as a rejection of the mother tongue and the focus on speaking and listening competencies before reading and writing competencies. However, there are also differences. The Direct Method emphasizes vocabulary teaching while the Audiolingual Approach focuses on grammar drills (Rhalmi, 2009). This approach focuses on developing oral skills and improving speaking achievement. Language items are presented without reference to the mother tongue so students can learn language skills effectively, and it is designed to enable them to respond quickly and accurately in spoken language by teaching vocabulary and grammatical patterns through dialogues.

1.5.3 Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) was born in the 1980s with a focus on learner interaction and achieving communicative competence instead of just linguistic competence. The approach asserts that using language to communicate meaning to others is the key to learning a language. Thus, teachers who apply CLT to their ESL classrooms promote the use of English language. In the pursuit of substantial discourse, teachers of English as a second language can incorporate exercises that stimulate conversation through the accomplishment of valuable objectives. The purpose of ESL instruction is to foster communication.

Talking is at the forefront of an ESL classroom utilizing the communicative language teaching technique. Under this method, students engage in conversation with one another rather than receiving instruction from the teacher's monologue. Consequently, learners become better adept at communicating in English. As for classroom management, instructors shouldn't intervene too much in these exchanges.

Instead, they should motivate pupils to interact naturally and only provide limited correction as needed. The goal of the communicative approach to speaking is to provide students with a safe and comfortable environment in which they can practice their English skills without worrying about making mistakes or feeling awkward.

1.6 INSTRUCTIONAL MATERIALS

Every subject in the school curriculum requires the use of instructional materials. Faize and Dahan (2011, cited in Bukoye, 2019) say that these are all things related to print and non-print products that impart information to students during the teaching and learning process. Worksheets, textbooks, newspapers, presentations, photos, workbooks, and electronic tools are examples of instructional materials. They facilitate in some aspects like symbols, words, and ideas to enhance their listening, critical thinking, speaking, reading, and writing skills and, in the same way, their ability to use media and technological tools.

Instructional materials can help students gain the skills they need to think more deeply and analytically., allowing them to process information and devise solutions to problems. According to Tety (2015), this idea of using tools and signs as instructional materials are echoed by Lev Vygotsky, a Russian psychologist who suggested that such materials aid in the development of critical thinking skills, a necessary component of problem-solving tasks.

1.7 DIDACTIC RESOURCES

Didactic materials are objects and tools used to make the learning process of any subject more effective, meaningful, and accessible. The origin of the words suggests that it comes from the Latin material meaning matter and from the Greek didaskô meaning to teach. As such, it is understandable that these words are used to refer to the collection of objects and tools which help enhance the teaching practice, making the learning process of any subject more beneficial, meaningful, and accessible. Still, in this case, those can help to carry out the process of English teaching and learning in a better way, for example, all terms such as didactic aids, didactic means, pedagogical supports, and didactic or instructional materials refer to the type of materials used to support the teaching and learning process.

Throughout history, didactic aids have evolved from paintings on walls and rocks in the era of the Egyptian civilization to more sophisticated computers and technology of today. These resources were used to show predictions, past events, customs, and so on in order to impart knowledge.

Careful consideration must be taken when selecting classroom materials. The first step is to consider the characteristics of the people they are directed at so that materials that encourage imagination and symbolism can be chosen. Objective data and facts should also be prioritized.

According to Tomlinson (1998), quoted by Hearn and Garcés (2003, 29-230), educational materials are expected to meet certain standards:

- To be impressionable
- To promote emotional well-being
- To improve self-esteem
- To focus on unique and meaningful themes
- To make students receptive to learning
- To utilize natural language
- To emphasize the linguistic aspects of input
- To respect different learning styles
- To provide opportunities for communicative use of the target language
- To offer students the chance to develop their own capabilities
- To take into account learners' attitudes
- To exploit with not too many proposals for controlled practices
- To give the chance for feedback.

1.7.1 Functions of didactic resources in education

To meet a goal or promote survival, a useful item is labeled a resource. Meanwhile, didactic pertains to education or training. This means that didactic resources are advantageous items or instruments within the realm of teaching. With the assistance of didactic resources, an instructor can enlighten their pupils on a particular subject matter. Serve as guides for students as well as providing information and putting what has been learned into practice is what didactic resources do to help teachers carry out their educational duties.

To illustrate the dangers of smoking to high schoolers, a variety of teaching tools can be utilized. For example, a movie depicting the harmful effects of smoking could be screened, a poster competition aimed at showing the negative aspects of smoking could be held, or an ex-smoker could be invited to speak to the class. Teaching resources make it easier for teachers to present knowledge to students in a clearer, less abstract way, and are essential in making the learning process more accessible.

Teaching resources can stimulate creativity and motivation in students. For example, students can draw conclusions from a film, use their imagination to create a poster, or reflect on the life experience of an ex-smoker. In this way, the teaching and learning process is more engaging than just relying on textbooks alone.

Let's explore some functions of teaching or didactic resources.

- Teaching resources provide students with data that make the learning process easier, as it allows them to connect with the topic or characters related to it.
- Teaching resources provide teachers with a structure to help them organize the concepts they need to convey to students. This helps ensure that all important points are touched upon without taking too much time, making learning more enjoyable and easier to understand.
- Didactic resources are great for exercising and developing the skills of both the teacher and the student. They encourage reflection and self-evaluation, making them an invaluable asset in any learning process.
- Teaching resources can motivate students to engage with the content, sparking an interest that makes it difficult to stop and fail in the learning process.
- As didactic resources often lead to reflection, teachers can use them to evaluate students in an unconventional way during other assignments.
- Didactic resources allow students to express themselves more freely and spontaneously which would not be possible in other situations, where their answers must only be "correct" or "incorrect" with no opportunity for opinion.

To find the right didactic resources, we must know what we want to teach and organize the information clearly. The materials must be eye-catching, as the key to success is in the first impression made on the student. Additionally, they should be seen as a doorway to further knowledge, providing access to more content than what is present in the resources themselves (Talaat, 2011).

1.7.2 Visual and audiovisual resources

Visual materials are items that can be understood through sight. They provide information by way of their appearance alone. Conversely, teaching and research stimulate interest and provide information and experience. Audio Visual Materials are essential for learning, ranging from informal education at home to the university level. They are accepted as key tools for improving teaching, learning, and research purposes.

1.7.3 Type of didactic resources in teaching and learning of English language

Today, students have access to a variety of methods to learn English as teachers have access to modern and creative technologies. This means that they don't need to be restricted to blackboards for presenting the subject matter, as they can rely on technology like video projectors and PowerPoint presentations. Teachers can present the topic in an engaging and exciting way to learners, but their main challenge is the lack of technology in most educational centers. This means that teachers need to be prepared to teach with technological resources, but there are not enough economic resources to make it reality.

Using videos and audio in the classroom is an effective way to grab students' attention and keep them engaged. Watching videos on TV is more popular than it used to be, but showing videos from the internet has been found to be more beneficial for learners' development. According to Griffin, teachers have effectively used video during an academic year and most used it frequently, at least once a week. Additionally, videos are useful in teaching English as they give students access to different social, political, and economic situations. This can help develop their pronunciation and listening skills.

Despite being one of the oldest methods to teach and display information, the blackboard still has its place in many educational institutions. Its monotony is both its strength and weakness. While it garners criticism from most, there are those who appreciate its simplicity. The management of classroom boards can be a tedious task for teachers, but oddly enough, they remain the most popular and commonly used resource in primary and secondary schools. In the teaching process, the best instructor may find it to be their forte. However, it's crucial that they don't abuse it excessively.

Becoming the go-to tool for teaching English, the internet's interactive capabilities are proving to be essential in the learning process. Distance education now offers a variety of internet-based resources that teachers and students alike can benefit from. As per Moore and Kearsley in 1996, the basic principle behind distance education lies in the idea that "students and their educators are often separated by time and distance". Therefore, this type of education is beneficial for those who work and don't have the time to attend physical university classes. Students can access blogs, chats, and participate in video conferences for receiving important information. The internet is revolutionizing teaching and learning, but unfortunately, not all teachers and students have access to it.

English language labs can be expensive, so teachers must look for interesting and cost-effective ways to teach listening skills. One way is to use a tape recorder to play audio samples. To make this more engaging and interactive, karaoke can be used to practice listening and speaking skills in class.

It's becoming common for teachers to use PowerPoint presentations in the classroom, but they need to take into account that problems can arise with technology, such as the need for a computer or video projector, or if the device breaks. To make sure the lesson can still go ahead, it's recommended that teachers have a plan B which uses an alternative resource, whether it's technological or pre-technological. That way, any issues can be handled easily.

1.8 TECHNOLOGY IN THE ENGLISH LANGUAGE TEACHING AND LEARNING PROCESS

1.8.1 The use of technology as a resource

Schools need to keep up with changes in society and equip students with the skills they need to access information and communicate effectively. Learning a foreign language is especially important today, given the prominence of digital technology and communication.

Nowadays, technology is widely accepted as a resource for foreign language classrooms. Computer technology is what often comes to mind first since computers have infiltrated homes and workplaces, but it's also important to note that other technologies such as audio tapes, CD players, videos, and language laboratories, as well as materials like DVDs, MP3s, MP4s, CDROMs, and the internet, are all used in teaching foreign languages.

The latest advancements in computer hardware and software have created a wealth of resources for language classrooms. Computer-Assisted Language Learning (CALL) is the most common and up-to-date way of using computers in language classes, and numerous studies have identified its benefits.

The practical applications of Computer Assisted Language Learning are increasing at an astonishing rate, making it difficult for teachers to stay informed. Despite this, language teachers should at least consider some CALL applications in their teaching and the advantages of including a computer component in language learning in the English classroom.

Aside from CALL, other software without content such as word processors (Microsoft WordPad, Microsoft Word) and browsers (Microsoft Explorer, Netscape) are useful in language teaching and learning. Word processors don't require advanced equipment and are easy to use, while browsers are free to use and can access webpages online or offline.

1.9 ICTs TOOLS

It's essential to talk about the role of Information & Communication Technologies (ICTs) in education. ICTs can be used for a range of activities like creating, storing, and communicating. According to Belgium & law (2000), they have been aiding all aspects of life, work, leisure, and education since their inception in 1980. The newest ICTs are most commonly used in EFL classes to help learners with their speaking skills.

1.9.1 ICTs tools features

Information and communication technologies are becoming increasingly common in our daily lives, with a range of features such as those listed below.

Immateriality: Information created by these technologies can be transferred quickly and easily to remote locations.

Interactivity: The technology enables the user to interact with a computer, and this interaction allows the resources used to be tailored to the user's needs and characteristics.

Interconnection: It creates new opportunities by linking two technologies. An example of this is telematics, which comes from the combination of information and communication technology and has resulted in new tools like e-mail.

Instantaneity: This feature is about to the capability of ICTs to quickly send information over long distances.

Digitization: Information is encoded in a unified form, allowing sounds, texts, images, etc. to be sent using the same channels.

Broad range of applications across the cultural, economic, and educational sectors and more: ICTs have had a major influence not only on a single area or specific group but they have also impacted many sectors such as the economy, education, and medicine on an international scale.

Bigger effect on processes: not only allow people to access lots of information to create knowledge, also to collaborate with and connect to other users on the network. This lets individuals have a more role when it comes to creating knowledge together.

Innovation: the development of tics has been characterized by generating a need for innovation, especially in the social field, giving rise to the means to enhance communication (Business, 2019).

1.9.2 ICTs tools in Ecuador

Ecuador is recognized as a country that implements public policies to universalize access to Information and Communication Technologies (ICT), executed by the Ministry of Telecommunications and the Information Society (MINTEL). MINTEL, in cooperation with the National Pre investment Institute (INP), developed the Strategic Plan for Research, Development, and Innovation for ICT in Ecuador for the period 2014-2018 to determine the most convenient strategic direction for the development of ICT I-D-i in the country, by the National Plan “Buen Vivir.” (Ministerio de Telecomunicaciones y de la Sociedad de la Información, s.f.)

Numerous studies confirm the growth of the Information and Communication Technologies sector and the social and economic benefits generated by the mass use of the Internet, for which it executes a strategic plan for ICTs, within the scope of the Information Society of the Information and Electronic Government.

1.9.3 ICTs tools in an educational context

ICTs have been widely seen as an empowering tool in educational contexts, particularly in private schools, with the belief that they have a major potential to improve the quality of pupils' education (p.17). Trucano (2005) even suggests that in developing countries, ICTs can promote educational reform and digital learning tools, increasing efficiency in education systems. Du Toit (2015) also researched the educational benefits of ICT in instruction delivery, pedagogy, curriculum and assessment.

Additionally, Trucano (2005) argues that when ICTs are fully explored, they can help teachers in their work, and guide them in teaching pupils how to be creative, think critically, solve problems, communicate orally, and acquire other advanced thinking abilities. As these authors suggest, it is essential to use ICTs in the classroom to help students to become literate in English.

While introducing technology into an EFL setting can be daunting for teachers and students, they need to be well-prepared to use it to their advantage. It must be thoroughly taught, used appropriately, and monitored for success. As such, Passey and Ridgeway (1991) recommend that ICTs should be included in school curriculums.

In Harris' (1994) view, using ICTs in the curriculum isn't clear cut, and whether it should be taught as a separate subject is unknown. In an EFL setting, it could be integrated subtly into the topics being studied, catered to the students' contexts. However, careful consideration should be taken, as "ICTs is not a subject to be taught in its own right." (Zanker, 2000, p. 49).

Students are generally expected to become familiar with ICTs as they work with it in school. This has resulted in research and theorization stressing the importance of ICTs in improving the quality of teaching and learning in subjects unrelated to ICTs (Davis, 1992). The utilization of ICTs may be more difficult in a foreign language, but that is the aim of this thesis, showing the impact of technology on the problems faced in bilingual education.

Crawford (2001) suggested that an increased level of ICT capability in pupils aged 14-16 could be achieved through improved teaching practices and a greater understanding of ICTs. His thesis focuses on how ICTs can help facilitate successful learning in English, suggesting that they can be used as tools to aid in the student's learning process. Crawford (2001) argued that ICTs must be introduced into the classroom in a suitable environment that provides learners with innovative and practical methods.

Various factors can influence the success of these strategies, such as the school's budget, curriculum, teachers' standpoints, and investment. As previously discussed, the enhancement of four skills in English language is important. Hence, the implementation of ICTs must be carefully planned and studied to effectively improve students' language skills.

1.10 ICTs TOOLS TO TEACH AND ENHANCE THE SPEAKING SKILL

As mentioned above and taking this into account, the ICTs play an essential part in teaching speaking since technology can quickly provide feedback on how well learners perform in various language tasks and exercises in their oral communication. It can be a valuable classroom resource and can save time (Kuppuraj, 2017).

Latin America and the Caribbean have been at the forefront in recent years, presenting the fastest growth in the world in technology and connectivity onboarding rates (UNESCO, 2013, p. 10, quoted in BID, 2012), even though it still has a long way to go that travel to ensure equitable and universal access.

UNESCO (n.d.) mentions the importance of ICTs in education to guarantee universal access and opportunities for all people. Then, the association focuses on promoting the use of new technology tools to show evidence that ICTs help in practice and, at the same time, enhance the importance of improving learning conditions, especially speaking skills.

Likewise, a reasonable advance of technological resources in Ecuador through the Ministry of Education (n.d.) indicates the following: The Integral System of Technologies for the School and the Community (SÍTEC) creates programs and projects to improve digital learning in Ecuador and give more people access to technology. SÍTEC provides Basic General Education and High School institutions with computers, projectors, digital whiteboards, and audio systems as part of the provision of specialized equipment.

Among the resources that can be implemented to teach the speaking skill and make the class much more active and participatory, the tools used are detailed below and, in this case, will be used to enhance this skill in senior students of Abelardo Moncayo High School.

1.10.1 Prezi Presentations

This tool can help the configuration of the speech process by going simultaneously with what the students are talking about, either using it as a visual aid or exposing a respective topic. Thus, students will feel increasingly comfortable speaking up if they have some support in the learning process. You can find out more about the platform at the following link <https://prezi.com/>

1.10.2 Microsoft Teams

Microsoft Teams is a comprehensive messaging app that allows organizations to collaborate, communicate, and meet in real-time, while also providing file and app sharing, and the ability to use emojis. All of this is done within one unified platform that is open and accessible to everyone. You can find out more about the platform at the following link <https://www.microsoft.com/en-ww/microsoft-teams/log-in>

1.10.3 Zoom

Zoom is a cloud-based video conferencing app that enables you to set up virtual meetings and conferences, and engage in live chats, webinars, screen-sharing, and other forms of collaboration. It is suitable for federal governments, tech startups, and religious groups, as well as individuals who want to chat or even throw a virtual party with friends and family. You can find out more about the platform at the following link <https://zoom.us/>

1.10.4 Sub-English

The Sub-English platform is fun to learn and improve English pronunciation through music. With the songs in English, the person will be able to improve their listening comprehension, pronunciation, vocabulary, and new expressions. In addition, they will enjoy listening to music and spending time with one of their best hobbies. You can find out more about the platform at the following link <https://www.subingles.com/>

1.10.5 Vocaroo

Vocaroo is a straightforward audio recording tool for teachers and students. It lets you record your voice, listen to the playback, and provide the option to generate a web link or embed an icon into a webpage or blog. You can find out more about the platform at the following link <http://vocaroo.com/>

1.10.6 Google Meet

Google Meet is a video conferencing app from Google for web browsers and mobile devices. It is a video conferencing platform, included in the different G Suite packages, that allows you to make calls and video conferences from any place and type of device with an Internet connection. You can find out more about the platform at the following link <https://meet.google.com/>

CHAPTER II: METHODOLOGY

This phase of the research entails describing the type of research, strategies, and tools used to explain how the investigation is done in order to answer the question posed. Research methods are specific procedures for collecting and analyzing data. As indicated by Jansen & Warren (2020) discuss how a researcher can develop a study methodically to ensure valid and reliable results that meet the objectives of the research. The applied research methodology is developed with the fulfillment of the outlined purposes, which will allow us to determine the influence of the use of websites as a didactic resource in the development of speaking in the teaching-learning of the EFL, specifically in senior students at “Abelardo Moncayo” High School in 2021-2022 academic year.

2.1 Type of Research

The current research takes qualitative and quantitative approaches because it seeks the causes and explanation of the problem, and according to Creswell & Creswell (2017), the choice of research approach is determined by the nature of the research problem, the researcher's personal background, and the intended recipients of the study. The current research has a qualitative approach because it studied the social phenomenon regarding using ICTs tools as a didactic resource and its influence on improving speaking as part of oral production to students and teachers. Likewise, it has a quantitative approach because students' responses to the surveys were counted, giving an accurate idea of how much they are learning and their level of knowledge.

2.1.1 Research sites

The place where the research work was in a public high school called "Abelardo Moncayo" – AMIE CODE:10H00249. It is located in Ecuador, the Imbabura province, Antonio Ante, Parroquia de San Francisco de Natabuela, and Atuntaqui. The institution is distributed for upper primary and kindergarten. Likewise, the school is farther away than the other environments, but the investigation was conducted anyway. The senior students are single following table provides a little information about it.

Table 2.

Research site information

City	High School	Streets
Atuntaqui	"Abelardo Moncayo"	Av. Luis Leoro Franco

Note: Elaborated by the researcher.

2.2 Research Methods

The ensuing investigation begins at the exploratory level because the first step to be carried out is to diagnose a problem and, through it, find the reasons for that and then act in favor of its improvement or solution. Swedberg (2018) mentioned that it “consists of an attempt to discover something new and interesting by working your way through a research topic”.

2.2.1 Deductive

The research project used the deductive method to obtain data about information and communication technologies tools used by high school students from “Abelardo Moncayo” High School. Therefore, the researcher applied a survey to gather information regarding the issue to be explored in the research.

2.2.2 Descriptive

This research is descriptive since it seeks to specify the essential properties of the students and teachers at the school. Through surveys and interviews, the results can be analyzed, the scope of the problem can be analyzed, and the propositional proposal can be made. “Descriptive research refers to the type of research question, design, and data analysis that will be applied to a given topic” (Calhoun, 2018, p. 67). Therefore, this research focuses on information about the students' points of view and the resources used by teachers in the English area regarding speaking skills; it is descriptive research.

2.3 Research instruments

This research applied various techniques and tools to gather information, which are outlined below:

2.3.1 Survey

A survey was implemented, and this was aimed at students in the last year of Abelardo Moncayo High School to know their perspective on the English language and the methodology used by teachers to develop the teaching and learning procedure in the improvement of speaking skills.

2.3.2 Interview

Interviews were applied to the teachers to find out what methodologies or didactic resources like ICTs tools they use in their process. In the same way, those were laid to know the reality of the situation, to obtain opinions and points of view about the English language and resources present in the educational institution of those who are part of the process.

2.4 Participants

2.4.1 Population

This research was implemented at the “Abelardo Moncayo” High School population in Atuntaqui city, Imbabura province. The research individuals were the senior students and also the teachers of the English area, where research instruments were applied according to the researcher's need through the use of some platforms such as Google forms for the survey and Zoom video chat to do the interviews due to the national strike in all provinces and the virtual classes that took place in that period in all educational institutions.

Table 3.

Population information

High School	Level	Class	Students
“Abelardo Moncayo” High School	Senior students	3° BPI: A	18
		3° BGU: B, C, D, E, F	162
		2°: A, B, C	73
		1°: A, B, C, D, E	127
Total			380

Note: Elaborated by the researcher

2.4.2 Sample

In this research there was a sample of 192 because there was a large population, and applying the formula was necessary to extract it. The sample size was determined using the following formula that considers the population's size, the level of confidence and the margin of error.

$$n = \frac{Z^2 * p * q * N}{e^2(N - 1) + Z^2 * p * q}$$
$$n = \frac{(1.96)^2 * 0.5 * 0.5 * 380}{(0.05)^2(380 - 1) + (1.96)^2 * 0.5 * 0.5}$$
$$n = \frac{364.8}{1.90}$$
$$n = 192$$

2.5 Procedure and Data Analysis

The process of establishing the research methodology, collecting data, and analyzing it began with researching the theoretical foundation to create the instruments. A survey was created and administered to senior students, while an interview was conducted with English teachers, focused on speaking skills, and primarily geared towards identifying the various ICTs tools used in the teaching process. A teacher from English Major verified and validated the instruments.

CHAPTER III: RESULTS AND DISCUSSION

This chapter displays the analysis of the surveys completed by students and interviews with teachers after their application to the educational institution.

3.1 Interview results

The interviews were applied to some English teachers of the “Abelardo Moncayo” High School using the Zoom video chat platform to identify what types of information and communication technologies (ICTs) tools the English teachers use to improve their speaking skills inside or outside the classroom. It is essential to mention that the interviews were carried out in Spanish to collect more detailed information. Nevertheless, the questions and their answers were translated into English.

Interview

1. How important is teaching the English language in educational institutions for you?

Teacher 1

Nowadays, English has become something significant because it is the universal language, and we must try to motivate students so that they have a slight interest in learning the language.

Teacher 2

Hi Ulises, it is adorable to meet you and have the pleasure of sharing this little interview with you and answering your question, E; English is super important, as you may know; English opens doors worldwide. Everyone communicates in English, although they say that Spanish is more important. Still, as you may know, English is worldwide, so the English of an institution must be taken, it must, it must be given more importance; this new curriculum that is, that is being released for this new school year 2022 2023 lowers it, lowers the volume of English, and it does not seem to me because English is excellent if a student learns English in a good way, I think it would come very far. So, teaching English is very important for students because many dreams of traveling to another country; what do I know? The American dream, as everyone says, but it is necessary to have at least a minimum knowledge of English.

Analysis

The data collected in this question indicate the opinion of teachers about teaching the English language in educational institutions. The response of teacher one suggests that English is a language of great importance and in the same way that it is used universally, and emphasizes that this language must be motivated by teachers to their students so that

they continue to learn and improve. Teacher two points out that English is essential because by year learning the language side many opportunities in different aspects, such as traveling and fulfilling their dreams. However, she also mentions that the 2022-2023 curriculum has lowered the English subject's learning level, significantly affecting students' ability to continue developing their skills.

2. How important do you consider the ability to speak?

Teacher 1

It is an essential skill because whoever can speak English correctly has many opportunities, and many doors are opened in the world of work.

Teacher 2

Well, speaking skill is essential. We have the four skills no, which they call listening, reading, writing, and speaking, right? However, I think that saying is the most important thing because most people, for example, you can, if you have seen them travel to the United States, the first thing they learn is speaking, they do not even know how to write well, and listening goes hand in hand with the speaking, right? However, talking is very critical to use the obligation and the need; the need, instead, is what forces you to learn the speaking. So, speaking that is accompanied by the hand, is held by the hand of listening, is very important and is what they can tell you about talking.

The following answers emphasize the importance of speaking skills. Teacher one mentions that this skill can be handy in today's world since if a person says the English language correctly, they have many advantages and opportunities in the workplace. Teacher two argues for the existence of the 4 English language skills, which are listening, speaking, reading, and writing, but indicates that the speaking skill is the most essential since she says that in any place, the most fundamental thing is to be able to speak. Therefore, she points out that the ability to speak, apart from learning through education, the teacher also puts a strong focus on learning by necessity. In conclusion, according to the answers obtained, speaking skills with others are something significant if a student or any person wants to continue progressing in life and fulfilling their goals.

3. What kind of resources do you use to carry out the teaching and learning process of speaking skills?

Teacher 1

Well, today the cell phone, the speaker is used, eh, videos are also used and no more, because in the, in the institution where I work, the internet signal is feeble, it is difficult, you must be looking or some sites to be able to connect.

Teacher 2

Well, what can I tell you, eh? Unfortunately, we have a massive capacity of students. If we wanted to review speaking with a student with a group of 30 to 35 students, we would not reach in, in two pedagogical hours that are 80 minutes, right? However, at the lead, they are made to talk or practice in small groups; they are given role plays that can also be taught to them, and on the other hand, they are made to practice the readings. Sometimes some lessons are found in books, so they are also made to read; they are asked questions so that they can develop speaking, can create, think in English to be able to respond in English, and as I have told you many times, it is very, the use of speaking in, in the classroom is unfortunate because the capacity does not allow you to practice in a significant way as we, as teachers, would like to improve or improve speaking so that the children can talk excellently as a teacher would like.

Analysis

The analysis of this question corresponds to the resources that teachers use to practice speaking skills. Based on the data collected, the teachers indicate the need for more resources to teach the English language concerning speaking skills since each teacher has different situations; for example, a teacher shows only the use of resources such as cell phones and speakers. However, the other teacher points out a problem in the language practice due to the high number of students in the course. In conclusion, despite all the situations, teachers show that they carry out the teaching process with other ideas and thus discover a method for students to practice the language.

4. Have you heard about using ICTs tools in teaching the English language? How do you define it?

Teacher 1

Of course, it is essential to master ICTs and more. Imagine. Eh, we need a lot, well, the knowledge of handling ICTs, because it is a tool that helps make teaching more motivating.

Teacher 2

Eh, before this, ICT was not used very much; I remember that when I was a student when I was a college student, we had an English laboratory in my institution, and it was excellent. We learned by listening and practicing speaking; having an English laboratory was perfect. Unfortunately, the curriculum is changing; they are changing, they give importance to other subjects and downplay the importance of English. However, the tics, if they were used, if they were used in all institutions, the reality of the students about the English language would be different. They would have a much higher level than when they came out of the sixth course, but we do not have support.

Unfortunately, fiscal and educational institutions need help to have a laboratory, to be able to use Intel, rent, and to be able to use gamification through the Internet. So, I have heard a lot in times of pandemic, tics were used a lot, uh, gamification was used a lot to be able to attract the attention of students, since you know that behind a screen, sometimes face-to-face classes are boring, so it is time to use much gamification with, with tics, so yes, it would be good, it would be a perfect option if the Ministry gets ready, not only with English but with all subjects. Teaching and learning all issues and the English language would be better.

Analysis

The current analysis refers to teachers' knowledge of ICTs tools within the English language. Based on the information in the responses, the teachers affirm that they know ICTs tools but indicate that the lack of support from the government means that the English language teaching process still needs to be fulfilled satisfactorily. However, they believe it would be a great advantage to use those tools to develop the language. In conclusion, there needs to be more responsibility on the part of the Ministry of Education in facilitating these tools as laboratories in the institutions to promote and motivate students to learn the English language.

5. Do you consider that using ICTs can improve students' English learning process? Yes/No Why?

Teacher 1

I think so because students today are the ones who handle technology the most, and that calls their attention more.

Teacher 2

Of course, a lot, a lot because it can improve because that draws the boys' attention. The internet in a world globalizes use, and that is what the kids like now, the students, everything that has to do with the internet, if you send them to do some work, eh, some work based on the internet using tics and all that, the boys do it because now they like it. Unfortunately, we are a third-world country where not everyone has access to the Internet, not every student; not everyone has access to computers, and not everyone has access to a good cell phone, so that is why we cannot go far because if everyone had that, we would be, it would be another situation. Please verify what education is in a private educational institution; I have had the pleasure of giving classes to students individually. Individual style to a ninth-grade student who already receives first-year high school subjects and it is because they give much importance to what English is and they use a lot of what tics are, and this little girl dominates English; I means, I know how to say if there were, if that were the reality of all private educational institutions, like in, in the fiscals, everything would be different. I think that the situation of education in this country would be different.

Analysis

The following analysis refers to whether ICTs help or contribute to improving the English language in students. According to the answers obtained, the teachers affirm that ICTs would greatly help the process because today, these types of tools are the most considered by students. Nevertheless, teacher two also mentions that the country does not offer these advantages within educational institutions. On the other hand, the community cannot access those tools either. In conclusion, it can be determined that there is a long way to go before ICTs can bear fruit. However, it is necessary to consider these ideas because those resources provide a lot of information and advantage to developing any skill.

6. Would you like to have a guide of activities to contribute to developing Speaking skills with ICTs tools? Yes/No Why?

Teacher 1

Of course, as I told you before, ICT is essential in teaching subjects, not just English.

Teacher 2

Yes, yes, yes, because, for example, I, as I can tell you, am up-to-date concerning what tips to use applications for the guys to practice speaking and everything, but. Still, my colleagues who need five years to graduate, excuse me for retiring. So, imagine how old they are; they are already about 55 years old, 50 years old, and practically as it is commonly said, they are fighting with technology. So, this would be useful for teachers and students because many students do not matter much but get the hang of it quickly. It would be perfect, not only for students but for teachers, because there are older teachers, that this technology caught them, caught them from the descent, then it would be excellent, something that will help to be able to practice speaking and with, with tips.

Analysis

This analysis presents an opinion about a guide of activities to complement the development of thinking skills through ICTs tools. Based on the data collected, the teachers indicate that it would be a great advantage to have a guide to practice speaking skills using ICTs tools. Additionally, a teacher mentions that not all teachers have the necessary knowledge to use many technological resources due to age. However, she indicates that a guide would help facilitate the process. In conclusion, a focus on activities for developing speaking skills would significantly contribute to the advancement of the English language in the institution in a way that makes teaching and learning more striking and fascinating.

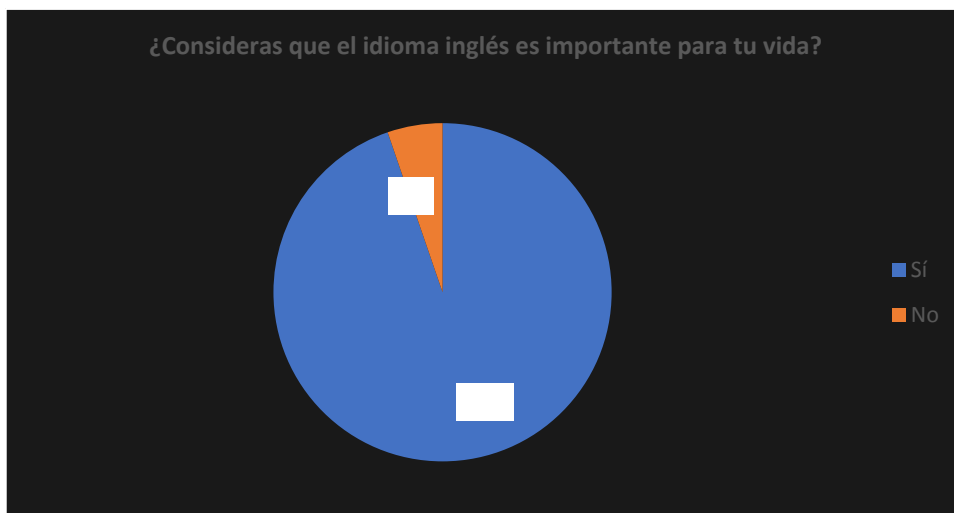
3.2 Survey results

The surveys were applied to the senior students of “Abelardo Moncayo” High School with the Google Forms platform in the mother tongue, Spanish, to have better results. There was a total of 380 students from the different parallels, but after performing the sample, 192 students were obtained. It is also essential to indicate that some students could not answer the survey due to the lack of access to a technological device. The following figures show all processes' results with their respective analysis.

1. Do you consider the English language essential for your life?

Figure 3.

Importance of the English language for senior students



Source: Survey, June 2022

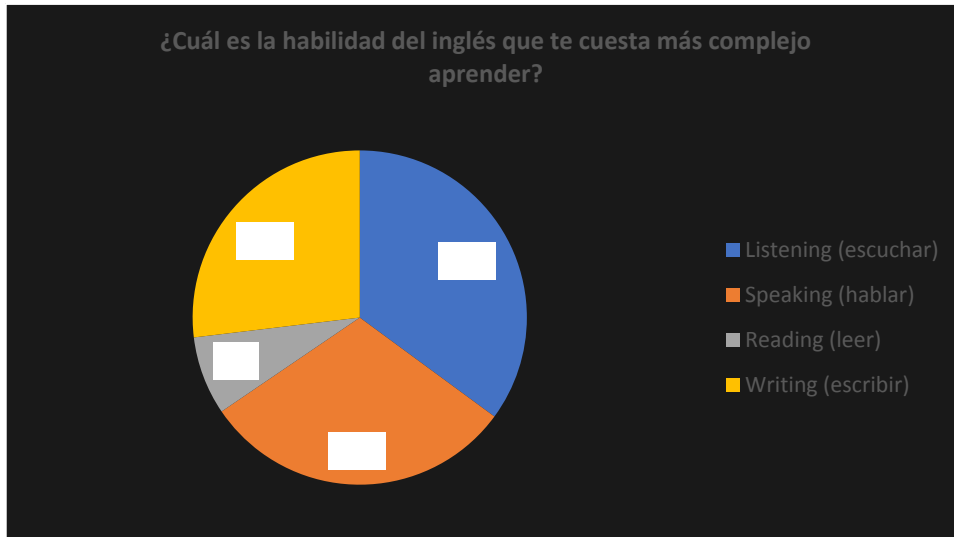
Analysis

Most participants show that the English language is of great importance to their lives. The pie chart shows the answer to the survey's first question to know the position and consideration by senior students of the English language for their life. Only a small number of students have marked with a no, indicating that they do not consider the English language essential.

2. What is the most difficult English skill for you to learn?

Figure 4.

Challenging English skills for senior students



Source: Survey, June 2022

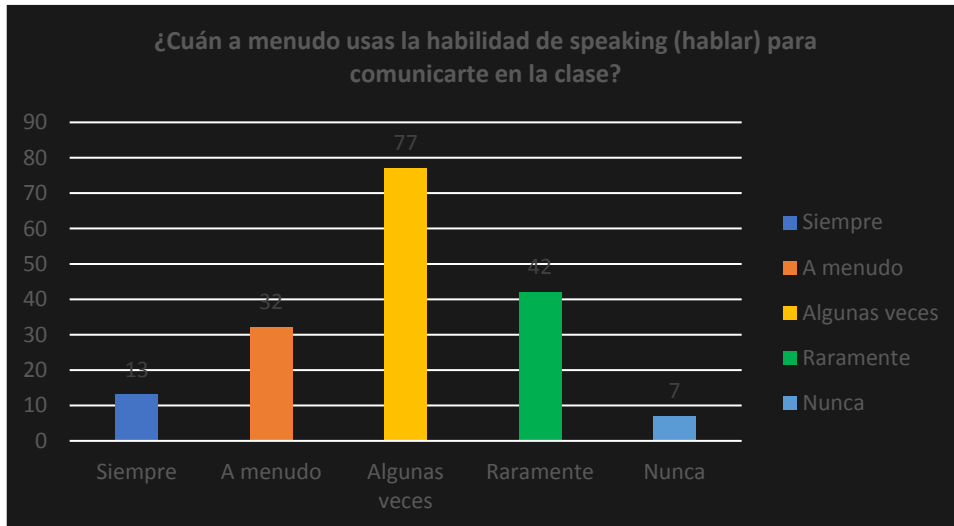
Analysis

According to Manaj (2015), the four essential components of language, commonly referred to as the four skills listening, speaking reading and writing are essential for successful language learning. These four skills are crucial for the advancement of language. Therefore, the pie chart shows senior students' answers for the most challenging English skills. The students have indicated three skills, listening, speaking, and writing, as the most challenging skills to learn in the learning process. Only a few students suggest that reading is their most complex skill. In summary, speaking skill is highly complex for students in the English language learning process.

3. How often do you use speaking skills to communicate in class?

Figure 5.

Student participation using speaking skills.



Source: Survey, June 2022

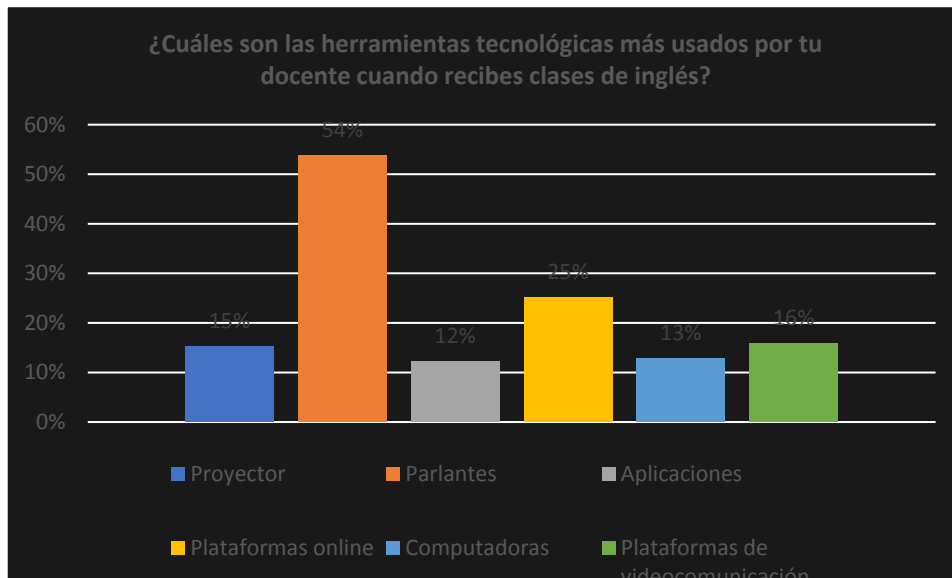
Analysis

The bar chart illustrates senior students' answers on how frequently they use the English language to communicate in classes. The data indicates an excellent range of differences between the categories; the category sometimes reaches the peak, whereas the type never reaches the lowest in this question. In conclusion, these results demonstrate that more than the range of communication using speaking skills in classes is needed to promote each student's participation in the class.

4. What are the most used technological tools by your teacher when you receive English classes? Choose the necessary ones.

Figure 6.

Technological tools used in English classes.



Source: Survey, June 2022

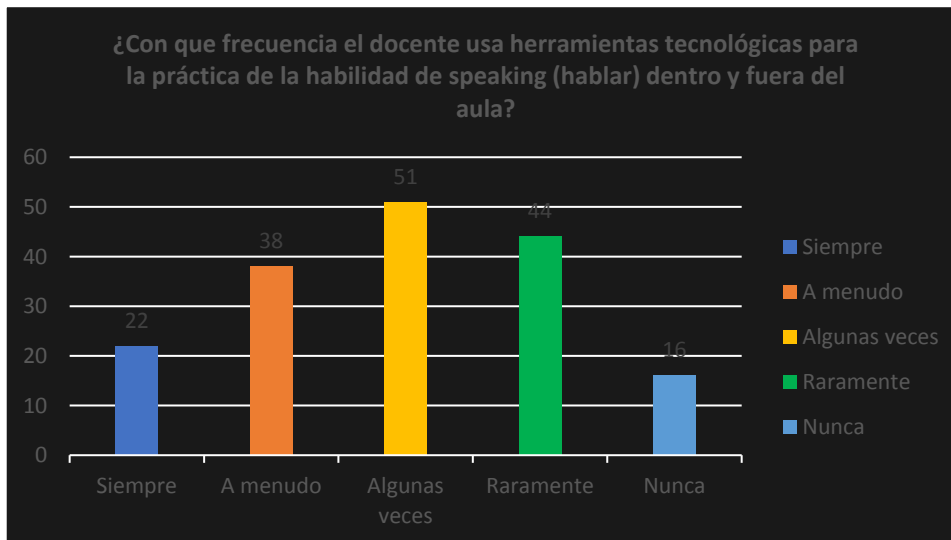
Analysis

The bar chart shows the different technological tools used by the teacher to take English classes. According to the results, the highest school students have chosen speakers as the tool most used by teachers. In the same way, a small percentage of less than 30% indicates that teachers minimally use other technological tools to carry out the English language teaching process. Therefore, their application of technical tools in teaching is very little. In conclusion, there need to be more specialized resources to use in the classroom and promote English language development.

5. How often does the teacher use technological tools to practice speaking skills inside and outside the classroom?

Figure 7.

Technological tools for practicing speaking skills.



Source: Survey, June 2022

Analysis

The bar chart illustrates the frequency with which teachers practice speaking skills in the student's learning process, either inside or outside the classroom. The data shows that there is a high rank of a group of students who indicate that only sometimes there is the practice of speaking skills and the use of some technological tool in this category. Instead, the type never involves the lowest part. In summary, it is possible to indicate that English teachers make little use of technological tools as their resources to promote oral production in the English language teaching process.

6. How comfortable do you feel using technological tools when you take English classes?

Figure 8.

Feelings using technological tools.



Source: Survey, June 2022

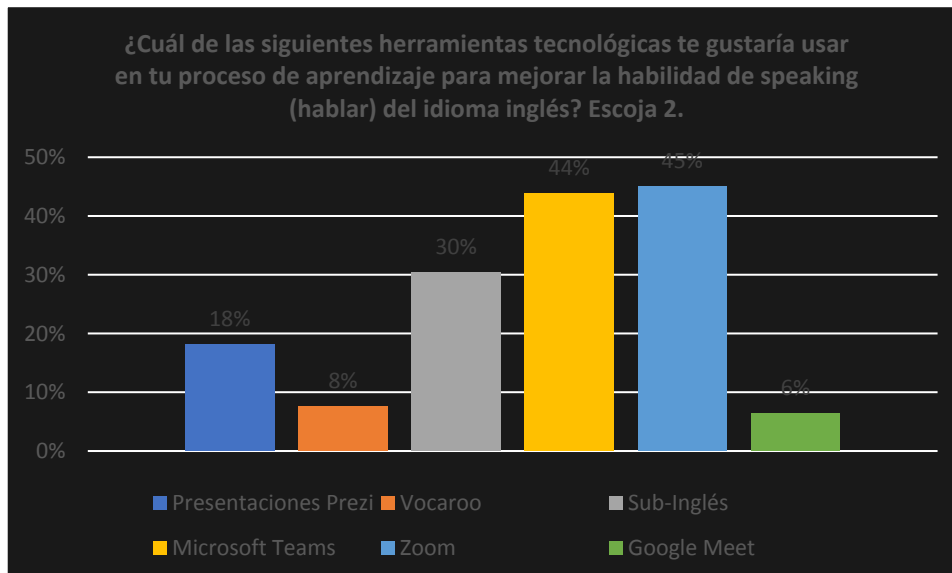
Analysis

The pie chart reflects the satisfaction level with using technological tools to learn the English language. The data collected reveals that more than half of the students are satisfied when including the specialized tools when receiving English classes. However, there is also a tiny percentage that indicates their little satisfaction using these tools related to the practice of the speaking skill. In conclusion, it is noted that incorporating technology into the English language teaching and learning in this institution will be beneficial.

7. Which of the following ICTs tools would you like to use in your learning process to improve your speaking skill in the English language? Choose two.

Figure 9.

ICTs tools to improve speaking skills.



Source: Survey, June 2022

Analysis

The graph shows the technological tools most accepted by senior students that they would like to use to improve their speaking skills. According to the data collected, most students consider Microsoft Teams and Zoom as the platforms that would help improve the current skill under discussion. In addition, more than one-quarter of students indicate their acceptance of the Sub-English platform as a resource for their practice of speaking skills. Finally, the least preferred options by the participants were Vocaroo and Google meet.

8. Do you consider that implementing technological tools should be part of teaching speaking skills?

Figure 10.

Technological tools implementation



Source: Survey, June 2022

Analysis

The pie chart describes the answer to the question if the implementation of technological tools should be part of the teaching of speaking skills. Based on the data obtained, most students agree that it would be a good idea to use ICTs tools to enhance their speaking skills. Only a tiny percentage of participants disagree with using these tools in the learning process, meaning they may need more resources. Implementing technological tools would greatly help to improve speaking skills. Likewise, it provides the researcher an opportunity to develop the proposal.

3.3 Discussion

The reality facing teachers and students is a bit complex. After conducting the interviews and surveys and getting answers, it is possible to identify certain issues and situations in "Abelardo Moncayo" High School. However, around the world, there are the same difficulties regarding the use of ICTs tools; for example, Carneiro (2021) indicates that the accelerated development of the information society is posing enormous challenges for teachers, schools, public policies, and those responsible for education. Likewise, it occurs throughout the country within educational institutions; as Mendoza-Bozada (2020) mentions, in 2018, investment in education, especially technology, was reduced in Ecuador. In this case, the current educational institution must have the necessary tools to carry out this process. In addition, the central authorities still need to take action regarding the implementation, making it difficult to reach the English language for its improvement.

The interviews have shown some challenges for teachers due to the need for more resources to implement when teaching classes. Students have stated in the surveys that the most significant challenge is listening and speaking skills. Suhardarma (2020) points out that developing speaking and listening skills is difficult because only some can talk. On the other hand, this research was carried out in a public school where, despite all the difficulties and lack of resources, teachers mention the development of speaking skills as something essential in their process.

Research by Naciri (2019) states that technology significantly influences students' speaking skills inside and outside the classroom. In the same way, by reviewing and analyzing the instruments, students have shown that they would like teachers to implement technological tools (ICTs) to improve their oral production. Those technological tools (ICTs) provide better motivation and, therefore, a better entry of knowledge for English language learners concerning their speaking skills.

In this way, the discussion is specific to recognize the weaknesses or needs of the educational institution on the use of technological tools in the development of the English language in their students. Therefore, after reviewing the collected data, they show that the education system, in general, must implement projects to provide quality education focused on using ICTs tools. Therefore, it is also essential to promote a guide of activities for teachers that can allow the use of ICTs tools and meet students' needs in teaching and learning the English language.

CHAPTER IV: ACADEMIC PROPOSAL

4.1 Proposal title

ACTIVITIES GUIDE AND ICTS TOOLS TO ENHANCE SPEAKING SKILLS

4.2 Introduction

The present proposal is developed and designed according to the current situation of students of “Abelardo Moncayo” High School based on their surveys and interview results. Therefore, this proposal primarily aims to contribute to the teaching and learning process when everyone is part of the educational institution. In the same way, it has as its objective to enhance speaking skills with information and communication technologies since the use of ICTs contributes on a grand scale to the learning and teaching process in different ways life making funnier, more engaging, and mainly more interactive using tools that enhance a better adaptation and entry of the English language in students.

The current proposal is made in 4 units based on content and processes provided by the Ministry of Education for senior students. Thus, the four units are based on the accompaniment to the different activities either inside or outside the classroom using technology platforms such as teams, zoom, google meet, Prezi, sub-ingles, and vocaroo to generate a more comfortable environment where students can enhance and improve their speaking skills safely with the resources they like. Likewise, it is essential to emphasize that the current activity guide can be adapted to the different teaching-learning modalities, face-to-face or online, depending on the existing resources within the educational institution.

4.3 Justification

Senior students at Abelardo Moncayo “High School” requires other methods to aid them in improving their speaking abilities during classroom activities. Speaking constitutes a difficult skill for most students because they feel nervous when the teachers ask them to talk about topics, answer questions in participation, or also the teachers ask them to create discussions, presentations, or dialogues.

It is essential to emphasize that technology pivotal in the teaching and learning process because students today are more focused on using technological tools for any activity. For that reason, it is helpful that there are activities where technical resources can be included, and learners can practice their speaking skills using them and improve oral production. Likewise, affective factors such as motivation and confidence also grow.

4.4 Objectives

4.4.1 General objective

To design a strategic guide of specific activities that facilitate the teaching-learning process regarding speaking skills in senior students at “Abelardo Moncayo” High School in 2021-2022 academic year.

4.4.2 Specific objectives

- To identify useful technological tools to enhance speaking skills in senior students.
- To create activities with information and communication technologies to enhance speaking skills in senior students.



ACTIVITIES GUIDE AND ICTS TOOLS TO ENHANCE SPEAKING SKILLS



Prezi



AUTHOR: MORALES ULISES

CONTENTS

UNIT 1 - LET SEE MOVIES!

- It was terrifying! 01
- By the time
- Reading Between the Lines
- In a Nutshell!

UNIT 2 - PROFESSIONS!

- Personality Types
- I'm Interested in...
- On The Other Hand!
- I Passed with Flying Colors!

05

UNIT 3 - ENVIRONMENTALLY FRIENDLY!

- Renewable Energy
- Conserving the Environment
- Green Products
- In the Long Run

06

UNIT 4 - IMAGINE THAT!

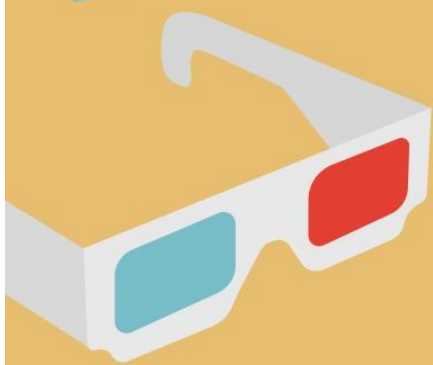
- Daydreaming
- I Wish...
- Breaking Bad Habits
- Kicking the Habit



UNIT 1

LET'S TALK

MOVIES



Objective:

Students will be able to create and talk about movies in a little conversation and enhance the speaking skills.

Contents:

- It was terrifying!
- By the time
- Reading Between the Lines
- In a Nutshell!

LESSON 1 : IT WAS TERRIFYING!



OBJECTIVES

Students will be able to use the simple past tense when they are talking about topics regarding movies or actors

SKILLS AND STRATEGIES

- Listening
- Speaking

LEVEL	<ul style="list-style-type: none">• Senior students
TIME	<ul style="list-style-type: none">• 1 Hour
GRAMMAR	<ul style="list-style-type: none">• Simple Past tense
PROCESS	<ul style="list-style-type: none">• The teacher is going to present some videos regarding movies and actors to the students and after that, they are going to watch how to use the simple present tense in simple statements; next, the teacher will present an example of the use of simple past tense and they will repeat. After that, the teacher is going to present an exercise, he will explain the use of the VOCAROO platform and the students are going to record audio repeating the expressions 2 times and then upload it to the MICROSOFT TEAMS class folder.
VOCABULARY	<ul style="list-style-type: none">• Movies and actors
MATERIALS	<ul style="list-style-type: none">• Microsoft Teams• Youtube videos• Vocaroo

STUDENTS ACTIVITY

1. Put the correct names for the following pictures based on the movie's actors.



- Leonardo Dicaprio
- Johnny Depp
- Chris Evans
- Robert Downey Jr.
- Dwayne Johnson

<https://youtu.be/CGrzjBYDOTk>

Retrieved from: Pinterest (n.d.)

2. Watch and learn Simple Past tense



https://youtu.be/3CGh8f_utWM

GRAMMAR SIMPLE PAST TENSE



The Simple Past tense describes acts that have already concluded in the past. The time of occurrence is usually known.

Structure

Positive

Subject + past simple + object

Negative

Subject + did not + base form of verb + object

Interrogative

Did + subject + base form of verb + object?

examples:

He acted in the hit movie Jumanji in 2017.

He didn't act in the hit movie Jumanji in 2017.

Did he act in the hit movie Jumanji in 2017?

3. Complete the following statements with simple past tense

Jack Sparrow.....with the guard alone.

Iron man.....a metal suit.

Captain America.....in the avatar movie.

Leonardo Dicaprio.....in the movie called Titanic.

Jaden Smith.....martial arts in karate kid movie.

4. Create and practice in groups the expressions regarding simple past tense

5. Record an audio about expressions of simple past tense using the VOCAROO platform and upload it



Vocaroo is a very simple tool that does not require registration and that allows us to record both the voice and sounds on our computer or cell phone, to be able to send them either as an attachment or as a link.

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

LESSON 2 : BY THE TIME



OBJECTIVES

Students will be able to use the Past Progressive tense when they are talking about topics regarding movies or actors

SKILLS AND STRATEGIES

- Listening
- Speaking

LEVEL	<ul style="list-style-type: none">• Senior students
TIME	<ul style="list-style-type: none">• 1 Hour
GRAMMAR	<ul style="list-style-type: none">• Past Progressive tense
PROCESS	The teacher is going to present a little exercise about movies and the students are going to choose the best or correct option and so, complete the first activity. After that, the teacher is going to explain or give the following instruction "students will discuss in pairs about movies that they have seen in their lives and thus, know on critical thinking of each one.
VOCABULARY	<ul style="list-style-type: none">• movies and actors
MATERIALS	<ul style="list-style-type: none">• Microsoft Teams• Vocaroo• Youtube videos

STUDENTS ACTIVITY

1. Choose the correct answer.



Retrieved from: Pinterest (n.d.)

- Who is Tim Burton?
 - an actor
 - a film director
 - a graphic designer
- Where is he from?
 - England
 - Italy
 - The United States
- What did he study?
 - character animation
 - acting
 - business administration

2. Discuss in groups what you know about the following movies (director, actors, main events).

Alice in Wonderland

Batman Planet of the Apes

Charlie and the Chocolate Factory

3. Watch an learn. The video link is below the image.



<https://youtu.be/jAnn2xdxT4I>

GRAMMAR PAST PROGRESSIVE TENSE



It refers to a continuing action or state that was happening at some point in the past. The past progressive tense is also known as the "past continuous tense" or the "past continuing tense".

Structure

Positive
subject + was/were + verb-ing
Negative
subject + was/were + not + verb-ing
Interrogative
was/were + subject + verb-ing

Examples:

- John was baking a cake.
- They were not painting the avatar movie.
- Was John baking a cake when the storm started?

4. Complete with the appropriate form of the verb. Use past simple or past progressive tense.

- A:you.....to the movies yesterday?
B: Yes,I.....a very good horror movie,
A: What.....your sister.....at the supermarket last weekend?
B; She.....some things to bake a cake.
A: What.....you this morning?
B: I.....because I need to lose weight
A:.....your mother.....TV last night? B: Yes, she.....a documentary.

5. Record an audio about expressions of Past Progressive tense using the VOCAROO platform and upload it in the TEAMS class folder.



LESSON 3 : READING BETWEEN THE LINES



OBJECTIVES

Students will be able to use the connectors of sequence in order to express, in a coherent way, the correct order of stories about movies.

SKILLS AND STRATEGIES

- Listening
- Speaking

LEVEL	<ul style="list-style-type: none">• Senior students
TIME	<ul style="list-style-type: none">• 1 Hour
GRAMMAR	<ul style="list-style-type: none">• Connectors of Sequence
PROCESS	<p>The teacher is going to start the class with a little exercise regarding the connectors of sequence where students must choose the connectors of sequence that they know. After, the teacher is going to explain a little bit about the topic and also he will present a video about it to clarify the doubts. Then, the teacher is going to give to students an exercise to complete with connectors that students have learned. Finally, each student will create a story using the pictures and will record an audio and will present to the class.</p>
VOCABULARY	<ul style="list-style-type: none">• Movies and actors
MATERIALS	<ul style="list-style-type: none">• Microsoft Teams• Vocaroo• Youtube videos

STUDENTS ACTIVITY

1. Circle the connectors of sequence in the statements.

- Firstly, she always listens to me and gives me a good advice.
- Once they finished their meals, they hopped into the bus.
- They were tired after playing so many matches last weekend.
- We had dinner and then went out.
- Before he came, we didn't have a good teacher.
- Later, I took a shower.
- I had a math class and next an English class.
- Finally, she got engaged in March.

2. Watch and learn.



<https://youtu.be/xd08Hcgs74A>

3. Complete with the connectors of sequence.

1. _____, I went to the shopping center. Then, I ate an ice cream.

First
Later

2. We tried to find a present for her. _____, we couldn't buy anything.

After that
Finally

3. First, she got into the haunted house. _____, she heard a strange noise. After that, she cried.

Finally
Then

4. It was a wonderful day! _____, my friends appeared at home. Then, we went to the beach all day.

After that
First

4. Dialogue with your partner about your weekend using connectors of sequence.

5. Imagine that you were in that situation too; now it is your turn to talk. Record an audio



GRAMMAR CONNECTORS OF SEQUENCE



Those join words or sentences of what you want to express. The correct usage of connectors gives coherence to what you write or express orally.

First of all

First of all, I'd like to thank my family.

In conclusion

In conclusion, nobody is perfect.

Then

First, brush your teeth, then go room.

Next

Next, leave it for 5-10 minutes, depending on the tea.

As soon as

As soon as my daughter gets up, she will wash her face.

Later

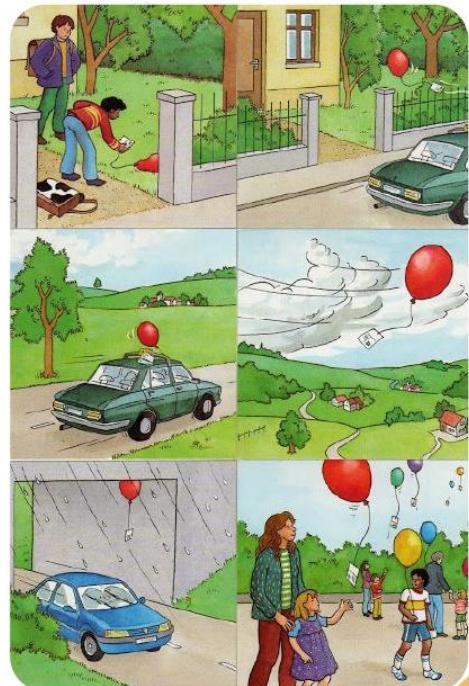
They'll call you later today.

All in all

My son may not be brilliant, but all in all As far as I know he did quite well in his exams.

Eventually

It might take her five weeks but she will do it eventually.



Retrieved from: Pinterest (n.d.)

LESSON 4 : IN A NUTSHELL!



OBJECTIVES

Students will be able to use some idioms when they are talking about topics regarding movies or actors

SKILLS AND STRATEGIES

- Listening
- Speaking

LEVEL	<ul style="list-style-type: none">• Senior students
TIME	<ul style="list-style-type: none">• 1 Hour
GRAMMAR	<ul style="list-style-type: none">• Idioms
PROCESS	<p>The teacher is going to start the class with a little exercise about choosing the correct expression for each picture. After that, the teacher is going to present the explanation of idioms to the students. Next, the teacher will explain the exercise about choosing the best idiom to complete the conversation according to the context. In the same way, students are going to complete another exercise, they are going to underline the correct definition for each idiom. Finally, students are going to develop a little project that is to choose and watch a movie and also choose an actor and after that, create a presentation with all movie features.</p>
VOCABULARY	<ul style="list-style-type: none">• Movies and actors
MATERIALS	<ul style="list-style-type: none">• Microsoft Teams• Youtube videos• Prezi

STUDENTS ACTIVITY

1. Choose and write the correct answer.

- ago overboard
- come up with
- in a nutshell
- few and far between
- by heart



Retrieved from: Pinterest (n.d.)

2. Complete with the phrases from the exercise 1.

A: Wow! What do you think of the movie?

B: Well,....., I really liked it. I don't know how the writers(a.) such imaginative stories.

A: I know, I could never create a story like that. In fact, movies with really good storylines are(b.).

B: Actually, I think the same about actors. There aren't many really good actors.

A: It must be difficult to be an actor. You have to learn all your lines (c.). You can't just invent the words you are going to say.

B: What do you think about the special effects?

A: Personally, I think they were great.

B: I don't agree. I think they(d.) with them. The movie was energetic enough without so many special effects.

3. Underline the correct definition for each expression.

- | | | | |
|-------------------------|------------------------|--------------------------|-------------------------|
| a. go overboard: | 1. do or have too much | 2. not do or have enough | 3. don't care |
| b. in a nutshell: | 1. the long version | 2. the short version | 3. the detailed version |
| c. few and far between: | 1. easy to find | 2. very common | 3. not very common |
| d. by heart: | 1. by memory | 2. not by memory | 3. written |
| e. come up with: | 1. copy | 2. invent | 3. duplicate |

4. Create expressions using idioms and repeat it to the class.

EVALUATION



INSTRUCTIONS:

1. Make a presentation in groups of five using the PREZI PRESENTATIONS platform about a film review and a mini-biography of an actor.

3. Take into account the following expressions.

Useful Expressions

Introduction:

- Good morning/afternoon, today we are going to tell you about the movie... and the director...

State your opinion of the movie with reasons:

- We all agreed that the movie was... because...
- Some of us thought the movie was... and others thought it was... because...

Conclusion:

- We (don't) recommend you see this movie...

2. Present the slides in the class through the MICROSOFT TEAMS' platform or in face to face class using the projector.



This tool can help the configuration of the speech process by going simultaneously with what the students are talking about, either using it as a visual aid and through that, exposing a respective topic.

Link: <https://prezi.com/>



Microsoft Teams is the meeting app for your organization; a workspace for real-time collaboration and communication, meetings, file and app sharing, and even the occasional emoji! All in one place, all in the open, all accessible to everyone.

Link: <https://www.microsoft.com/en-ww/microsoft-teams/log-in>

EVALUATION



MOVIES AND ACTORS

Choose one of them



Choose one of them



Sam Worthington



Johnny Depp



Jackie Chan



Leonardo DiCaprio



Dwayne Johnson



Jim Carrey

UNIT 2

PROFESSIONS!



Objective:

Students will be able to create and talk about professions in different life aspects and enhance their speaking skills.

Contents:

- Personality Types
- I'm Interested in...
- On The Other Hand!
- I Passed with Flying Colors!

LESSON 1 : PERSONALITY TYPES



OBJECTIVES

Students will be able to use the Gerunds and infinitives when they are talking about topics regarding personality types.

SKILLS AND STRATEGIES

- Listening
- Speaking

LEVEL	<ul style="list-style-type: none">• Senior students
TIME	<ul style="list-style-type: none">• 1 Hour
GRAMMAR	<ul style="list-style-type: none">• Gerunds and infinitives
PROCESS	<p>The teacher is going to start the class with a short conversation and students will read it to identify the different personalities that exist. The teacher is going to explain the grammar about gerunds and infinitives to avoid mistakes. Then the students are going to complete a chart using the different types of personalities and in the next exercise are going to work on filling the gaps with the correct form of the words (gerunds or infinitives). Finally, the students will create their own profiles according to the personalities and grammar that they learned.</p>
VOCABULARY	<ul style="list-style-type: none">• Words related to personality types
MATERIALS	<ul style="list-style-type: none">• Zoom

STUDENTS ACTIVITY



1. Read the following conversation. Answer the questions below.

A: Hello, I want to investigate my career options and find out which professions best suit me.
 B: Actually, that depends on your personality type. You might be artistic, realistic, investigative, conventional, or social. Everybody is different!
 A: Hmmm, and I guess it also depends on what I'm interested in and what my abilities are.
 B: Well, you're at the right place!

- Do you know about any of these personality types?
- Do you think it is possible to fit into more than one personality type?

GRAMMAR GERUNDS AND INFINITIVES



Gerund = the present participle (-ing) form of the verb, e.g., singing, dancing, running.

Infinitive = to + the base form of the verb, e.g., to sing, to dance, to run.

Whether you use a gerund or an infinitive depends on the main verb in the sentence.

Example

I expect *to have* the results of the operation soon. (Infinitive)

I anticipate *having* the research completed eventually. (Gerund)

Gerunds can be used after certain verbs including enjoy, fancy, discuss, dislike, finish, mind, suggest, recommend, keep, and avoid.

Infinitives can be used after certain verbs including agree, ask, decide, help, plan, hope, learn, want, would like, and promise.

2. Complete. Use the Words to complete.

- Realistic people...
 - are
 - like to use their hands.
 - areworking with animals, tools and machines.
- Investigative people...
 - are.....and inquisitive.
 - are interested in learning, analyzing and.....problems.
- Artistic people...
 - are
 - love tothemselves by creating art.
- Social people...
 - are..... and sociable.
 - enjoy helping orothers.
- Conventional people...
 - areand attentive.
 - like to.....routines and keep track of details.

4. Complete with the appropriate form of the verb. Verb + Gerund or Infinitive?

My friend Bernardo liked _____ (eat) McDonald's hamburgers. But he had a problem. He was gaining weight. He decided _____ (go) on a diet. He stopped _____ (eat) fast food and started _____ (buy) more fruit and vegetables. After a month, he had lost a few pounds. But he wanted _____ (lose) more. I suggested _____ (join) a gym. Bernardo disliked _____ (exercise), but he agreed _____ (try) it. Now he exercises every day and he looks better. He's looking forward _____ (lose) more weight.

5. Make your own profile. Complete the sentences.

- I like so I normally
- I enjoyso I have apersonality.
- I love.....
- I am aperson.
- I hope
- I want

- follow
- express
- solving
- training
- efficient
- friendly
- practical
- careful
- creative
- curious



LESSON 2 : I'M INTERESTED IN...



OBJECTIVES

Students will be able to use Verbs and adjectives followed by prepositions when they are talking about professions.

SKILLS AND STRATEGIES

- Listening
- Speaking

LEVEL	<ul style="list-style-type: none">• Senior students
TIME	<ul style="list-style-type: none">• 1 Hour
GRAMMAR	<ul style="list-style-type: none">• Verbs and adjectives followed by prepositions
PROCESS	<p>The teacher is going to start the class by explaining the first exercise, where students must identify and choose the respective suffixes for each profession and write them. Next, the teacher explains the second exercise and fills the gaps with the correct common prepositions. Then, the teacher will explain using the grammar table the different propositions. To support the explanation the teacher will play the video called "prepositions in songs" where students will be able to practice singing the current music. After that, the students will complete a short dialogue using prepositions and respective professions and finally, students are going to create a conversation in pairs like the previous and record it in the VOCAROO platform and then upload it to the class folder.</p>
VOCABULARY	<ul style="list-style-type: none">• Words related to personality types, professions and university degrees
MATERIALS	<ul style="list-style-type: none">• Zoom• Youtube videos

STUDENTS ACTIVITY

1. Add the suffixes -er, -or, -ist, or -ian to form the names of the professions. Then, write the words in the chart. Finally, add one more example to each column.

politic..... journal..... engine..... veterinar.....
 invent..... lawy..... aerobics instruct..... psycholog.....

2. Read the conversation and complete with the correct prepositions.

Paul: Have you decided on what to study at university?
Ingrid: Yeah, I am interested.....(a.) studying journalism. I've always wanted to be a journalist.
Paul: That would be great. You are very good.....(b.) writing.
Ingrid: What about you? What degrees appeal.....(c.) you?
Paul: I applied (d.)Columbia University to study environmental engineering.
Ingrid: Well, you are very serious.....(e.) protecting our environment.
Paul: I was curious.....(f.) civil engineering, but I am terrible..... (g.) design, so I decided to study something that I am familiar..... (h.).
Ingrid: Good idea. That way you can specialize..... (i.) reforestation.

3. Listen and practice the prepositions



https://youtu.be/-dqLZ7_aPXk

GRAMMAR PREPOSITIONS



Prepositions are small words that connect elements in a sentence. They are essential because they provide additional details about the sentence by locating events, people and objects in a time and place or to show movement from one place to another.

The most common prepositions are: at, by, for, from, in, on, to, with...

1. **at** (being in a specific place);
2. **by** (using the means of...);
3. **for** (with the purpose of...);
4. **from** (starting point of a movement);
5. **in** (being inside a closed 3-dimensional place);
6. **on** (being on a surface and having some contact with it);
7. **to** (moving towards a destination);
8. **with** (in the company or presence of...).

4. Complete the dialogue.



5. Work with your partner. Create a dialogue using prepositions. Record it in the VOCAROO platform.



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

Retrieved from: Pinterest (n.d.)

LESSON 3 : ON THE OTHER HAND!



OBJECTIVES

Students will be able to use Connectors of contrast use such as 'although,' 'despite,' 'in contrast,' 'however,' 'in spite of,' 'even though,' 'on the other hand' and 'nonetheless,' when they are talking about professions.

SKILLS AND SRATEGIES

- Listening
- Speaking

LEVEL	<ul style="list-style-type: none">• Senior students
TIME	<ul style="list-style-type: none">• 1 Hour
GRAMMAR	<ul style="list-style-type: none">• Connectors of constrast
PROCESS	<p>The teacher is going to present to the class the different connectors of contrast and students are going to identify and also practice the correct pronunciation. After the teachers and students will review the definition and they will have deep knowledge about this topic. Students are going to practice their knowledge by doing some exercises about the current topic and then, they will share the answers with the class. Next, the teacher will share an exercise link to the class and students will complete and get a score about their abilities on this topic. Finally, there is a little project, students are going to create in groups of five people and so explain the grammar of connectors of contrast.</p>
VOCABULARY	<ul style="list-style-type: none">• Words related to personality types, professions and university degrees
MATERIALS	<ul style="list-style-type: none">• Zoom• Link English Grammar

STUDENTS ACTIVITY

1. Watch and analyze the following connectors of contrast.

- | | | |
|---------------------|-------------------|---|
| • However | • Though |  |
| • At the same time | • Contrarily | |
| • Because of | • Otherwise | |
| • After all | • In spite of | |
| • Nevertheless | • Despitelinstead | |
| • Although this | • Even though | |
| • On the other hand | • Rather | |
| • May be true | • Meanwhile | |
| • On the contrary | • Up against | |
| • By comparison | • Although | |
| • Even so | • Unlike | |
| • By contrast | • Nonetheless | |
| • Notwithstanding | • In contrast to | |
| • Compared to | • Conversely | |



GRAMMAR
CONNECTORS OF CONTRAST

These sentence connectors are used to emphasize the fact that the second point contradicts the first.

Retrieved from: Pinterest (n.d.)

2. Choose the correct connector of contrast.

1. My sister is black despite/whereas I´m blonde
2. Despite/Yet going on a diet, she put on five kilos
3. Even though/Despite we are good friends, we don´t meet very often
4. My mother is French even though/whereas my father is Polish
5. I invited Tom. Although/ However, he didn´t come



Retrieved from: Pinterest (n.d.)

2. Complete the following sentences to make comparisons among different professions.

- a. Psychologists should be social people; however,
- b. A general psychologist must have completed a minimum 4-year undergraduate degree; although,
- c. Creativity is important for architects, but
- d. Lawyers and architects must be analytical; on the other hand,

2. Access to the next link and complete the exercises.



Link: <https://test-english.com/grammar-points/a2/however-although-time-connectors/>

2. Prepare a short presentation in PREZI PRESENTATIONS plataform about connectors of contrast and share to the class like an exposition.



Link: <https://prezi.com/>



LESSON 4 : I PASSED WITH FLYING COLORS!



OBJECTIVES

Students will be able to use Idioms such as pass with, fall behind, flying colors, drop out, cut out for and fall behind when they are talking about professions.

SKILLS AND STRATEGIES

- Listening
- Speaking

LEVEL	<ul style="list-style-type: none">• Senior students
TIME	<ul style="list-style-type: none">• 1 Hour
GRAMMAR	<ul style="list-style-type: none">• Idioms (pass with, fall behind, flying colors, drop out, cut out for, fall behind)
PROCESS	<p>The teacher is going to start the class with an exercise of expressions or idioms and students are going to identify and put the correct ones. Then the teacher will explain how to complete exercise 2 and the students will complete relating the correct concept. The teacher is going to explain within the exercises the concepts and what are those idioms. Finally, the teacher explains the last exercise that creates a presentation using the PREZI PRESENTATIONS platform and presents the zoom meeting to the class.</p>
VOCABULARY	<ul style="list-style-type: none">• Words related to personality types, professions and university degrees
MATERIALS	<ul style="list-style-type: none">• Prezi Presentations• Zoom Meetings



1. Read an opening speech at a careers fair and complete it.

Good morning. When deciding what to study, two important factors to consider are what you are interested in and what you are **(a)**. For example, you might be interested in animal welfare; however, if you feel sick when you see blood, you aren't cut out for being a veterinarian, or you don't have the natural ability required for it. I remember one student in particular who originally wanted to become a lawyer, but after only 1 year at law school, he**(b.)** and decided not to continue studying. He was always the last student to finish his work and he often handed in his assignments late, making him**(c.)**. This same student is currently following his real passion and studying graphic design; a field completely different from law, but he is absolutely happy and doing very well. In fact, I'm pleased to say he**(d.)** his first year**(e.)**!

It is important to remember to choose something that you are interested in and cut out for.

- fall behind
- pass with
- flying colors
- drop out
- cut out for

2. Match the expressions with their definition.

Expression

- a. cut out for ()
- b. drop out ()
- c. fall behind ()
- d. pass with flying colors ()

Definition

- 1. to not be as advanced as the others
- 2. to have the natural ability for something
- 3. to do very well (in an exam)
- 4. to quit school, leave

3. Complete with one of the phrases in the Word Bank above.

- a. Students sometimesof or quit university.
- b. When a student is less advanced than other students, he
- c. I did really well on my exams. I
- d. I don't have the natural ability to be assertive. I am not being a police officer.

4. Complete with the correct.

- a. I am cut out for.....
- b. I will fall behind in school if I
- c. I will pass my exams with flying colors if

5. Work! (PREZI PRESENTATIONS PLATFORM)



Link: <https://prezi.com/>

Present the members of your group and their personality types. Also introduce the names of the different careers you have researched.

Use adjectives to describe each member's personality type and give a brief description of each career.

Give your presentation using your university careers prospectus.

Mention if after investigating the different careers, any of you are interested in studying the corresponding degree.



UNIT 3

ENVIRONMENTALLY FRIENDLY!



.....
Good planets are difficult to find

Objective:

Students will be able to talk about environmentally aspects in conversations and enhance their speaking skills.

Contents:

- Renewable Energy
- Conserving the Environment
- Green Products
- In the Long Run



LESSON 1 : RENEWABLE ENERGY



OBJECTIVES

Students will be able to use expressions regarding renewable energy with Prefix, suffix and roots when they are talking about environment.

SKILLS AND STRATEGIES

- Reading
- Writing

LEVEL	<ul style="list-style-type: none">• Senior students
TIME	<ul style="list-style-type: none">• 1 Hour
GRAMMAR	<ul style="list-style-type: none">• Prefix and suffix, roots
PROCESS	<p>The teacher is going to present the unit about environmentally and after he es is going to give a simple exercise to match the concepts to complete the expression; in the same way, the teacher is going to present another exercise about completing the statements or definitions using the previous concepts. This lesson is about the use of prefixes and suffixes and therefore, the teacher will explain the use or how to use those in the aspects of the environment. Also, there is another exercise according to the use of prefixes and suffixes and students are going to search and complete with the correct it. In the final part of the lesson, the teacher is going to share with the students a link, where students will complete with the correct and at the end, they will get a score. It is a short graded activity.</p>
VOCABULARY	<ul style="list-style-type: none">• Words related to environmental issues such as global warming and ways to solve these problems.
MATERIALS	<ul style="list-style-type: none">• Google Meet• Link of English grammar

STUDENTS ACTIVITY



1. Match the words according to their respective concept.

a. greenhouse	1. development
b. global	2. energy
c. sustainable	3. species
d. renewable	4. gases
e. endangered	5. warming

1. Complete using the previous concepts.

- a. is the gradual increase of the average temperature of our planet.
- b. is the method of planning city and economic growth in order to avoid the depletion of natural resources.
- c. are substances in the Earth's atmosphere that prevent the release of heat into space, therefore maintaining heat retention in the atmosphere of the planet.
- d. are plants and animals that are at risk of becoming extinct.
- e. is power which comes from natural sources such as sunlight, wind

2. Match the expressions with their definition.

PREFIX	WORD ROOT	SUFFIX	NEW WORD
en--	danger	--ed	
	globe	--al	
	warm		
	develop		
	sustain		
	new		
	grow		
	nature		

EXPLANATION!!!

Prefix - are added to the beginning of an existing word in order to create a new word with a different meaning.

Suffix - are added to the end of an existing word.

Root - the word that is left over when prefixes and suffixes have been removed.

(Remember: when a root finishes in "-e", drop the "-e" and add the suffix.)

2. Open the link and do the exercise about prefixes and suffixes.

Link: https://www.english-grammar.at/online_exercises/prefixes-suffixes/ps013.htm



LESSON 2 : CONSERVING THE ENVIRONMENT



OBJECTIVES

Students will be able to use active and passive voice when they are talking about environment.

SKILLS AND STRATEGIES

- Listening
- Speaking

LEVEL	<ul style="list-style-type: none"> • Senior students
TIME	<ul style="list-style-type: none"> • 1 Hour
GRAMMAR	<ul style="list-style-type: none"> • Active and Passive voice
PROCESS	<p>Firstly, the teacher is going to start the lesson presenting the topic and after, explaining an exercise about true or false and the students might put the correct in the statements. Next, teacher will explain the grammar about active and passive voice using some examples of the picture. In the same way, the students are going to complete some example about the grammar like a practice and get preparer to do another activity. After that, teacher will present another exercise about order some sentences using in them the active and passive voice. After all, the students can record an audio using vocabulary regarded environmental aspect and obviously using the grammar presented in the lesson.</p>
VOCABULARY	<ul style="list-style-type: none"> • Words related to environmental issues such as global warming and ways to solve these problems.
MATERIALS	<ul style="list-style-type: none"> • Google Meet • Vocaroo

STUDENTS ACTIVITY



1. Mark true or false. Correct the false statements.

- The use of many environmental groups has been approved by organic pesticides.
- **The use of organic pesticides has been approved by many environmental groups.**
- Many Australian farmers had been killed by Tasmanian Tigers before they became extinct.
- Recycling has been used by many countries to lower human waste.
- Hopefully new laws and legislations will be protected by endangered species.
- Reforestation has been conserved through many animals' natural habitats.
- Sea levels will be increased by global warming.



REVIEW THE GRAMMAR

TENSE	ACTIVE	PASSIVE
Present Simple	I do my homework.	My homework is done .
Present Continuous	I'm doing my homework.	My homework is being done .
Past Simple	I did my homework.	My homework was done .
Past Continuous	I was doing my homework.	My homework was being done .
Present Perfect	I have done my homework.	My homework has been done .
Past Perfect	I had done my homework.	My homework had been done .
Future Simple	I will do my homework.	My homework will be done .
Future Be going to	I'm going to do my homework.	My homework is going to be done .
Modal	I must do my homework.	My homework must be done .
Modal Perfect	I should have done my homework.	My homework should have been done .

- Global warming **will increase** sea levels.
- Sea levels by global warming.
- Many countries **have used** recycling.
- Recyclingby many countries.
- Australian farmers **had killed** many Tasmanian Tigers.
- Many Tasmanian tigers by Australian farmers.

Retrieved from: Pinterest (n.d.)

1. Order and complete using the words to make Passive Voice sentences in the tense indicated.

- a. (present perfect) car / cause / pollution
- b. (future) reduce / waste material / recycling
- c. (past perfect) the Earth / dinosaurs / inhabit / for ages / by the time a big meteorite hit it
- d. (future) our planet / conservation activists / help

1. Record an audio using active and passive voice about environment vocabulary.



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



Retrieved from: Pinterest (n.d.)

LESSON 3 : GREEN PRODUCTS



OBJECTIVES

Students will be able to identify problems and also are able to discuss sharing their ideas when they are talking about environment.

SKILLS AND STRATEGIES

- Listening
- Speaking

LEVEL	<ul style="list-style-type: none">• Senior students
TIME	<ul style="list-style-type: none">• 1 Hour
PROCESS	The lesson will start with some short exercises about the environment and in one of them the teacher will instruct them to pair up and discuss the prompt and then they will share their critical thinking with the class. The teacher will show the class a video about some environmental problems using the share function of the Google meet platform. Also in this activity the teacher will explain about some expressions to give points of view. Finally, students will create a short presentation on environmental issues using the PREZI platform.
VOCABULARY	<ul style="list-style-type: none">• Words related to environmental issues such as global warming and ways to solve these problems.
MATERIALS	<ul style="list-style-type: none">• Google Meet (rooms)• Prezi Presentations

STUDENTS ACTIVITY



1. Discuss in pairs and share opinions to the class.

- a. Today, most cars are powered by... 1. electricity 2. gasoline 3. I don't know.
- b. Electric cars are... 1. a new invention 2. an old invention 3. I don't know.
- c. It's better for the environment to have... 1. gasoline cars 2. electric cars 3. I don't know.



2. Select a local or national environmental issue that needs attention, then respond to the questions. Afterward, discuss in groups in different Google Meet rooms.

- a. What is the problem? _____
- _____
- b. What are the causes of this problem? _____
- _____
- c. What are the consequences of the problem? _____
- _____
- d. What are the solutions?

3. Watch the video and share points of view to the class.

EXPRESSING OPINIONS 

Strong

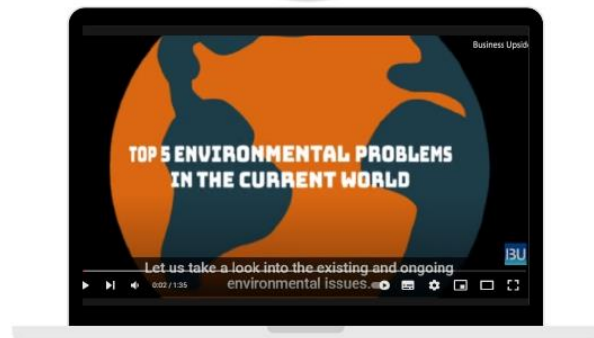
- I believe...
- I'm convinced that...
- I'm sure that...
- I have no doubt...
- I'm quite certain that...

Medium

- I think...
- I'd like to point out that...
- As I see it...
- In my opinion...

Weak

- I feel that...
- My impression is that...
- I tend to think...



Link: <https://youtu.be/FMJhKQjO5uk>

3. Create a short presentation using PREZI PRESENTATION about what you watched and learned.



Link: <https://prezi.com/>

LESSON 4 : IN THE LONG RUN



OBJECTIVES

Students will be able to use Idioms such as pass with, fall behind, flying colors, drop out, cut out for and fall behind when they are talking about environment.

SKILLS AND STRATEGIES

- Listening
- Speaking

LEVEL	<ul style="list-style-type: none">• Senior students
TIME	<ul style="list-style-type: none">• 1 Hour
GRAMMAR	<ul style="list-style-type: none">• Idioms (day in and day out, in the long run, not believe one's eyes, pay through the nose, run out)
PROCESS	<p>The teacher will begin the lesson with some exercises to relate the language or expression with its meanings by looking at the images. The teacher will give a great explanation about the use of them so that the students have everything clear. Then they will complete the second activity on the same topic using the words in the box.</p> <p>As a third activity, the ametro will announce the instructions to make a presentation as a work that covers most of the aspects dealt with in each lesson on renewable energy, for this, the students are going to watch a video and that will help them to have a broader knowledge about the subject and how to make the presentation. Indicate that they should do between 5 or 6 slides for the presentation.</p>
VOCABULARY	<ul style="list-style-type: none">• Words related to environmental issues such as global warming and ways to solve these problems.
MATERIALS	<ul style="list-style-type: none">• Google Meet• Prezi Presentations

STUDENTS ACTIVITY

1. Match the following expressions with their concepts.

EXPRESSION

a. pay through the nose
 b. day in and day out
 c. in the long run
 d. not believe one's eyes
 e. run out

DEFINITION

1. eventually, in the end, ultimately
 2. to think that what one sees is not real
 3. use up the supply; have no more left
 4. to pay a lot for something
 5. every day, daily, day after day



Retrieved from: Pinterest (n.d.)

2. Complete with your own information, and then use it to make a dialog with a partner.

- a. I paid through the nose for
- b. Day in and day out I
- c. In the long run
- d. I couldn't believe my eyes when
- e. We will run out of if

- day in and day out
- in the long run
- not believe one's eyes
- pay through the nose
- run out

3. Work!! Make a summary in a presentation.



Link: <https://prezi.com/>



- Introduce the name of the renewable energy source
- your group chose and mention why you selected this particular type of product.
- Talk about how it is made, what it is used for and what the advantages and disadvantages of this form of energy are.
- Use visual aids in your presentation.
- Conclude by stating whether you think people should use this energy form or not.

First, Watch the video.



Link: <https://youtu.be/T4xKThjckAE>

UNIT 4

IMAGINE THAT!

TELL THE PERSON YOU
LOVE HOW YOU FEEL

Thinking
of you.

Objective:

Students will be able to create and talk about movies in a little conversation and enhance their speaking skills.

Contents:

- It was terrifying!
- By the time
- Reading Between the Lines
- In a Nutshell!



LESSON 1: DAYDREAMING



OBJECTIVES

Students will be able to use second conditional when they are talking about imaginary situations and wishes.

SKILLS AND STRATEGIES

- Listening
- Speaking

LEVEL	<ul style="list-style-type: none">• Senior students
TIME	<ul style="list-style-type: none">• 2 Hours
GRAMMAR	<ul style="list-style-type: none">• Second Conditional
PROCESS	<p>the teacher will start the class with a SUB-ENGLISH music as a warm up for the class. Students will enter the link and will be able to practice the English language through music. The second exercise concerns putting the respective words in the red box looking at the images. Then the students will see another exercise with some statements to circle the correct expression again. After that, the grammar that corresponds to the second conditional will also be explained so that the students are clear about the structure and its use. The final activity is about working on the PADLET platform and writing each one's wishes according to the grammar and then having the students participate in class by reading their expressions.</p>
VOCABULARY	<ul style="list-style-type: none">• Words associated with imaginary situations
MATERIALS	<ul style="list-style-type: none">• Microsoft Teams• SUB-Inglés• Prezi Presentations

STUDENTS ACTIVITY

1. Open the link and enjoy it. (Practice pronunciation listening to music)



Link: <https://www.subingles.com/exercises/mode/4603/david+guetta+%2526+chris+brown+%2526+lil+wayne/i+can+only+imagine>



2. Put the number (1-5) each picture according the expressions form red box.

- a. Paul isabout swimming in the ocean.
- b. Sam isMatthew.
- c. Tim isasleep and about having a house.
- d. Sally isabout eating as much chocolate as she can.
- e. Linda isbecause she doesn't like writing reports.



Retrieved from: Pinterest (n.d.)



3. According to the previous exercise, circle the best option.

- a. If you delay or postpone doing something until later you daydream / imagine / procrastinate.
- b. To have thoughts and visions while sleeping is to distract / dream / daydream.
- c. If you prevent someone from concentrating, you fantasize / distract / procrastinate him/her.
- d. To think about something pleasant while awake is to procrastinate / distract / daydream.
- e. If you imagine something that is not likely to happen for real is to fantasize / distract /daydream.

- distracting
- daydreaming
- dreaming
- fantasizing
- procrastinating

GRAMMAR SECOND CONDITIONAL



The second conditional is a structure used for talking about unreal situations in the present or in the future.

the "if" clause takes the verb in Simple Past tense
+ the "would"
clause takes the verb in present form.

- If I won the lottery, I would buy a big house.(I probably won't win the lottery)
- If I met the Queen of England, I would say hello.
- She would travel all over the world if she were rich.
- She would pass the exam if she ever studied.

4. Based on the grammar and examples, create another sentences using PADLET. Participate in class reading your expressions.



Link: <https://padlet.com/ulises98mr/uhdapufswy60zxjt>

LESSON 2 : I WISH...



OBJECTIVES

Students will be able to use second conditional when they are talking about imaginary situations and wishes.

SKILLS AND STRATEGIES

- Listening
- Speaking
- Reading

LEVEL	<ul style="list-style-type: none">• Senior students
TIME	<ul style="list-style-type: none">• 2 Hours
GRAMMAR	<ul style="list-style-type: none">• Use of Wish
PROCESS	<p>The teacher will start the class with a SUB-ENGLISH music as a warm up for the class. Students will enter the link and will be able to practice the English language through music. Then the teacher will explain the second exercise which is about reading a paragraph and according to that identify some words and find their synonyms, so that you can participate in class by providing your answers. After that, the grammar review will also be carried out to be clear about the use of wishes. The other activity is about relating each situation with its respective wish. For this, students must perform the exercise individually and then share the answers. The final activity is about working on the PADLET platform and writing each one's wishes according to the grammar and then having the students participate in class by reading their expressions.</p>
VOCABULARY	<ul style="list-style-type: none">• Words associated with imaginary situations
MATERIALS	<ul style="list-style-type: none">• Microsoft Teams• SUB-Inglés• Prezi Presentations

STUDENTS ACTIVITY



1. Open the link and enjoy it. (Practice pronunciation listening to music)



Link: <https://www.subingles.com/songs/view/798/mercy+me/i+can+only+imagine>

2. Read and find a synonym for each underlined word in the paragraph.

In general, people wish they could change many things about themselves and the world around them. Some people want to change their physical appearance or look to become more attractive, while others would like to change their personality or character to become funnier or more interesting. Many people believe that to have success or prosperity, one has to have wealth or a lot of money, but the truth is that often people with a lot of money suffer from greed or avarice and always want more. However, some wealthy people don't always have better health or fitness.

- a. look **appearance** b. avarice c. fitness
- d. character e. prosperity f. lot of money

GRAMMAR

HOW TO USE I WISH/IF ONLY

Expressing a wish

IF ONLY / I WISH + SIMPLE PAST

Usage:

- To express a wish in the present or in the future.
- The simple past here is an unreal past.
- When you use the verb to be the form is "were".

Expressing regret

IF ONLY / I WISH + PAST PERFECT

Usage:

- To express regret.
- The action is past.

E.g.: If only I had woken up early. (I didn't wake up early and I missed my bus.)

Complaining

I WISH / IF ONLY + WOULD + VERB

Usage:

- To complain about a behavior that you disapprove.
- Expressing impatience, annoyance or dissatisfaction with present action.

www.englishstudyonline.org

3. Match the two columns. Then, match each wish with a picture.

- | Situation | Wish |
|--|--|
| <ul style="list-style-type: none"> • a. I am really tired. • b. It's cold. • c. I am always late. • d. I am too young to see that movie. | <ul style="list-style-type: none"> 1. I wish I had more time. 2. I wish I were older. 3. I wish I could sleep more. 4. I wish the weather were warmer. |

Retrieved from: Pinterest (n.d.)

3. Based on the grammar and examples, create another sentences using PADLET. Participate in class reading your expressions.



Link: <https://padlet.com/ulises98mr/uhdapufswy60zxjt>



LESSON 3 : BREAKING BAD HABITS



OBJECTIVES

Students will be able to use second conditional when they are talking about imaginary situations and wishes.

SKILLS AND STRATEGIES

- Listening
- Speaking

LEVEL	<ul style="list-style-type: none">• Senior students
TIME	<ul style="list-style-type: none">• 1 Hour
GRAMMAR	<ul style="list-style-type: none">• Bad Habits
PROCESS	<p>The teacher will start the class with a SUB-ENGLISH music as a warm up for the class. Students will enter the link and will be able to practice the English language through music. Then the second exercise focuses on asking classmates about how many of them have those bad attitudes in their lives. The teacher will explain the third exercise which is about talking with a classmate about the meaning of the topic and the bad habits of each one and they will choose some which will help to carry out the last exercise. Finally, students will create a short 2-slide presentation about that and what they have come to understand in the lesson.</p>
VOCABULARY	<ul style="list-style-type: none">• Words associated with imaginary situations
MATERIALS	<ul style="list-style-type: none">• Microsoft Teams• SUB-Inglés• Prezi Presentations

STUDENTS ACTIVITY



1. Open the link and enjoy it. (Practice pronunciation listening to music)



Link: <https://www.subingles.com/exercises/mode/4762/calvin+harris+%252526+ayah+marar/thinking+about+you>

1. Ask classmates to find out how many people have the following bad habits.

Bad Habit	Number of Classmates
biting your fingernails	•
spending more money than you should	•
procrastinating	•
having any other bad habit you want to change	•



Retrieved from: Pinterest (n.d.)

1. Discuss with your classmate about the bad habits and choose what are the bad.



WHAT IS BAD HABIT?

A bad habit is a recurrent, often unconscious pattern of behavior that is acquired through frequent repetition, or an established disposition of the mind or character.

1. On based to the bad habid the you choose, write a short text on how to break it.

Introduction

(What is the bad habit?)

Supporting paragraph 1

(Negative influences)

Supporting paragraph 2

(How to break the habit)

Conclusion

(Your commitment to breaking the bad habit)

Remember

The exercise must to present doing in a presentation for the class and after that discuss with everyone what do you understand by BAD HABIT



Link: <https://prezi.com/>



LESSON 4 : KICKING THE HABIT



OBJECTIVES

Students will be able to use second conditional when they are talking about imaginary situations and wishes.

SKILLS AND STRATEGIES

- Listening
- Speaking

LEVEL	<ul style="list-style-type: none">• Senior students
TIME	<ul style="list-style-type: none">• 1 Hour
GRAMMAR	<ul style="list-style-type: none">• Idioms
PROCESS	<p>The teacher will start the class with a SUB-ENGLISH music as a warm up for the class. Students will enter the link and will be able to practice the English language through music. Then the second exercise focuses on filling in the blanks with the correct expressions. The teacher after them, will also explain the use and meaning of each one to have a better understanding. The third exercise corresponds to a discussion with the classmates for which they will join in pairs and they will be able to share ideas about the expressions. The last exercise is related to making a presentation on everything understood and then presenting in class. At the end, a feedback and a small note about the exhibition will be provided.</p>
VOCABULARY	<ul style="list-style-type: none">• Words associated with imaginary situations
MATERIALS	<ul style="list-style-type: none">• Microsoft Teams• Sub-Inglés• Prezi Presentations

STUDENTS ACTIVITY



1. Open the link and enjoy it. (Practice pronunciation listening to music)



Link: <https://www.subingles.com/songs/view/1437/maroon+5/payphone>

2. Fill the lines with the expression from the chart. Repeat the exercises in class.

- kick the habit
- for the time being
- fed up with
- light at the end of the tunnel

a. I have been trying to stop eating chocolate for 6 months now, but I can't stop completely. I guess for now I am happy that I have reduced my consumption to only 3 pieces a day.

..... for the time being

b. I am really tired of having so many bad habits. I should try to break them.

.....

c. I was always hyperactive because I couldn't stop drinking so much soda. But now I only drink one can a day. Finally I can see a sign of hope.

.....

d. My best friend used to be a compulsive shopper. But finally she has stopped the bad habit.

.....

3. Use your own information and fill the spaces.

- a. For the time being
- b. I am fed up with
- c. To kick the habit I need
- d. so there is light at the end of the tunnel.



3. Conversation in the class with your partner about the expressions.



3. According what you learned in the lesson you are going to create a presentation in PREZI PRESENTATIONS and then explain in the class like an exposition.



Link: <https://prezi.com/>



GOOD LUCK!

CONCLUSIONS

- This research is focused on ICTs tools to enhance Speaking skills at "Abelardo Moncayo" High School. For that, the theoretical search or the theoretical framework was carried out to identify some factors that influence each student at the learning time and, according to that, reach a consensus.
- Technology plays a vital role in any subject's teaching and learning process, especially in language teaching.
- In the methodology aspect, the research used was qualitative and quantitative within the interviews and surveys. These helped to obtain data from teachers and students and to find some problems with the presence of ICTs.
- Based on the surveys, senior students are interested in using technological platforms such as teams, zoom, google meet, Prezi, vocaroo, etc.
- A guide of activities and ICTs tools was created to reinforce the current teaching through vocabulary, grammar, music, and videos. Those activities can accompany better learning of the English language.
- The proposal attends to each piece of information obtained in the research. It is designed for the use or accompaniment of the class using ICTs tools to help the student improve speaking skills.

RECOMMENDATIONS

- Consider using technology appropriately according to the needs of everyone to work on their speaking skill.
- Start a dialogue with the authorities and teachers and develop activities to implement technology in the classroom little by little.
- Monitor students to identify their interests or disinterests and make timely decisions based on that.
- Adapt content to online classes and not always wait for face-to-face classes to use tools such as Zoom, teams, Google meet, YouTube, vocaroo, Prezi, and others.
- Consider using the proposal that is the guide of activities to apply with the students and obtain favorable results.
- Continue planning classes for the future, including ICTs, to generate more satisfaction, interest, motivation, and understanding of the English language.

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ANNEXES

Annex 1. Presentation letter to the institution



UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada - Resolución Nro. 173-SE- CACES-2020
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
DECANATO

Oficio Nro. UTN-FECYT-D-2022-728-O
Ibarra, 06 de julio de 2022

Licenciada
Dalia Rosero
RECTORA DE LA UNIDAD EDUCATIVA ABELARDO MONCAYO

Señora Rectora:

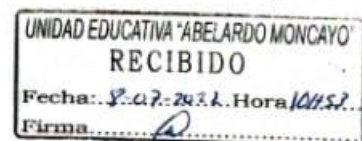
A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a Usted con la finalidad de solicitarle que se brinde las facilidades del caso, al señor MORALES RAMÍREZ LUIS ULISES, estudiante de octavo semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtenga información y aplique los instrumentos de investigación, para desarrollar el trabajo de grado con el tema: "ICTS TOOLS AS DIDACTIC RESOURCES TO ENHANCE SPEAKING SKILLS IN SENIOR STUDENTS AT "ABELARDO MONCAYO HIGH SCHOOL IN 2021 – 2022 ACADEMIC YEAR"

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

MSc. José Revelo
DECANO DE LA FECYT



Annex 2. Presentation letter to the institution from Ulises Morales

Ibarra, 06 de julio de 2022

Lcda. Dalia Rosero

RECTORA DE LA UNIDAD EDUCATIVA "ABELARDO MONCAYO"

De mi consideración:

Reciba un cordial y atento saludo, a la vez que auguro éxitos en sus labores personales y profesionales diarias. Mediante la presente tengo a bien solicitar se permita al suscrito llevar a cabo la investigación "*ICTs tools as didactic resources to enhance speaking skills in senior students at "Abelardo Moncayo" High School in 2021-2022 academic year*" de autoría **Morales Ramírez Luis Ulises** con los estudiantes y docentes del área de inglés de primero, segundo y tercero año de bachillerato.

La información recolectada tiene fines puramente académicos.

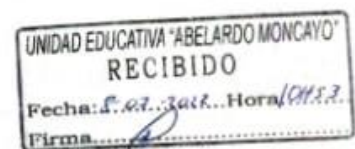
Para el efecto, el investigador utilizará los siguientes instrumentos:

1. Encuesta a estudiantes de forma virtual por medio de Google forms.
2. Entrevista a docentes de forma virtual por medio de la plataforma Zoom.

En espera de su respuesta me despido muy cordialmente.

Atentamente,

Ulises Morales
Estudiante Investigador



Annex 3. Interview for teachers



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA



PEDADOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TEACHER INTERVIEW

Project: ICTs tools as didactic resources to enhance speaking skills in senior students at “Abelardo Moncayo” High School in 2021-2022 academic year.

Objective: The current interview aims to identify what information and communication technology tools the English teacher uses to improve speaking skills in the classroom.

Instructions: Choose and respond with what you think is appropriate regarding the teaching and learning the English language. Remind you that all information will be used for academic purposes.

1. How important is teaching the English language in educational institutions for you?

3. What kind of resources do you use to carry out the teaching and learning process of speaking skills?

4. Have you heard about using ICTs tools in teaching the English language? How do you define it?

5. Do you consider that using ICTs can improve students' English learning process? Yes/No Why?

6. Would you like to have a guide of activities to contribute to developing Speaking skills through the use of ICTs tools? Yes/No Why?

Thanks for your help!

Annex 4. Survey for students



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA



PEDADOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

STUDENT'S SURVEY

Project: ICTs tools as didactic resources to enhance speaking skills in senior students at “Abelardo Moncayo” High School in 2021-2022 academic year.

Objective: to identify the student’s English level and interaction with technological resources as a didactic resource to improve their speaking skills.

Instructions: Choose the answer according to your perspective on the English language and the classroom resources teachers consider.

9. Do you consider the English language essential for your life?

- Yes
- Not

10. What is the most difficult English skill for you to learn?

- Listening
- Speaking
- Reading
- Writing

11. How often do you use speaking skills to communicate in class?

- Always
- Often
- Sometimes
- Rarely
- Never

12. What are the most used technological tools by your teacher when you receive English classes? Choose the necessary ones.

- Projector

- Speakers
- Applications
- Online platforms
- Computers
- Video communication platforms

13. How often does the teacher use technological tools to practice speaking skills inside and outside the classroom?

- Always
- Often
- Sometimes
- Rarely
- Never

14. How comfortable do you feel using technological tools when you take English classes?

- Very Satisfied
- Satisfied
- Little Satisfied
- Not Satisfied

15. Which of the following ICTs tools would you like to use in your learning process to improve your speaking skill in the English language? Choose two.

- Prezi presentations
- Vocaroo
- Sub-Inglés
- Microsoft Teams
- Zoom
- Google Meet

16. Do you consider that implementing technological tools should be part of teaching speaking skills?

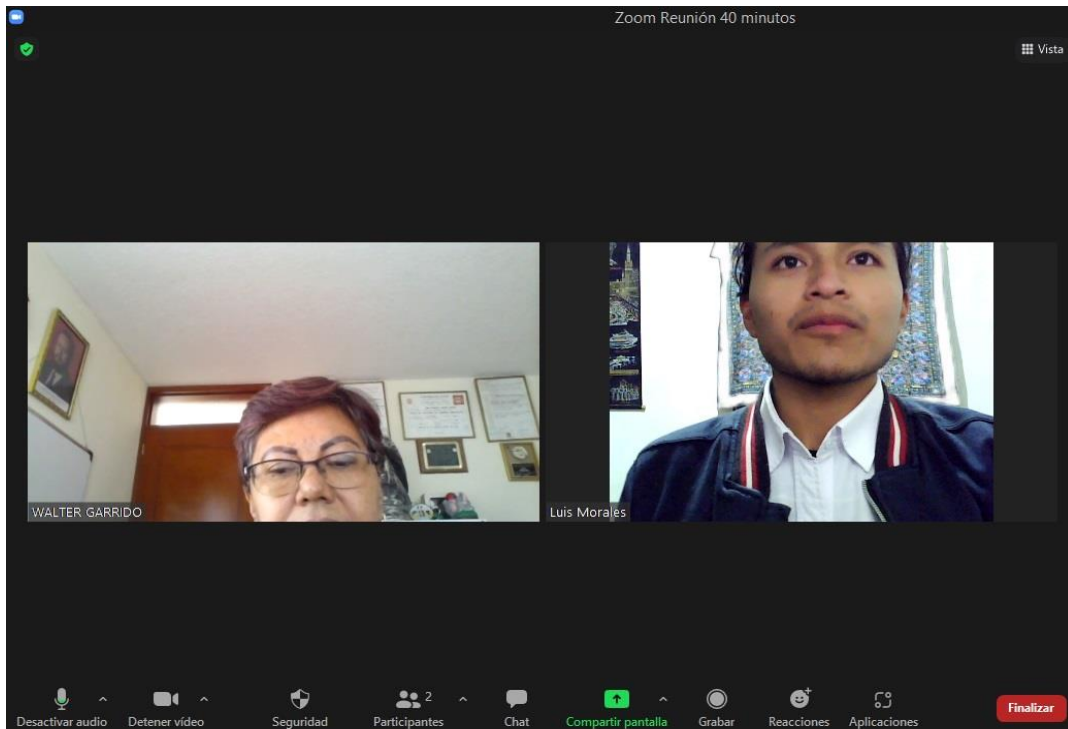
- Strongly Agree
- Agree
- Little Agree
- Not Agree

Thanks for your help!

Annex 5. Evidence of giving the letter



Annex 6. Evidence of data collection.



Teacher Interview 1



Teacher Interview 2

Annex 7. TURNITIN Analysis

Identificación de reporte de similitud. oid:21463:217630511

<p style="font-size: small; margin: 0;">NOMBRE DEL TRABAJO</p> <p style="margin: 0;">FINAL RESEARCH WORK_MORALES_ULI SES.docx</p>	<p style="font-size: small; margin: 0;">AUTOR</p> <p style="margin: 0;">Luis Ulises Morales Ramírez</p>
<p style="font-size: small; margin: 0;">RECUENTO DE PALABRAS</p> <p style="margin: 0;">15033 Words</p>	<p style="font-size: small; margin: 0;">RECUENTO DE CARACTERES</p> <p style="margin: 0;">84835 Characters</p>
<p style="font-size: small; margin: 0;">RECUENTO DE PÁGINAS</p> <p style="margin: 0;">109 Pages</p>	<p style="font-size: small; margin: 0;">TAMAÑO DEL ARCHIVO</p> <p style="margin: 0;">25.2MB</p>
<p style="font-size: small; margin: 0;">FECHA DE ENTREGA</p> <p style="margin: 0;">Mar 24, 2023 4:16 PM GMT-5</p>	<p style="font-size: small; margin: 0;">FECHA DEL INFORME</p> <p style="margin: 0;">Mar 24, 2023 4:19 PM GMT-5</p>

● 10% de similitud general

El total combinado de todas las coincidencias, incluidas las fuentes superpuestas, para cada base

- 6% Base de datos de Internet
- Base de datos de Crossref
- 7% Base de datos de trabajos entregados
- 2% Base de datos de publicaciones
- Base de datos de contenido publicado de Crossref

● Excluir del Reporte de Similitud

- Fuentes excluidas manualmente
- Bloques de texto excluidos manualmente