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Carrera de Lengua y Literatura Inglesa

“The Smart Board: an Interactive Tool to Enhance the Speaking Skill in First  
Year Bachillerato Learners at “Ciudad de Cuenca” high school”

**Tesis previa a la obtención del  
Título de Licenciada en Ciencias  
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Especialización de Lengua y  
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## RESUMEN

El objetivo de esta investigación es determinar la eficacia de *La Pizarra Digital Interactiva*, también llamada *Pizarra inteligente* como una herramienta educativa, así como su influencia en el desarrollo de las habilidades comunicativas de los estudiantes. Teniendo esto en cuenta, el propósito de incorporar las actividades basadas en la Tecnología de la información y comunicación (Tics) en esta investigación es involucrar a los estudiantes para producir el idioma de una manera eficaz. Además, el aprendizaje de idiomas basado en tarea y el enfoque constructivista son estudiados en esta investigación con el fin de respaldar esta estrategia tecnológica. El estudio se aplicó en el colegio Ciudad de Cuenca con los estudiantes del primer año de Bachillerato. El análisis de datos e interpretación del rendimiento de los estudiantes, al final de esta investigación presentaron los resultados esperados. Por lo tanto, el uso de la *Pizarra Digital Interactiva* es considerado un apoyo muy innovador y de gran alcance para la adquisición del lenguaje así como para el mejoramiento de las habilidades de hablar.

**Palabras clave:** Pizarra Digital Interactiva, habilidad de hablar, habilidades comunicativas, aprendizaje basado en las TICs, enfoque constructivista.



## ABSTRACT

The aim of this research is to determine the effectiveness of the *Interactive Whiteboard* also called the *Smart board* as an educational tool, as well as its influence on the development of the students' communicative skills. Taking this into account, the purpose of incorporating Information and Communication Technology (ICT) based- activities in this research is to engage students to produce the target language in an effective manner. In addition, the task-based language learning and the constructivist approach are studied in this research in order to support this technological strategy. The treatment was applied at Ciudad de Cuenca to first year high school students. The results obtained in the data analysis and interpretations of students' outcomes at the end of this research, showed the expected results. Therefore, the use of the *Interactive Whiteboard* is considered a very innovative and powerful support for language acquisition as well as for the enhancement of the speaking skills.

**Key words:** *Interactive Whiteboard*, speaking skill, communicative skills, ICT based-learning, constructivism approach.



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## CLAUSULAS DE RESPONSABILIDAD



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## AUTHORSHIP

### AUTHORSHIP

The authors have complete responsibility for the opinions written in this thesis.

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## DEDICATION

*The present thesis is dedicated with gratitude and affection to those special people in my life.*

*To begin, I am completely thankful to God who gave me patience, intelligence, and blessings to develop this work.*

*Also, I want to dedicate this thesis to my father, my brother and especially my mother who helped me to overcome some difficulties, giving me all their support in order to accomplish my goals.*

*Similarly, this thesis is dedicated to my fiancé who has been a great source of inspiration and motivation.*

*Finally, to my thesis tutor Mst. Jean Paul Jara Villacreces for his support and knowledge because this work could not be possible without his valuable help.*

*Thank you all, for contributing to make this dream become a reality.*

*Cindy Liliana Ochoa Correa*

*With love and joy I thank and dedicate this research:*

*To God for giving me always the intelligence to grow personally and professionally every day.*

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*Maria Jose Livicota Criollo*



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## INTRODUCTION

Information and Communication Technologies (ICT) are not just objects or tools anymore but a part of our beings. We are capable of having several storages to upload, download and keep information safe to replace our brains, and we only need to organize and find out where our information is (Siemens 2). Therefore, ICT represents for English learning the opportunity to increase learning contexts, to interact with a diversity of people in the same situation, and some other important aspects. In summary, it can be said that ICT refers to the multiple technological tools dedicated to store, process and transmit information, manifested in text, image and audio. According to Duval, 1.5 million Internet courses were available through 3000 different institutions in 1999; now let's imagine how big that number is these days (7).

It has been a while since technological resources became fundamental to learn a foreign language and yet the time that has passed by is not as much as we imagined. In only fifteen years, English learning has been changed from a bookish style based on repetition, memorization and booklets exercises to an interactive activities style using technology as a link (Crystal 10). It does not mean that teachers have forgotten books and whiteboards to teach but it seems that learning a language needs technology to be complete. Ecuadorian schools, high schools and universities have entered into the Information and Communication Technology (ICT) world hand in hand with an Education renewal impulse by some Government politics (Ramírez and Minteguiaga 151).

With the introduction of new technological advances in Ecuadorian education, this is facing a number of changes and adjustments, as technology transforms not only the means by which information is transmitted, but also the society that consumes it (Asaro 262). The changes are related to a continuous exchange of information, software development and its use for different objectives, and others. This is why the education system and teachers must not avoid contact with technology to improve learning results; and precisely one of





these technological devices is the center of this study: *The Smart Board or Interactive Whiteboard* (Min and Siegel 40).

The spread of the *Interactive Whiteboard* in the last decade has marked a real change in the use and transmission of information, allowing a lot of resources and means for users, which have been exploited for various purposes such as trade and education (Min and Siegel 43).

English teachers have to take into account the importance of integrating such technological tools as The *Interactive Whiteboard* into English classrooms as a new alternative to improve their students' skills, mainly in the speaking skill examined in the present study. In this research, students have the chance to study diverse topics, vocabulary, grammar structure, and conversation strategies in a context, by using the *Interactive Whiteboard* activities based on the ICT learning approach which provides images, sounds, videos, animations, texts, multimedia and other resources (SRS 3) Furthermore, the *Interactive Whiteboard* as an audiovisual tool is useful to improve the students' pronunciation and get a fluent communication.

“Ciudad de Cuenca” high school is a prestigious institution of education with more than forty years of history in Cuenca-Azuay. This institution, specifically the First Year of high school, is the context of this research. Seventy-eight students took part in the work with the *Interactive Whiteboard* trying to improve the speaking skill in class. According to a diagnosis elaborated with students and a teacher from the institution, ‘speaking’ is the hardest skill to practice for several reasons and this is why the fundamental part of the study is the influence of teaching-learning techniques using as a tool the *Interactive Whiteboard* to develop the speaking skill with the students of this high school.



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## CHAPTER I

### THE PROBLEM

#### 1.1 Topic

The Smart Board: as an Interactive Tool to Enhance the Speaking Skill in First Year Bachillerato Learners at "Ciudad de Cuenca" high school

#### 1.2 Description of the problem

The English language has become the most important global language because it is used as a *lingua franca* around the world (Crystal 7). A student who wants to be accepted in prestigious universities needs English as a requirement. This is why multiple changes are happening in the Ecuadorian educational system in order to develop a better structure to teach and learn English in High Schools and Universities. The main objective of the English curriculum is to help students to develop their communicative capacity through the consideration that the primary function of language is interaction and communication (Richards and Rogers 15). However, that objective is not always achieved at an acceptable level. Thus, it is really imperative to develop new strategies to facilitate the learning of the different skills in students.

After a diagnosis of "Ciudad de Cuenca" high school students through the problem tree technique (Methodological tool for identification of problems in research) (see Appendix # 4) and a survey which is attached in Appendix # 5, it was noticed that students have difficulty acquiring the necessary skills to communicate in English. However, according to these students, the most difficult and frustrating skill to learn is 'speaking' and the effects of this difficulty are notorious in class.

Once the problem tree technique was applied, it was possible to notice that the speaking problem meant that students cannot react to spontaneous situations offered by the teacher; it does not matter if visual prompts were used



to help them or if the studied vocabulary was repeated many times. A second consequence refers to fluency since students cannot communicate their thoughts at a natural pace and they usually hesitate to give an oral response. The third one is that students are not able to maintain long conversations during class. Finally, teachers and students were aware that there is a poor teacher-student and student-student interaction. This complex context provokes demotivation and skepticism about the importance of the English language for students and, consequently, academic problems.

In the diagnosis, “Ciudad de Cuenca” high school students said that one of the causes for the problem is directly related to the use of the book as the primary tool to cover the lessons. Sometimes it becomes the only tool during the whole year. The diagnosis and the dialogue with the teacher and students also established that the book as a tool is not enough to practice ‘speaking’, so that it is important to find different strategies to treat the problem. To investigate the impact of using a technological tool such as the *Interactive Whiteboard* in the development of the speaking skill can be part of the solution to the problem identified during the diagnosis.

### **1.3 Hypothesis**

The use of the *Interactive Whiteboard* will improve the speaking skill for students at ‘Ciudad de Cuenca’ high school.

### **1.4 Justification**

One technological and educational resource that exists in “Ciudad de Cuenca” high school is the *Interactive Whiteboard*. This technological tool could help both students and teachers do a variety of interactive tasks in order to improve the four main skills, especially speaking. It can also attract the students’ attention and motivate them by displaying attractive graphics, providing better instructional materials and so on. Therefore, the research is important because



it allows students to develop their speaking skill and to increase their technological literacy.

As was previously mentioned, the main objective of the research is to help students to develop their communicative competence based on the importance of encouraging communication as the primary skill. In addition to that, to investigate the impact of the use of technological tools in the English class and introduce an innovation such as the *Interactive Whiteboard* in the learning process to get better results in the development of the English language.

In spite of the multiple benefits that technology can offer to this goal, it is necessary to notice that some schools in Cuenca are not taking advantage of it. Such is the case of "Ciudad de Cuenca" high school where it was found that there is an unused *Interactive whiteboard* which can be valuable to enhance the students' English speaking skill. The use of this technological tool can be beneficial for the students and the teacher because of its interactive nature through images, sounds, videos, texts, multimedia and other resources.

Finally, this field of work was chosen because there is no previous research done on this topic at the University of Cuenca. Besides, some activities based on strategies and instruments used during the execution of the study will be a useful resource for English teachers at Ciudad de Cuenca high school and elsewhere.

### **1.5 Research Question**

What are the effects of implementing the *Interactive Whiteboard* as a tool for the speaking skill development of "Ciudad de Cuenca" high school students?

### **1.6 Objectives**

#### **1.6.1 General Objective:**



- To determine the effect of using the *Interactive Whiteboard* in the development of the speaking skill of students at “Ciudad de Cuenca” high school.

### **1.6.2 Specific Objectives:**

- To demonstrate the positive influence in the speaking development through the use of the *Interactive Whiteboard*.
- To apply activities based on Information and Communication Technologies (ICT) taken from the *Interactive Whiteboard*.
- To evaluate the students’ speaking performance after working with the *Interactive Whiteboard*.



## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Technology, theories, and methods

##### 2.1.1 Information and Communication Technology based-learning approach

Information and Communication Technology (ICT) can be a positive factor in autonomous learning. Jihui Wang, for example, demonstrated in his research that students learning English as foreign language can improve their academic registers and get a positive attitude towards English by using ICT under the autonomous learning perspective (221-223). However, it is possible to find other perspectives, especially from teachers, facilitators, and the education system itself: What happens with the weak and unmotivated learners? How can the system and teacher manage eventual chaos or a big number of students? (Turloiu and Stefánsdóttir 6). Autonomous learning with no technology seems to be something unrealistic, so its conjunction with ICT must be developed carefully.

The ICT based learning approach has been developed during the last years thanks to the enormous progress in science and technology. As one of the society structures, education was not left behind during the incredible advance of software and hardware in almost every field of human activity. But what do we mean by ICT-based learning?

ICTs for education refer to the development of information and communication technology specifically for teaching/learning purposes, while the ICTs in education involve the adoption of general components of information and communication technologies in the teaching - learning process. (Ul-Amin 20).

The role of ICT in education is an important factor for the transformation of English as a Foreign Language (EFL). The main impact of ICT is on the



teaching-learning process, quality and accessibility of education, learning motivation, learning environment and academic performance. There are several advantages of using technology and communicative tools for teaching English, like the delivery of education and wider access, more flexibility, ways students learn and are taught, enrichment and motivation, by offering new possibilities, and wider availability of practices and material (UI-Amin 25). In general terms, ICT and EFL seem to match successfully.

Some research in schools has found that teachers tend to underestimate the impact of students' experience of ICT on the way they learn in the classroom (TLPR). The impact of contemporary and popular music on composition, the use of engines on language investigation, among others, is important to analyze students' learning experiences. In this context, Internet access and the use of cellphones has been increasing in Ecuador (Foro Generaciones Interactivas 1).

Outside school, the main place to keep a computer is still at home. It means that there is a lot of time that could be used in learning activities without implying a formal school task (TLPR). Therefore, the use of technology and the ICT- based learning is an excellent entrance to establish different approaches in the English learning area. Taking this into consideration, the following are the reasons why ICT-Based Learning is a good idea but also some considerations related to its implementation:

- ICT offers a wealth of possibilities to support teaching and learning.
- Effective use also depends upon the choices that a teacher makes about how to use ICT as part of their teaching.
- Technology changes rapidly and each change opens up new possibilities for teachers and learners.
- It takes time to develop the skills necessary to use ICT effectively in teaching.
- There is no single or simple solution to the effective use of ICT in teaching and learning.
- Teachers need support to develop both new technical and new pedagogical skills.



- The curriculum and its assessment need flexibility to accommodate technological change.
- The rapid pace of change makes it difficult to evaluate technological innovations effectively and disseminate this information quickly.
- ICT can be shown to be effective in specific areas of teaching and learning, but it is difficult to tell if it is practical or efficient.
- Teachers should be cautious of early adoption of new technologies. (Higgins 2).

In this research, the ICT-based learning was fundamental to apply the *Interactive Whiteboard* since it allowed the development of the necessary parameters to work and the precautions at the moment of elaborating strategies and applying learning-teaching and evaluation techniques. However, it was not the only approach utilized in this research.

### **2.1.2 Communicative Approach**

The communicative approach was the response to many years of grammar focus and repetition of vocabulary in the English teaching-learning context. Actually, the understanding of EFL has changed in part because of the Communicative Approach (CLT). The grammar competence was the main objective of earlier techniques and the mechanical habit was the everyday practice. Students needed to produce perfect sentences without mistakes and under the teacher's control (Richards, *Communicative Language Teaching Today* 5). The communicative approach must be seen under the following base:

- Interaction between the learner and users of the language
- Collaborative creation of meaning
- Creating meaningful and purposeful interaction through language
- Negotiation of meaning as the learner and his or her interlocutor arrive at understanding
- Learning through attending to the feedback learners get when they use the language





- Paying attention to the language one hears (the input) and trying to incorporate new forms into one's developing communicative competence
- Trying out and experimenting with different ways of saying things (Richards, Communicative Language Teaching Today 5)

Communication was always the key to human evolution and in these modern times is mutating due to the technological changes. An EFL student must be able to produce skills in a foreign language to be understood and to interpret social behaviors, what requires the active involvement of the learner in the production of the target language. The abilities the student must develop involve the following:

The knowledge of grammar and vocabulary (linguistic competence); the ability to say the appropriate thing in a certain social situation (sociolinguistic competence); the ability to start, enter, contribute to, and end a conversation, and the ability to do this in a consistent and coherent manner (discourse competence); the ability to communicate effectively and repair problems caused by communication breakdowns (strategic competence) (Pearson 16).

CLT is not considered exactly as a method. Richards and Rogers say that content, syllabus and teaching routines are not identified in a precise way, so they can interact with other methods and techniques, trying to use an appropriate context for communication (Richards and Rodgers 18). It means that evaluation changed as well, so if some methods depend on measuring correctness in grammar structures or vocabulary, CLT developed a set of proficiency guidelines to measure competence in language: what the student can do in functional terms.

This is why CLT is not part of one particular theory or method. It involves cognitive science, educational psychology, and EFL, embracing and reconciling a lot of points of view and approaches about learning and teaching, accommodating to the learner needs and preferences (Pearson 16). Despite the lack of a general CLT model, it is possible to name some characteristics that every CLT program must have:



- Activities that require frequent interaction among learners or with other interlocutors to exchange information and solve problems.
- Use of authentic (non-pedagogic) texts and communication activities linked to “real-world” contexts, often emphasizing links across written and spoken modes and channels.
- Approaches that are learner centered in that they take into account learners’ backgrounds, language needs, and goals and generally allow learners some creativity and role in instructional decisions. (Pearson 17).

However, the most common CLT technique is the denominated “Problem-Solving.” It has to do with the development of situations in which students must solve problems through the use of EFL skills. It means that students are obligated to use vocabulary, grammar structures, conversation strategies, and other elements learned in class, to figure out the best way to solve certain difficulties provided by the teacher. The communication becomes the main tool since students cannot decipher the puzzle if they are not familiarized with the language. The teacher becomes a facilitator of the problem and he or she controls the use of effective communication. Deckert summarizes the approach in the following terms:

The CLT approach features low profile teacher roles, frequent pair work or small group problem solving, students responding to authentic samples of English, extended exchanges on high interest topics, and the integration of the four basic skills, namely speaking, listening, reading and writing (Deckert 12).

In general terms, CLT is important for this research since the ICT-Based Learning is founded on communicative tools, methods and techniques. However, there is another element that is part of the focus in this research.

### **2.1.3 Task- based language learning**

Another important element considered for the research and the application of the *Interactive Whiteboard* was the ‘Task-Based Learning’ approach. The concept of ‘task’ is important itself in the syllabus design,



learning-teaching process and assessment. This focus has developed some principles and practices summed up in the following:

- A needs-based approach to content selection.
- An emphasis on learning to communicate through interaction in the target language.
- The introduction of authentic texts into the learning situation.
- The provision of opportunities for learners to focus not only on language but also on the learning process itself.
- An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- The linking of classroom language learning with language use outside the classroom (Nunan 6).

According to these principles and practices the definition is obvious. The 'Task-Based Learning' is an approach of EFL that considers that learners must be involved in comprehending, manipulating, producing or interacting in the target language although the real attention is focused on their grammatical knowledge with the objective of expressing meaning. However, the task must have a structure with a beginning, middle, and an end, to be completed since it has to stand alone as a communicative act (Nunan 7).

The presence of communicative language use in the tasks is basic to understand that the learner has to pay attention to the meaning rather than grammar. Form and grammar are important if they facilitate the communication of meanings. Thus, it is useful to understand that 'tasks' are different from grammatical exercises since the task can employ a range of grammatical structures to reach a goal (Nunan 7); 'Task-Based Learning' allows a student to use a diverse group of grammatical structures in a single task. Therefore, Task Based Learning has multiple advantages:

- Task-based learning is useful for moving the focus of the learning process from the teacher to the student.



- It gives the student a different way of understanding language as a tool instead of as a specific goal.
- It can bring teaching from abstract knowledge to real world application.
- A Task is helpful in meeting the immediate needs of the learners and provides a framework for creating interesting classes that are able address to the students' needs (Pools-M 1).

Despite the advantages described in the last paragraphs, it is also important to be aware of its pitfalls. The language is one of the difficulties because it is necessary for students to use their vocabulary in a context, and if they do not possess enough words and idiomatic expressions, it is going to be impossible to accomplish a task. Besides, students will not learn new phrases or words on their own since they will be concentrated in developing skills with the language they already have (Pools-M 3).

Another important element to take into account is the 'cycle of the task.' A lot of teachers could think that once students finish the task, the learning process is done as well. Teachers must push students to analyze what they just learned and assess the final knowledge to establish the results and improve the process or the task (Pools-M 3).

#### **2.1.4 Constructivism approach**

The last element necessary to understand the work of this study is the theory called 'Constructivism.' It is a position shared by different tendencies of the psychological and educational investigation, such as the theories of Piaget, Vygotsky, Ausubel, Bruner and the cognitive psychology. The theory could be summarized in the following words: The constructivism sustains that the apprentice takes the information of the world and it builds his own version of that knowledge and processes it in a concrete area of the knowledge (Ackerman 5). There are two basic principles to understand the learning approach:

- a. Knowledge is not passively received but actively built up by the cognizing subject.



- b. The function of cognition is adaptive and serves the organization of the experiential world, not the discovery of ontological reality (Ackerman 5).

These principles mean that knowledge and conceptual growth in a person are produced from the interaction with the world and the accumulation of experience. The Constructive perspective characterized an important change in education, since it implied transformations in the roles of the student and the teacher. Basically, the changes were the following:

- a) Teaching is always indirect. Kids don't just take in what is being said. Instead, they interpret what they hear in the light of their own knowledge and experience. They transform the input.
- b) The transmission model, or conduit metaphor of human communication are not enough to communicate. To Piaget, knowledge is not information to be delivered at one end, and encoded, memorized, retrieved, and applied at the other end. Instead, knowledge is experience that is acquired through interaction with the world, people and things.
- c) A theory of learning that ignores resistances to learning misses the point. Piaget shows that indeed kids have good reasons not to abandon their views in the light of external perturbations. Conceptual change has almost a life of its own (Ackerman 6).

In summary, the Constructivism establishes that students are capable of learning through the contact with their world, creating new cognitive structures to struggle with the obstacles presented in their environment and society. This theory is important because it supports most of the actual EFL approaches and the work with the *Interactive Whiteboard*.

## **2.2 Interactive Whiteboard**

### **2.2.1 What is an Interactive Whiteboard?**



One of these technology resources developed for students is the *Interactive Whiteboard*. Some researchers such as Gerard found that “the *Interactive Whiteboard* supports interaction and conversation in the classroom; it helps with the presentation of new cultural and linguistic elements” (49). Accurately, an *Interactive Whiteboard* is a touch sensitive screen with a computer and a projector. It is a tool for learning that may have some effects on students’ motivation:

*Interactive Whiteboards* affect learning in several ways, including raising the level of student engagement in a classroom, motivating students and promoting enthusiasm for learning. *Interactive Whiteboards* support many different learning styles and are used in a variety of learning environments, including those catering to students with hearing and visual impairments. With the use of *Interactive Whiteboards*, teachers can develop many creative ways to capture students’ attention and imagination (Smart Inc. 6).

Additionally, a large and growing body of research is available to support the effective use of the *Interactive Whiteboard* in the educational field. Such is the case of a year-long study by researchers at the University of New Brunswick who carried out the study ‘Applying Interactive Whiteboard Technology in Elementary School Classrooms: Investigation of a School-Wide Initiative.’ This research showed that combining relevant professional development with the use of *Interactive Whiteboard* improves the education experience for both teachers and students during a school-wide Interactive product implementation (Health and Education Group 3).

Other research was conducted at Hillandale Elementary East in Flat Rock, North Carolina, in 2009 to determine the effectiveness of the *Interactive Whiteboard* while instructing limited English proficient learners. Through this research, the results proved that the students have increased their English proficiency during the school year. Some of the multiple activities that the *Interactive Whiteboard* offers can serve to develop speaking skill among students. For example, balloon pop activities; moving images; record and edit voice; view websites, videos; draw over anything that is projected on the Whiteboard; and so on (Riska 6).



## 2.2.2 The impact of the *Interactive Whiteboard* on student learning

To analyze the impact of the *Interactive Whiteboard* on student learning, it is necessary to characterize the impact of ICT on student learning. The field of education has been affected by ICTs, which have undoubtedly affected teaching, learning, and research (Yusuf 316-321). A great deal of research has proven the benefits to the quality of education (Al-Ansari 791-803). ICTs have the potential to innovate, accelerate, enrich, and deepen skills, to motivate and engage students, to help relate school experience to work practices, and create economic viability for tomorrow's workers, as well as strengthening teaching and helping schools change (Yusuf 5).

In this group of innovations, the *Interactive Whiteboard* emerges as a source of a wide range of applications that can motivate and encourage students to produce the language in an effective way. As suggested by Fabienne Gérard in a study done to determine the value of using an *Interactive Whiteboard* to encourage the students' communication in the target language, the *Interactive Whiteboard* can facilitate certain types of conversations in that all members of the classroom may concentrate on the same item at the same time and conversation may then spring from the activities provided by this interactive tool.

### 2.2.3 How can an *Interactive Whiteboard* be used in a learning environment?

The first aspect that should be taken into account to use the *Interactive Whiteboard* in a learning environment is that it presents a lot of resources to get students' attention according to the different learning styles. Visual learners can take notes in the *Interactive Whiteboard* but also manipulate objects or symbols; they can also see their own creations. Kinesthetic or tactile learners can benefit from the touch screen through movement and use of space. Obviously, it is ideal for handicapped students, specially deaf or hearing-impaired learners with





the visual help or students with Attention Deficit Disorder since they can find the visual and different activities attractive (Glover, Miller and Averis 29).

There are a lot of activities that can be developed by a teacher and a student in a classroom or learning environment. Among the activities, it is possible to cite the following:

- Manipulating text and images
- Making notes in digital ink
- Saving notes for later review by using e-mail, the Web or print
- Viewing websites as a group
- Creating digital lesson activities with templates, images and multimedia
- Writing notes over educational video clips
- Using presentation tools that are included with the white boarding software to enhance learning materials
- Showcasing student presentations
- Demonstrating or using software at the front of a room without being tied to a computer (Smart Inc. 3).

Moreover, it is recommended to have a system to work with the *Interactive Whiteboard* in a classroom. Technology must be linked to the curriculum and lesson preparation fluently, increasing their productivity. A model to work with the *Interactive Whiteboard* can be the following:

- Shortening start-up time for integration into lessons because they are easy to use for both teachers and students.
- Motivating teachers to incorporate and develop more digital resources and include them in lessons. Teachers respond enthusiastically when they observe positive attitudes and behaviors from students using interactive whiteboards.
- Enabling teachers to save notes for use next class or next year. Interactive whiteboards make it easier to build a collection of learning materials that can be constantly updated and written over, keeping lessons fresh and interactive (Smart Inc. 11).





However, it has to be clear that an *Interactive Whiteboard* is a tool that cannot work without the help of adequate strategies and methods of the learning-teaching process. This is why we need to think of it related to pedagogical approaches such as the Constructivism, and EFL approaches like ICT, CLT, and TBL.

### **2.2.4 The role of the *Interactive Whiteboard* in enhancing English learners production**

Despite the multiple benefits that the *Interactive Whiteboard* can have, the most important element to consider is the opportunity to enhance language production; it means to motivate students to use their skills in meaningful situations. Learning is a social activity by itself and most of the current education theories are dedicated to analyze the student's role and engagement as an important part of the knowledge construction (Siemens 22).

Probably, the use of the *Interactive Whiteboard* is not the whole solution for the student's production problems, and maybe the tool is not complete without the fundamental support of pedagogical and EFL approaches. However, using the *Interactive Whiteboard* increases the chances of pushing the student to speak English because it is part of their virtual world and they are familiarized with it (Health and Education Group 10).

There are also some challenges that teachers must take into account when applying ICT tools in learning environments. They must maintain the dynamic of interaction while students are concentrated in the screens, providing enough time to work with the multimedia resources. The difficulties can appear when the teacher is incapable of keeping everybody's attention when he is working with just one student on the *Interactive Whiteboard*.

Miller notices that the high standards and the technological advances of *Interactive Whiteboards* mean that both the teacher and the student have more credibility, because of the nature of the supporting technology. In other words, students are involved with technology in their everyday lives most of the time, so the fact that the teacher uses technology like the *Interactive Whiteboard* in



class shows credibility to his practices and methods (Miller, Averis and Door 8). In the same topic, Glover mentions that teachers look 'cool' in front of the students by offering technology that can be used just like the other devices they apply in their lives (Glover, Miller and Averis 30).

### **2.3 The Speaking Skill and the *Interactive Whiteboard***

In order to investigate the relationship between the use of the *Interactive Whiteboard* and the speaking development, a related-literature has been reviewed. Bringing together the findings or key points of significant literature associated with the effective use of the *Interactive Whiteboard* and its relationship with the speaking skill, it was possible to identify an interesting start in the guidelines dictated by the Ministry of Education in Ecuador:

Traditionally, the English teaching learning process in Ecuador has been reduced to the emphasis on the use of the textbook in most schools. This issue has been reinforced by the Ecuadorian English language curriculum as well as by the curriculum English materials that the Ministry of Education has designed for Ecuadorian secondary public schools which highlight those aspects such as available time for covering each unit, suggested tests, grammatical points for exams, and so on. It seems as if the main goal of the English class would be to prepare the students for the exams not to enable them to communicate by using the language. (Ministry of Education Guidelines 10-11).

Despite the Ministry guidelines, high school English teachers in Ecuador do not use strategies that strengthen the speaking competence because they continue using traditional strategies that block the development of this competence. According to a study applied to five public High Schools of the city of Cuenca, the institutions obtained an average of 10.3 out of 20 points (CONCELT 2). At a national level, a tradition remains in English teaching, emphasizing the grammatical aspect and the passive instruction of rules and forms (Ministry of Education Guidelines 11). In the evaluation of the CONCELT Project, it indicates that in Cuenca the public teachers are centered in the grammatical structures and they do not use modern strategies that develop



communication. Observations to professors of English of Cuenca carried out by researchers of the Division of Foreign Languages of the Direction of Studies of the Azuay province in the year 2008 (Arévalo 7), it indicates the emphasis in the linguistic forms and a resistance to any innovation.

A lot of characteristics are needed to develop the speaking skill. Taksutiya Madsa (2) mentions that one of the biggest problems teachers have in their classrooms is the lack of communication because pupils find speaking a complex skill. He also says that many researchers have investigated and concluded that teachers have to find appropriate language learning strategies to create a stimulated environment with an active and well prepared lesson plan which has to be firmly joined to a variety of methodologies, methods, approaches, and techniques where students will feel motivated and freely guided.

On the other hand, the article explains that when learners communicate in a foreign language, they can consciously apply language learning strategies in order to deal with the difficulties they encounter (Madsa 2). As a result, Teachers' responsibility is crucial to make students work in a lively and meaningful learning process. Teachers have to motivate and stimulate students to speak in class, applying activities according to their necessities and interests. Another aspect is that teachers should encourage learners to feel part of the class; it is important that students have the opportunity to interact and share their ideas, thoughts, and opinions.

Good results in the speaking skill also depend on the teachers' attitude since they have to be part of active projects. Taksutiya Madsa recommends that teachers should learn to play two roles: observer and subject to observation in order to find their strengths and weaknesses (5). Finally, according to Madsa, English teachers should be familiar that they could be more effective pushing their students to speak if they are capable of using five data collection methods that the author develops in the article: class observation, teaching journal, document collection, questionnaire and interview (7).



It means that communication must be the core of any learning strategy and the *Interactive Whiteboard* could be an opportunity to go beyond results and exams. The speaking skill is difficult to develop but the *Interactive Whiteboard* could engage learners effectively, since students can speak using their 'native' tongue: technology.

The digital natives are comfortable with technology and they already know how to use the tools. The *Interactive Whiteboard* is just another tool that provides access to the language inside and outside the classroom because students desire media-environments, touch control, sound capabilities and other advantages. Obviously, they can create, synthesize, share, organize and play with information in different ways. One example of the interaction is cited in the following lines:

Students create an audio recording on the *Interactive Whiteboard* of their 'news' presentation. Over a number of weeks the students build up a number of these recordings. Either individually or as a group, students can listen to these recordings reflecting areas for commendation and areas for further improvement. Over time students can hear the improvement in their speaking skills and identify within themselves further areas for improvement (Kent 8).

In conclusion, the *Interactive Whiteboard* is an excellent tool to develop and enhance oral production through a wide range of activities, useful for different students' learning styles and interesting for the interactive generation that has technology as their main source of information. The connection between students and technology is also a plus for the credibility of the teacher because it makes the teacher appear as a person who knows students' needs. However, the *Interactive Whiteboard* has to be supported by different pedagogical and EFL approaches to work with the correct strategies like CLT, TBL, the Constructivism and especially ICT. The speaking skill can be developed with the use of the *Interactive Whiteboard* since it enhances oral production through a series of activities provided by the device, collaborating effectively with the curriculum and lesson plans.



## CHAPTER III

### METHODOLOGY

#### 3.1 Research type and design

The present research is quasi-experimental because it attempts to establish a frequency between variables. That is to say, to determine the incidence of the *Interactive Whiteboard (IWB)* as an interactive tool on students' speaking development. The following aspects that are displayed below reinforce this issue.

- After theorizing and analyzing the successful methodology (the use of the IWB), it is important to confirm the hypothesis using experimental research since it connects the theory with real situations in the classroom.
- In this research a control group and an experimental group were used. They were exposed to the Information and Communication Technology (ICT) learning approach; that is to say, providing the use of IWB interactive tasks.
- Also some statistical analysis based on the pre-test and post-test was used to demonstrate scientifically the hypothesis.
- The objectives contain variables of cause and effect implied in the teaching- learning process. An independent one, which is *the Interactive Whiteboard*, was applied. The dependent variable has to do with the English learner and speaking development. Moreover this research intends to explain how these variables relate to each other.
- Finally, the analysis results were used to state some conclusions and recommendations to improve the teaching-learning experience.
- The results could be valid to generalize to all first-year high school courses at "Ciudad de Cuenca" high school.



### 3.2 Size and sample

Two intact courses were involved in the present study. First year "D" was the experimental group with forty- three (43) students. On the other hand, First "J" was the control group with thirty- five (35) students. Each one was formed by male and female students. Thus, seventy- eight (78) students in total served as subjects for this study.

All subjects participated in the pre-test, treatment session, and the post-test. The students are taking English as a required subject of the curriculum. They also considered speaking as the most difficult skill to perform which was determined by a survey based on the variables prior to the research. Additionally, the subjects are aged between fifteen (15) and sixteen (16).

CLASS	GROUP	NUMBER OF STUDENTS
First "D"	Experimental	43
First "J"	Control	35
<b>TOTAL</b>	2	78

This sample is significant in terms of generalizing the results to other first-year high school courses at "Ciudad de Cuenca" high school since it involves two intact groups that constitute a representative number of students.

### 3.3 Field work

This is also a field research because a phenomenon of cause and effect is analyzed in order to reach some conclusions. That is to say, it determines the correlation between the use of *Interactive Whiteboard* and its incidence in the students' speaking skill development. In this way, this research is carried out in some class periods, during that time the information collected is done through the application of an oral pre-test and a post-test to these groups.

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### 3.4 Instruments for data collection

An Oral English test was used to gather the data for this study which tried to determine the level of students in the following parameters: fluency, grammar, vocabulary and pronunciation.

Each parameter was numerically rated from 1 to 5 points. Students were scored over 20 points. A rubric was applied to score both the pre-test and post-test and its purpose was to provide both a grade and determine the students' English performance as is shown in the Appendix # 7.

- In order to evaluate all the subjects' speaking production, each student took the oral pre-test (see Appendix # 8).
- For the oral post-test, each student had the task of describing some visual prompts on familiar topics (see Appendix # 9).

### 3.5 Processing and analysis

In order to start the present study, a letter requesting permission to conduct research was sent to the "Ciudad de Cuenca" high school principal. The principal showed a positive attitude and willingness to cooperate with this study and allowed the application of research in this institution. An additional permission was needed. This time from the Zone 6 Coordination of the Ministry of Education. The coordinator of Zone 6 also authorized the research project. Parents of the students selected also agreed to let their children participate in the research by signing the corresponding parental consent letter. Students were clearly informed about the objectives and procedures of the project as well. These letters are presented in Appendix # 1, 2 and 3.

To achieve the objective of this study, a survey was applied to the first-year "D" and "J" students at "Ciudad de Cuenca" High School before this research. It contained questions about students' interest in using the *Interactive Whiteboard*. An interview also was administered to the first-year English teacher with the purpose of determining his knowledge on this technological



tool. Additionally, a pre-test and a post-test were applied to both groups of students.

At the beginning a pre-test was used to measure the students' English level. Every student was asked to perform a specific oral communication task which consisted of talking about what the people on the pictures are doing by using the present progressive form. In addition, his or her performance on the task was then evaluated. The task was administered in a one-on-one setting with the test administrators who were the researchers and one student. In that setting, students were engaged to feel that they were communicating meaningful content to a real audience. The test was scored over twenty (20) points. This means that each aspect of the test was evaluated over five (5) points. A rubric was used to score both the pre-test and post-test.

After the pre-test, both groups were given the same curriculum content as the current educational program demands. At the "Ciudad de Cuenca" high school the text "English", No. 2, by the Ecuadorian Ministry of Education was used. This book is based on the development of language functions. However, in the First "D", - the experimental group- some *Interactive Whiteboard* activities were carried out. Three months later, they were examined again with a similar test and the results were registered and compared.

At the end of this research a post-test was applied to assess the topic practiced and learned through the *Interactive Whiteboard*. That topic was the present progressive or continuous. Finally, some statistics were used to display the results of both the pre-test and the post-test in order to show the strength and the direction of the relationship between variables.





## CHAPTER IV

### ANALYSIS AND INTERPRETATION OF THE RESULTS

The study aims at investigating the effectiveness of using *Interactive Whiteboard* activities in enhancing first year students' speaking skills. In addition, it seeks to identify the first-year students' perception on the importance of the English language and their interest in using technological tools to improve the speaking skill. In this way, the present chapter displays the data and information collected with the application of a survey, pre-test, post-test, and an interview.

#### 4.1 Previous to the data collection

In order to collect the necessary data and to obtain relevant information for the present study related to the English speaking skill of the first year students of "Ciudad de Cuenca" high school, an oral pre-test and a post-test were selected with their corresponding rating scale. Moreover, prior to the study, a survey was applied to the students to gather their opinions about the variables involved in the present study.

The criteria for analyzing the data included tabulating the information provided by the students in the survey, in the pre-test and post-test, and in the activities carried out through the *Interactive Whiteboard*.

The tests in both classes (experimental and control) were administered to students to determine their performance in the English language before and after the recommended methodology. The tests were based on the curriculum topics as stipulated in the first year of the high school syllabus. The researchers analyzed the unit 3 and 4 of the student's English book to identify the skills needed to be performed through the use of *Interactive Whiteboard* activities. The communicative learning goals were to ask what someone is doing now, describe what is happening right now, and talk about a house. The grammar



goal was to use the present continuous. As for the vocabulary, the aims were to identify rooms and parts of a house and to use prepositions of location.

To determine the English performance there are numerous instruments which assess the student's ability to develop each language skill: listening, reading, speaking and writing. However, for the purpose of this research, the skill to be evaluated was speaking, which is considered one of the most effective indicators of language proficiency.

With the purpose of getting numerical data to determine the students' English performance, a rubric was applied based on the criteria used during the past few decades. The use of rating scales has become common in foreign language assessments because of the increasing incorporation of performance components into modern tests, whose outcomes normally require more subjective judgment based on various rating criteria (McNamara. np).

For that reason, in the present study an oral pre-test was adopted as a medium for effective communication. The students were required to describe a visual stimulus (from a choice of two), talking about what the people in the pictures are doing by using the present progressive form. Taking the contents of this guideline into account, it seemed acceptable to choose four analytic categories for the purpose of this rating scale:

<b><i>Fluency</i></b>	<b><i>Grammar</i></b>	<b><i>Vocabulary</i></b>	<b><i>Pronunciation</i></b>
-----------------------	-----------------------	--------------------------	-----------------------------

For the post-test another set of five pictures were shown to each student to be described by using the progressive form, this time with the oral test modality and taking into account the interactive communication. As the students developed this task they were evaluated according to the parameters of the oral test's sheets (rubrics).

#### **4.2 Analysis of the survey**



Another important fact of this study was the application of a survey to students of first-year of high school at "Ciudad de Cuenca" in order to know what their English necessities, interests and aspirations were. All questions on the survey were written in English and explained at the moment of their application.

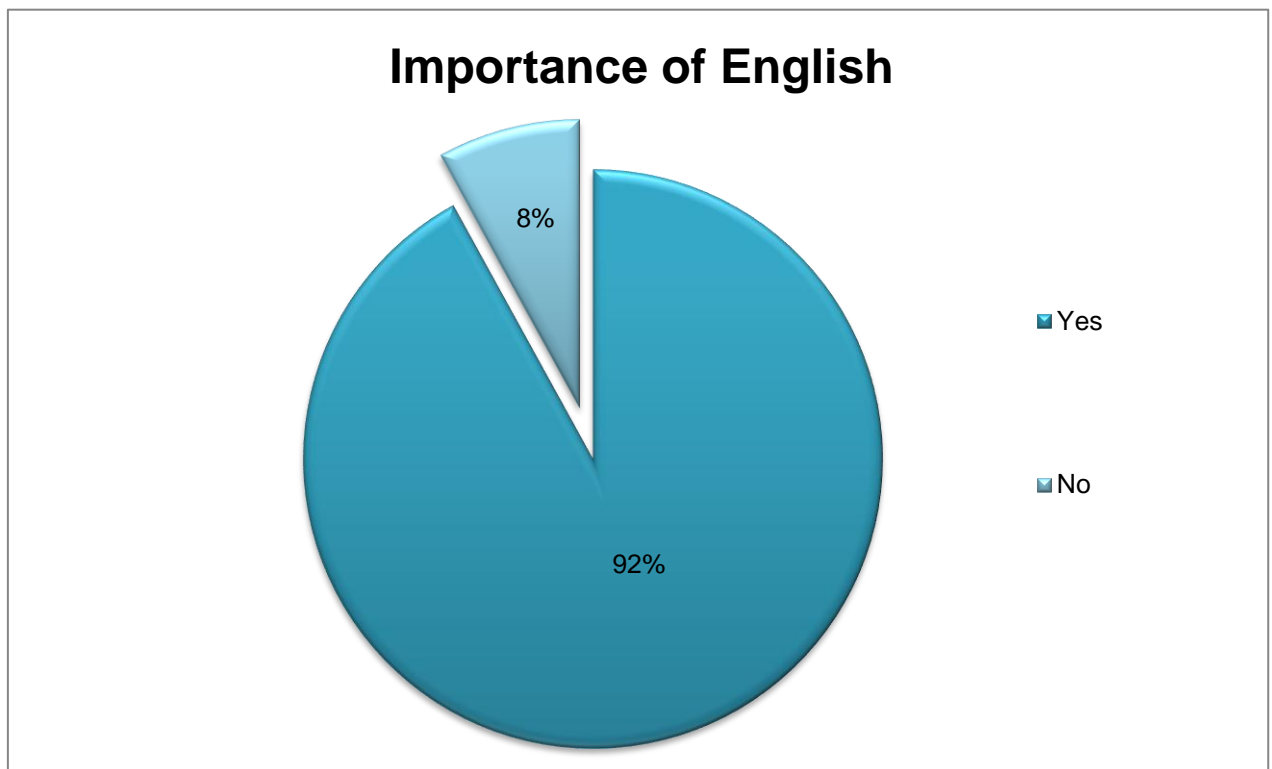
This survey was composed of ten questions. Most of them were multiple choice questions in which students had to answer honestly and according to their own reality.

The purpose of applying this diagnosis study was to explore how familiar and interesting the topic was for the students as well as to determine the most difficult English skill to master. In that way, the research was carried out according to the students' needs.

**First Question: Do you think English is important nowadays? Why?**

The present question had the following options: Yes and No. In this question students were asked to choose one answer.

**Figure # 1**



Source: Livicota- Ochoa

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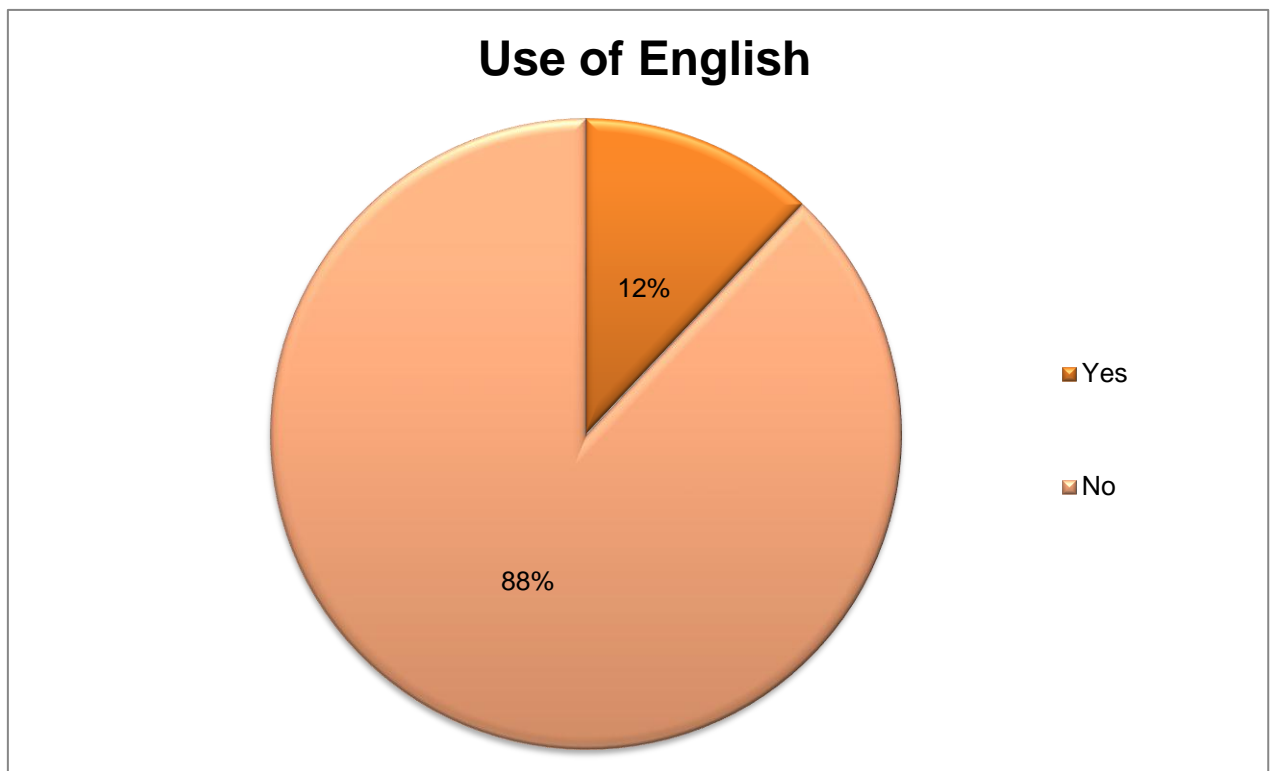


In this question, ninety-two percent (92%) of students answered yes. They consider English as a necessity at the present time. Besides, when the students were asked to give reasons for the importance of English, the options displayed based in their priority were: First, it is important to learn this language in order to get a scholarship. Second: by managing the English language, it is easier to get a better job or position. Third, English is important to interact with native speakers. On the contrary, eight percent (8%) of students chose the option *No*, they agreed with the idea that English is not necessary at all since in our society Spanish is the first language and English is not used to communicate with others inside our country.

**Second Question: Do you believe English is going to be useful in the future?**

The options were: Yes and No.

**Figure # 2**



**Source: Livicota-Ochoa**

As you can see in figure # 2, eighty- eight percent (88%) of students agreed with the idea that English is going to be useful in the future; they

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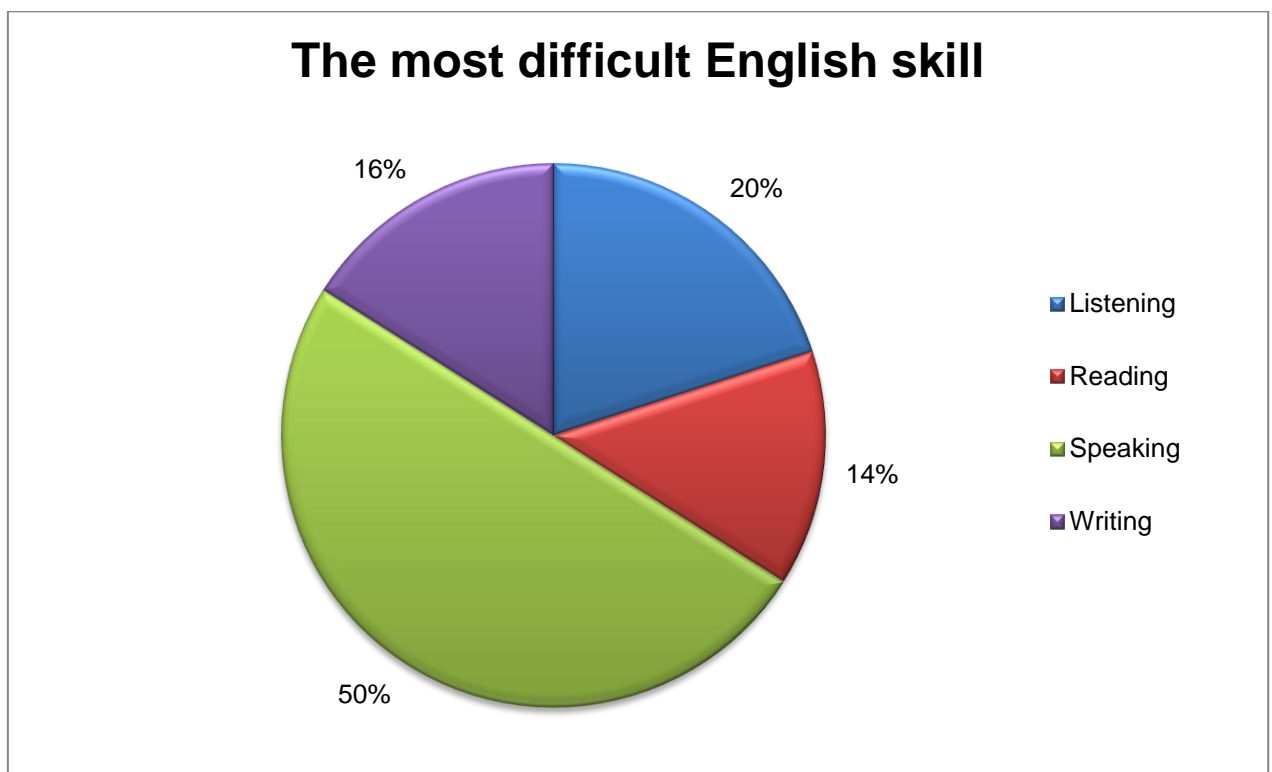


considered it will be a global language all over the world and will be used more in technology, communication, and education as well as in health, while the twelve percent (12%) of students emphasize that English will not be necessary in the future due to Spanish is their native language.

**Third Question: Among the four English skills, which is the most difficult for you?**

These were the options: Listening, Reading, Speaking and Writing.

**Figure # 3**



**Source: Livicota- Ochoa**

This figure shows that fifty percent (50%) of pupils consider speaking as the hardest skill to master; students state that this skill needs more training than the others. They recognize the importance of knowing how to produce the English language in a proper way to communicate their ideas without problems. On the other hand, twenty percent (20%) of students chose listening. They think it is another skill that requires certain attention. Some of them affirmed they feel frustrated when listening to a real dialogue in English and they do not

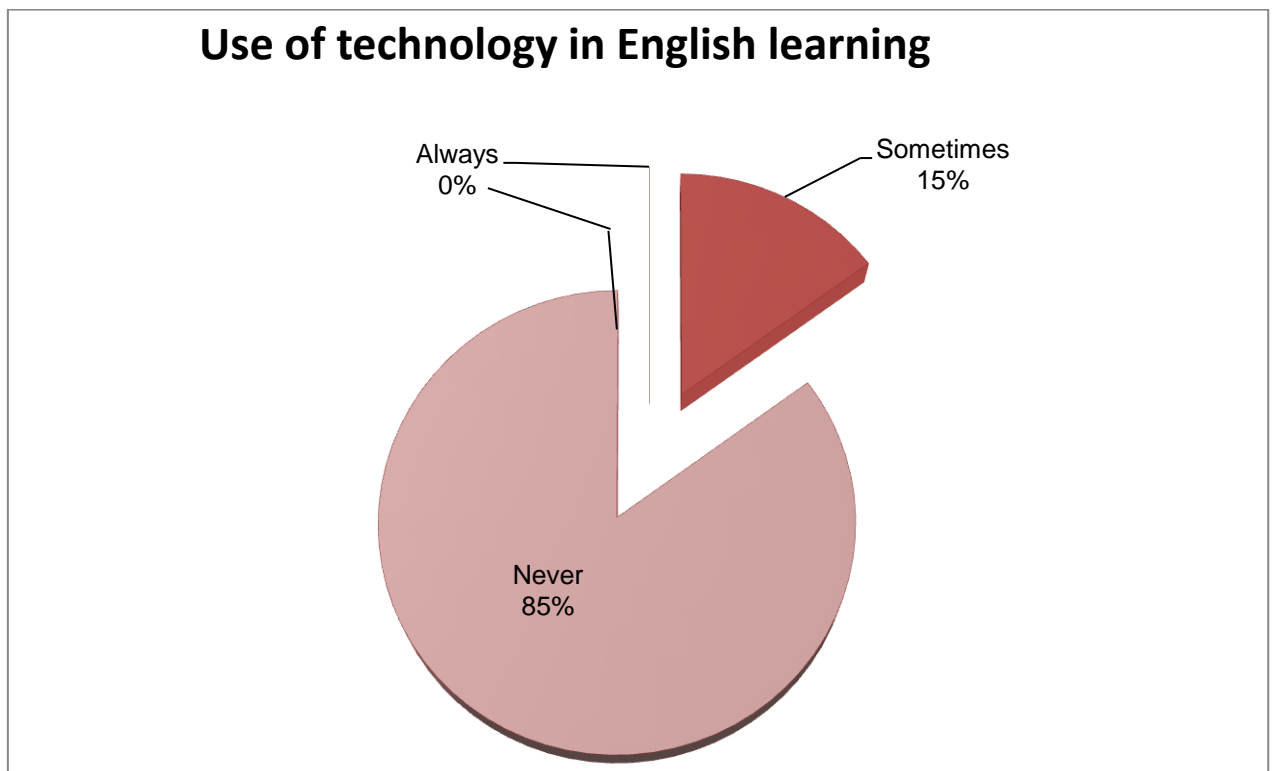


understand some words. Nevertheless, sixteen percent (16%) of students consider that the writing skill is not a serious problem for them; it is almost controlled at a certain level. Finally, fourteen percent (14%) of participants chose reading; students indicated that they practice this skill at home by watching some movies or videos in English.

**Fourth Question: How often does your teacher use technological tools to learn English?**

Among the options were the following: always, sometimes and never.

**Figure # 4**



**Source: Livicota- Ochoa**

As the above figure # 4 shows, eighty-five percent (85%) of students assert that their teacher never uses technological tools in the classroom. This issue is supported by the teacher in the interview by mentioning that he does not have enough time to use them and the English Lab is always busy. He also expressed that technology tools are not necessary because the English textbook includes a variety of learning activities. Finally, he claimed that he tried

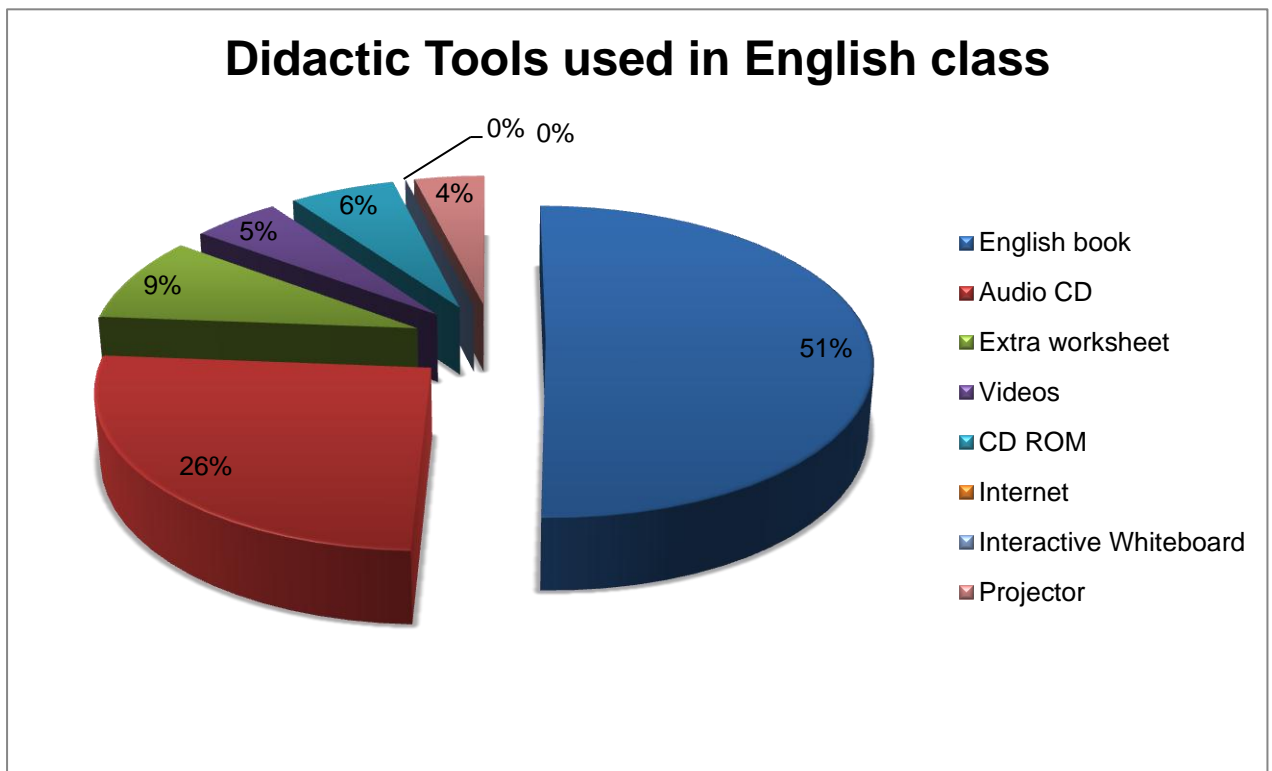


to use technological materials in class a few times, but students do not pay attention and get distracted. Fifteen percent (15%) of students indicate that sometimes their English teacher uses technology.

**Fifth Question: Which of the following didactic tools does your teacher use in class?**

The following options were given: English book, audio CD, extra worksheet, videos, CD Rom, internet, *Interactive Whiteboard* and projector.

**Figure # 5**



**Source: Livicota- Ochoa**

Figure # 5 shows that fifty- one percent (51%) of participants mention that the main teacher’s tool during classes is the English book. They indicate that they are just asked to do activities from the book and consequently, they feel unmotivated. Furthermore, twenty- four percent (24%) of students chose the audio CD as the second tool used for their teacher. In some cases he applies the English book’s audio CD, but they do not like it at all. In the next place with nine percent (9%) is the worksheet. This group of students said that this tool is

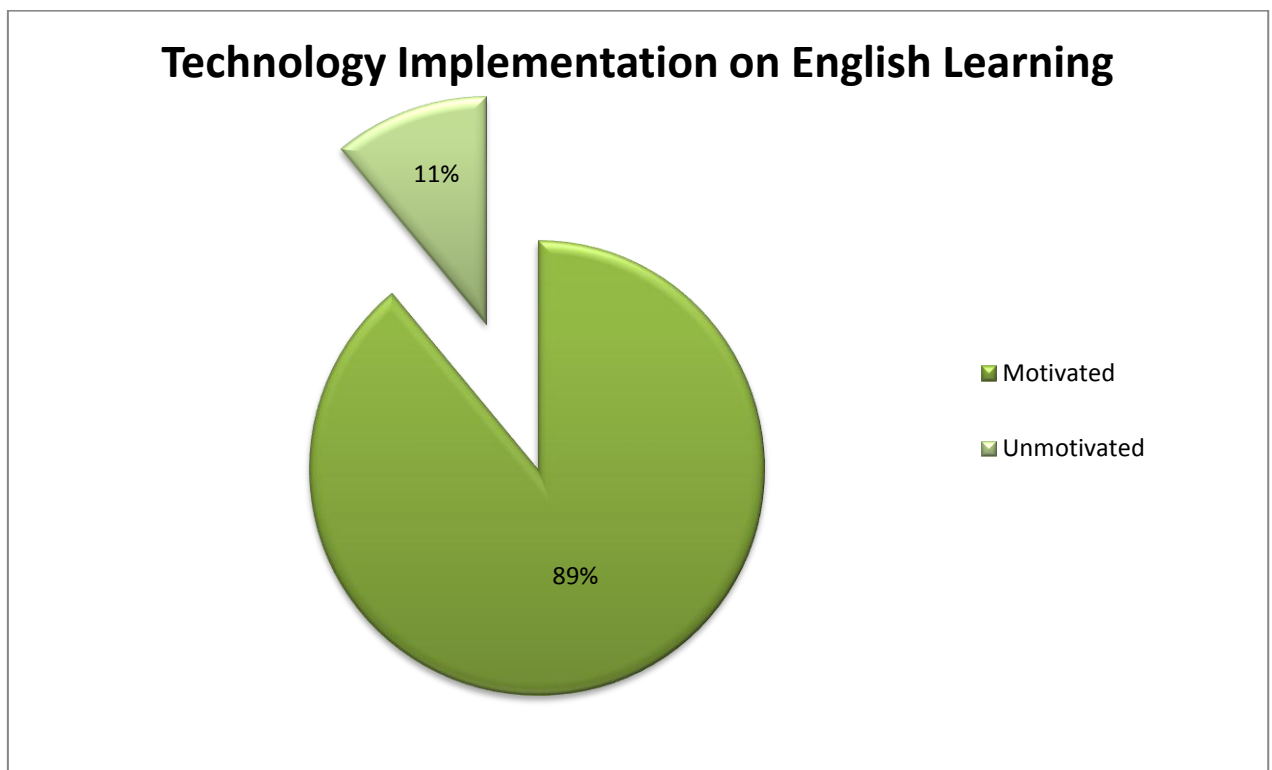


not used in every single topic and they think that it can help them better understand each topic. Then, six percent (6%) of students selected CD ROM; this is a scarce tool applied in class. A small number of students, five percent (5%), chose videos and the projector. Finally, the *Interactive Whiteboard* and the internet choices were not selected, representing zero percent (0%). This led to affirm the students did not choose those technological devices since they never used them in class. They concluded that they would feel comfortable with the internet as a learning tool. They love the idea of learning English by using an innovative tool like the *Interactive Whiteboard* to develop their English performance.

**Sixth Question: How do you feel with the idea of implementing current technology like the *Interactive Whiteboard* to learn English?**

Among the options were the following: motivated, unmotivated and other.

**Figure # 6**



**Source: Livicota- Ochoa**



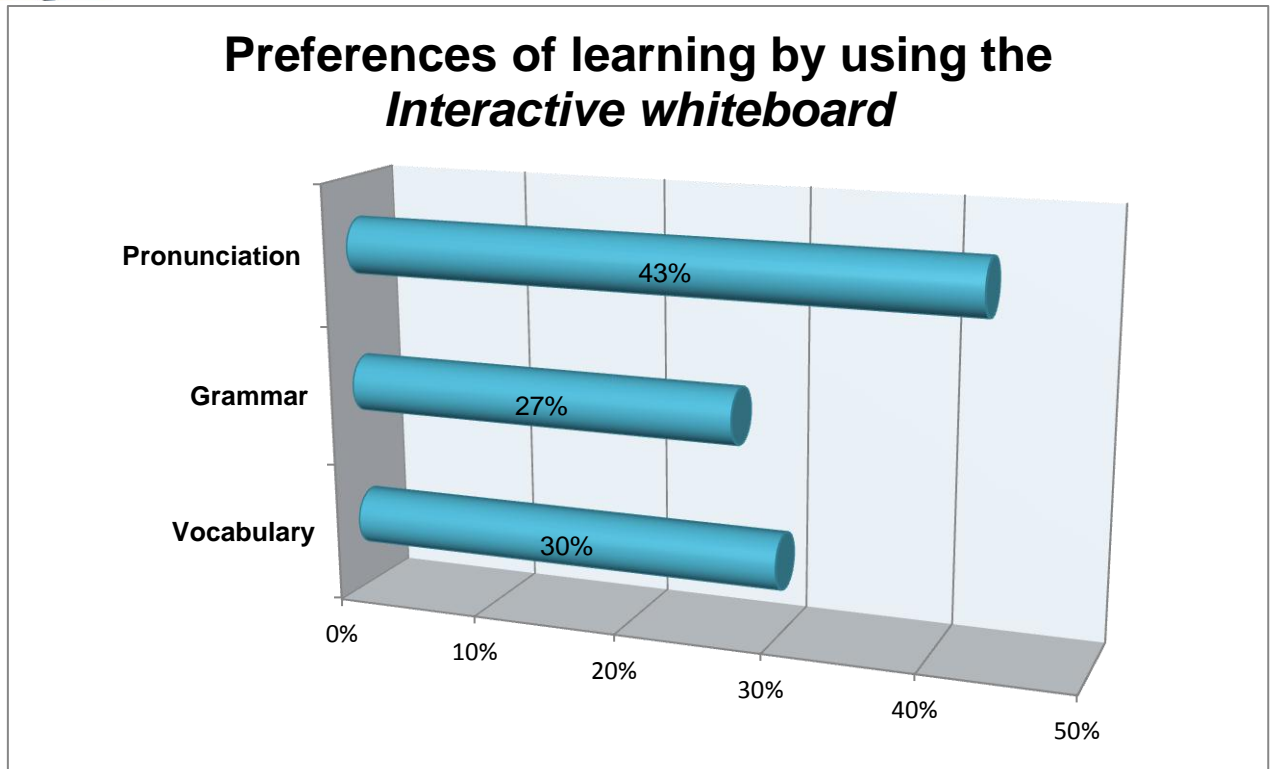


Eighty-nine percent (89%) of pupils are in favor of the idea of using the *Interactive Whiteboard* in English classes. They feel motivated and excited to learn English by using this technology; likewise, they showed absolute interest to learn this language with a new methodology through interactive tasks and not only using the traditional methodology based on the textbook that is boring and repetitive. The other eleven percent (11%) of students said that they feel unmotivated and a little worried because they do not have the opportunity to use this exceptional tool; they even consider it could be too difficult to manipulate it.

**Seventh Question: What do you want to learn when you are using the Interactive Whiteboard?**

In this question the answers were the following: pronunciation, grammar, vocabulary, and other.

**Figure # 7**



Source: Livicota- Ochoa

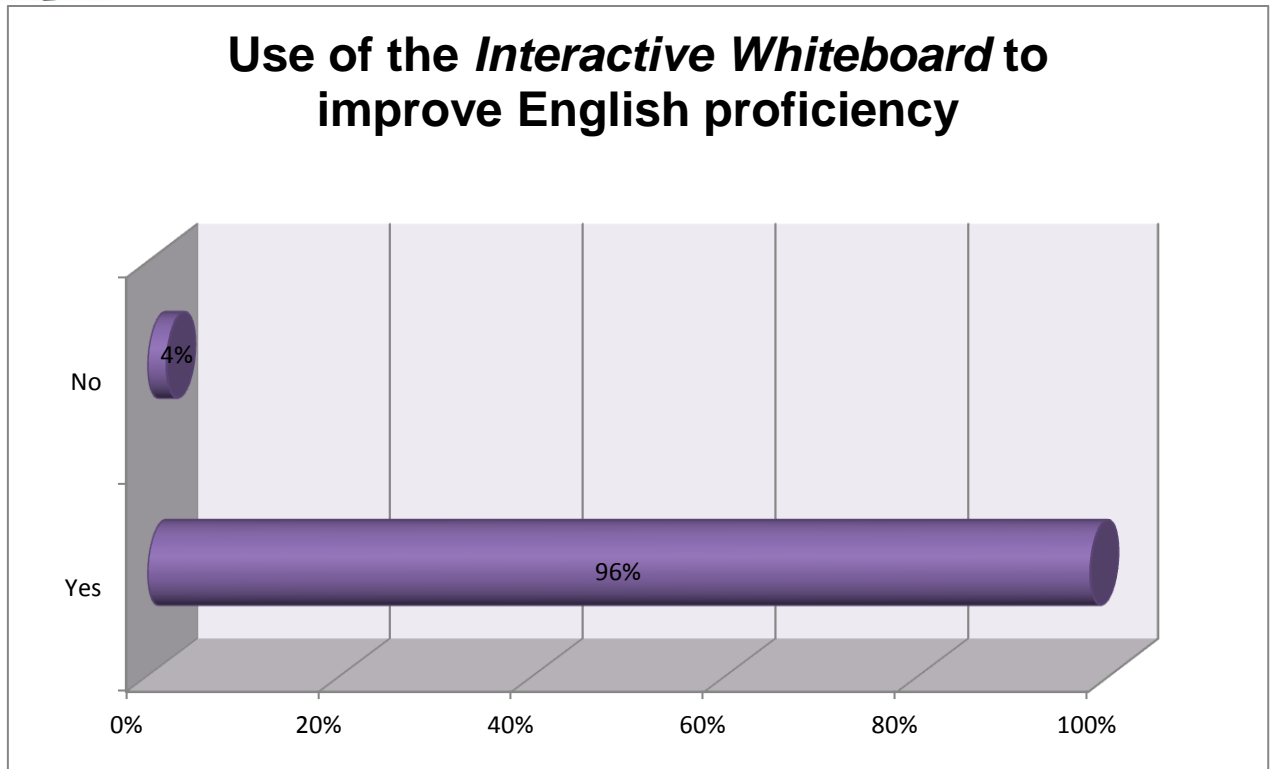
Figure seven shows that forty- three percent (43%) of students chose the pronunciation option. They agreed with the importance of improving pronunciation in order to produce a clear conversation. They also mentioned they would want to improve their pronunciation through videos presented on the *Interactive Whiteboard*. The other thirty percent (30%) of participants preferred to learn vocabulary because it is a good chance to acquire new words and practice them in different situations. The last twenty-seven percent (27%) of learners selected grammar; they indicated that the use of the *Interactive Whiteboard* can help them to reduce their grammar errors.

**Eighth Question: Would you like to learn English by using the Interactive Whiteboard controlled by your teacher to improve your English proficiency?**

The options were: Yes and No.

#### Figure # 8

Autoras: María José Livicota  
Cindy Ochoa



**Source:** Livicota- Ochoa

In this figure, it is shown that a considerable number of students ninety-six percent (96%) answered that the implementation of the *Interactive Whiteboard* to improve their English proficiency is a better way of learning; they agreed that it is a new methodology and it could be a good chance in their English lessons instead of the traditional one which has certain weaknesses. Four percent (4%) of participants responded that it could be difficult to use this technological tool since they have not used it before, so they feel a little fearful.

#### **4.3 Results of the pre-test applied to the experimental and control group**

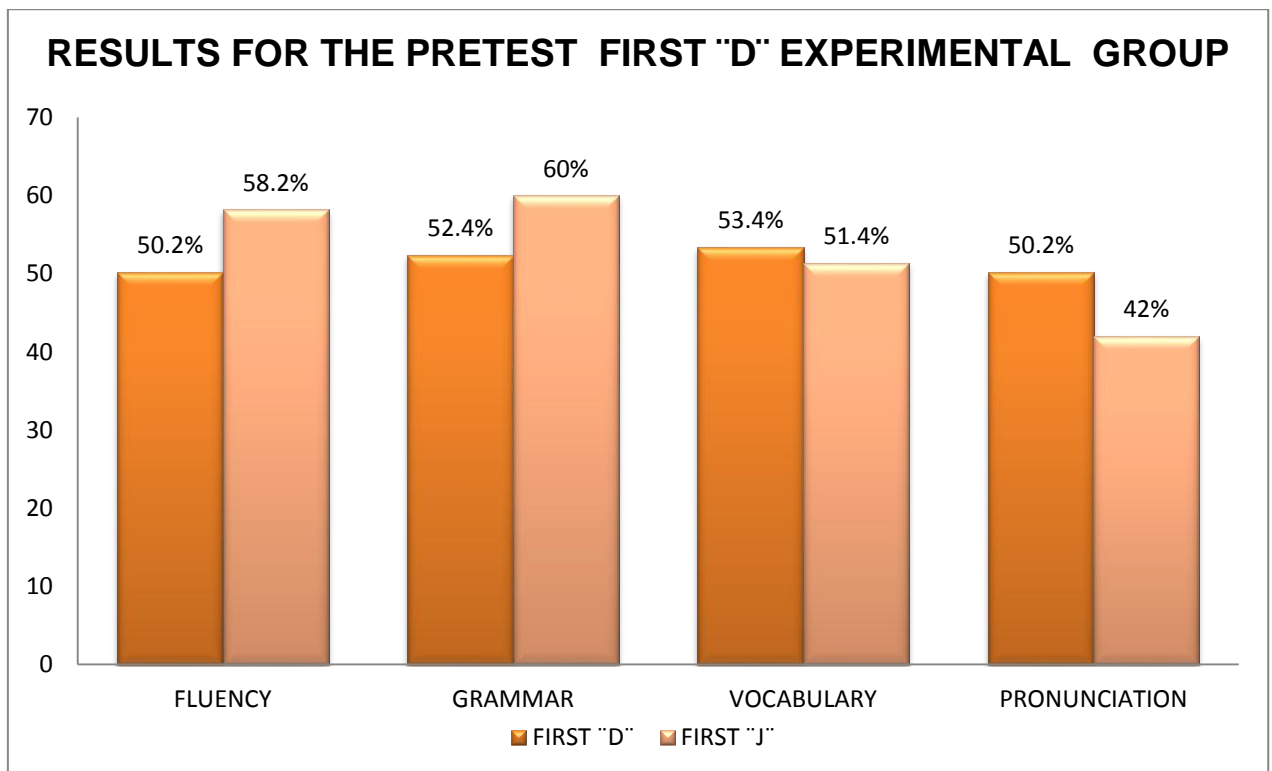
Results of students' English language performance levels prior to this study (Pre-test) showed that students differed in relation to their mastery of the English language as reflected in their scores in the given tests. Results determined that the experimental group First "D" obtained a mean of ten-point-thirty-one (10.31) and First "J" the control group reached a mean of ten-point-fifty-eight (10.58).



This results led us to affirm that the two population of subjects for the present research were really under similar conditions according to their English level; that is clear by analyzing the means we can highlight that the difference between both groups is not relevant, supporting in this way that the level of performance in both groups is similar. That resulted in an ideal prior condition to carry out the present study. It is also important to notice that the mean scores are somehow low, taking into account the rating scale of twenty (20). These results can be seen in Appendices # 9 and 10.

### 4.3.1 Results in the different evaluated parameters

**Figure 4.3.1.1** The following percentages show the means obtained by the experimental and control group in the different parameters that were evaluated with the pre-test.



**Source:** Livicota- Ochoa.

Results of the pre-test reveal an interesting issue, in spite of the fact that the groups were not assigned randomly, the experimental group showed a somewhat lower level than the control one. Then if the results were superior in



the experimental group at the end of the study, the improvement could be the result of applying the Information and Communication Technology (ICT) learning activities in the class. Also, both the experimental and control groups show a different trend in the achievement of the parameters corresponding to the grammar and pronunciation.

In addition, results showed that in the pre-test of the experimental group the highest average score is in the vocabulary parameter with fifty-three-point-four percent (53.4%) while the remaining forty-six-point-six percent (46.6%) showed a poor vocabulary level. In some cases, students used Spanish words instead of English ones and this caused difficulties to evaluate the speaking skill. Next is grammar with fifty-point-four percent (52.4%), but the remaining forty-seven-point-six percent (47.6%) presented a serious problem by omitting the correct form of the verb tense. The performance in the fluency and pronunciation parameters yielded the same lowest score of fifty-point-two percent (50.2%), whereas the remaining percentage in both parameters displayed some complications in the flow of communication; students expressed their ideas in a slow and repetitive way.

Results of the experimental group, on the other hand, reflect that students can interact in a simple manner; communication is totally dependent on repetition at a lower rate of speed, rephrasing and making errors which obscure the meaning. They can answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. Students show serious problems in pronunciation as well as in fluency. Those aspects make difficult the students speaking flow and are evident when conversing with the teacher. It is difficult for them to talk about what someone is doing or what is happening right now because most of them do not use the grammar properly.

In the pre-test of the control group, the results showed different trends, with students performing poorly in the pronunciation parameter with forty-two percent (42%), and the remaining percentage of fifty-eight (58%) showed a lack of speaking skills' development in the majority of students. The higher marks were in the grammar section with the percentage score of sixty percent (60%); unfortunately, the remaining percent of forty (40%) presented serious



grammar problems either in adjectives, nouns and verb tense. Next is the fluency section which achieved fifty-eight-point-two percent (58. 2%) with a remaining percent of forty-one-point-eight (41. 8%) because of poor speed and language hesitation. The vocabulary section showed low results, too; the percentage was fifty-one-point-four percent (51. 4%) while the forty-eight-point-six (48. 6 %), the remaining percent, showed a scarce use of vocabulary, and in several cases, they showed a lot of limitations during their speaking.

These findings explain the poor pronunciation, the problems in structuring sentences appropriately and the limited vocabulary that obstructs speaking production on familiar topics presented on the visual prompts. Students can produce simple, mainly isolated phrases, about people and places in a mechanical manner.

#### **4.4 Results of the post-tests applied to the experimental and control group**

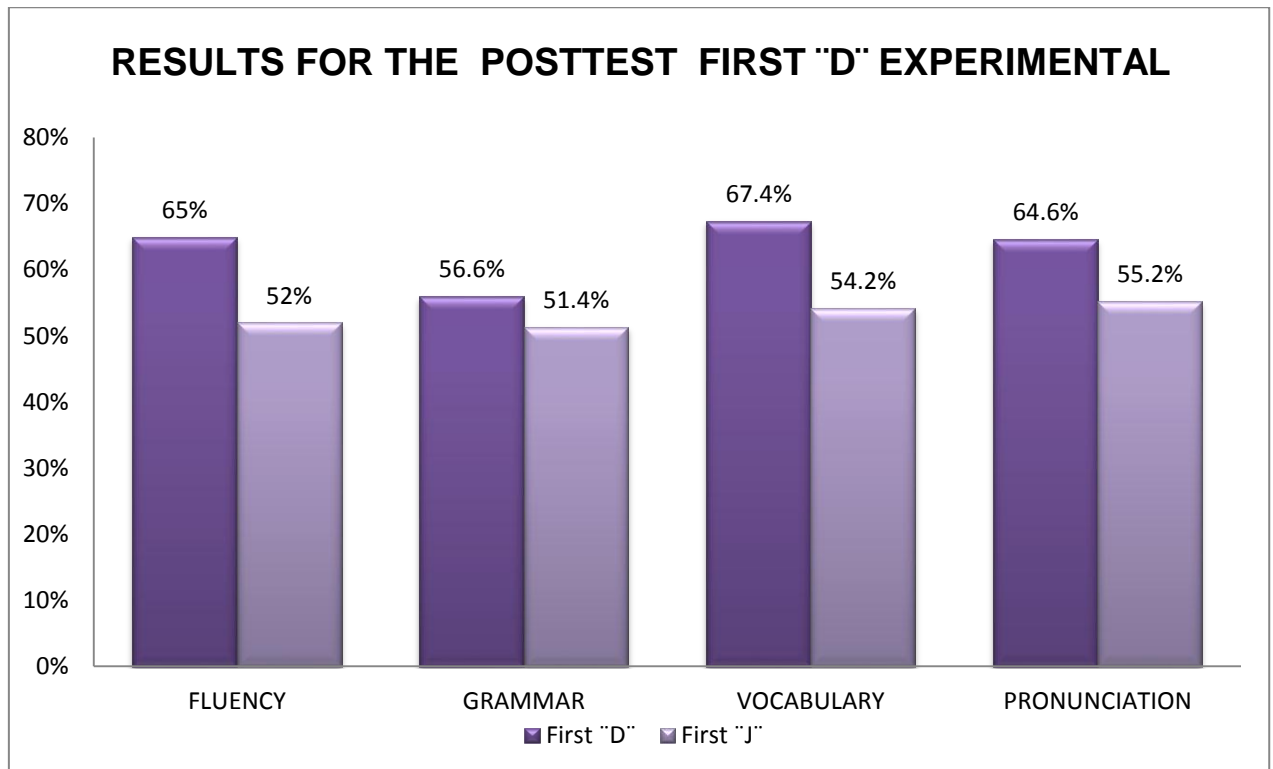
The results of the post-test applied to both groups show students' English language performance after the present study. The obtained means are twelve-point-sixty-eight (12. 68) for the experimental group, and the control group with a mean of ten-point-sixty-four (10. 64). It is important to notice that the means of both groups are higher than those of the pre-test. In this way, the mean of the control group increased zero-point-six (0. 06). On the other hand, the mean of the experimental group increased two-point-thirty-seven (2.37).

The mean scores of the post-test in the experimental group indicate how students differed in terms of performance; the results were higher than those of the pre-test, meaning that there were students in this group who scored higher with others having lower scores in the control group. This could be the result of a positive incidence of using *Interactive Whiteboard* in the English language learning. These results can be seen in Appendices # 12 and 13.

##### **4.4.1. Results of the different evaluated parameters**



**Figure 4.4.1.1** The following percentages show the means obtained by the experimental and control group in the different parameters that were evaluated with the post-test



**Source:** Livicota- Ochoa

Results of contrasting the English achievement between the two groups show that both of them experienced an increase although it was lower in the control group. Effectively, the mean scores of all of the parameters of the experimental group are higher than the control group. It is noticeable that fluency, grammar, vocabulary and pronunciation in the experimental group increased at a rate from fifty percent (50%) to seventy percent (70%). This could be due the fact that the *Interactive Whiteboard* activities influenced on all parts of the language acting as a whole, despite all lessons being focused on the speaking skill.

Regarding to the results of the experimental group, it is important to take into account that students at "Ciudad de Cuenca" high school have five English class periods each of them of forty minutes per week. According to the experimental approach, the more the students are exposed to *Interactive*



*Whiteboard* activities in the classroom; the more will improve their language skills.

The results of the post-test in the experimental group have increased in all four parameters. Fluency increased from fifty-point-two percent (50. 2%) in the pre-test to sixty-five percent (65%) in the post-test. In this parameter, students improved their speech especially in speed, confidence and reduced language hesitation. Grammar was raised from fifty-two-point-four percent (52. 4%) to fifty-six-point-six percent (56. 6%). Results showed an important progress in grammar due to a deep understanding through interactive activities presented in class which reinforced the present continuous form. Vocabulary presents a remarkable improvement. It increased from fifty-three-point-four percent (53. 4) to sixty-seven-point-four percent (67. 4%). These high percentages also show the impact of using the *Interactive Whiteboard*, to improve vocabulary. A similar trend occurs with pronunciation from fifty-point-two percent (50. 2%) to sixty-four-point-six percent (64. 6%) demonstrating the significant student' increase in this parameter, which makes the students' messages comprehensible. According to the results there is a considerable advance in learners' English performance. This allows us to imply that such improvement is the result of applying the experimental approach which influenced fluency, grammar, vocabulary and pronunciation in some way.

In the post-test of the control group, the results showed different trends compared to those of the pre-test, with students performing poorly in grammar and scoring higher scores in the vocabulary section. The percentages of achievement for the evaluated parameters were the following: fluency fifty-two percent (52%), grammar fifty-one-point-four percent (51. 4%), vocabulary fifty-four-point-two percent (54. 2%) and pronunciation fifty-five-point-two percent (55. 2%).

The results show that students in the control group were a little more confident in developing and maintaining a line of conversation when exchanging ideas and information on familiar topics presented on the visual stimulus. However, fluency was poor and grammar referred especially to the sentence structure, the use of the present progressive or continuous, and the appropriate





use of the *-ing* form, which continued being a problem when speaking. It should be emphasized that the control group was not exposed to Interactive Whiteboard activities; they only learned through the traditional methodology.

#### **4.5 Results of the interview**

Interview with the English Department Coordinator, Miguel Cabrera Fernandez.

During the interview, the teacher and English Area Coordinator stated that the teaching experience is very comforting when the proposed learning goals are reached. He also mentioned that although he does his best in teaching English, his students do not reach a satisfactory outcome. In fact, he listed a wide variety of tools, materials, and strategies he applies with his students, namely worksheets, flash cards, CDs, videos, power point presentations, songs, games, and role plays. Moreover, he thinks speaking is the most difficult skill for his students. As an example, he indicated that his pupils were apt to develop listening, written, and reading assignments in a very acceptable form. However, in oral tests or role-plays most of the students obtain low scores because of pronunciation, pace, fluency and intonation. In regard to the use of technology in the classroom, he agreed with the view of its immense usefulness. He recognized the educational value of the use of videos and the internet. He also answered that the entire English Department has designed a schedule for using the English laboratory; in this way his students have the opportunity to use audiovisuals at least once a week. He was in favor of using the *Interactive Whiteboard* as a teaching-learning tool; however, he admitted he did not know how this tool works. He said that although the institution has a virtual classroom with plenty of modern technological devices, among them the *Interactive Whiteboard*, it had not been used so far. He concluded that he was willing to start with the challenge of taking advantage of this tool and to apply all its benefits in the teaching-learning process. For him, the ultimate beneficiaries would be the students who could achieve a better English level. The interview template can be seen in Appendix # 6.



#### **4.6 Measuring the effectiveness of the treatment**

Students in the experimental group had the opportunity to develop some topics from the first- year syllabus by using *Interactive Whiteboard* tools and applications. The assignments at the end of each lesson showed a better understanding of grammar and vocabulary, and most importantly, the students put into practice all the learned themes in giving, asking and exchanging information with the teacher and with their peers. During the treatment, the learners got engaged, felt motivated, and were excited about this new learning tool. In summary, the results of the present study were satisfactory because the experimental group achieved better scores in the different parameters considered in the post-test compared with the control group. In this way, the proposed methodology had a positive influence in enhancing the students speaking skills.



## CHAPTER V

### CONCLUSIONS, DIFFICULTIES, AND RECOMMENDATIONS

This chapter deals with the results of the research. It summarizes the conclusions that were formulated based on the main study findings. Some difficulties and challenges faced during the development of this study are also documented. Some recommendations and suggestions for future researches that could be useful for students, teachers and education in general are stated as well.

#### 5.1 Conclusions

The aim of the present research was to prove that using the *Interactive Whiteboard* in English classes in the first- year of high school is effective and positive for students. Therefore, the central mission of this project has been to expose students to a technological and innovative approach that helps improve the English teaching-learning process; in this way, they had the opportunity to be involved in a collaborative, interactive and participative environment. There are some conclusions that can be documented in light of the results.

The first is related to the research question: what are the effects of implementing the *Interactive Whiteboard* as a tool for the speaking skill development of “Ciudad de Cuenca” high school students? From the observation, the researchers found that during the treatment, the students in the experimental group had shown their improvement, since they were able to orally communicate about the actions performed by some people on pictures and presentations. The results of the post-test also supported the enhancement of the speaking skill. The mean score of the pre-test was ten-point-thirty-one (10. 31) and it improved in the post-test to twelve-point- sixty-eight (12. 68). That is clear evidence that using new technologies such as the *Interactive Whiteboard* was effective because most of the students preferred to learn by using technological resources which are considered the tools of the new generation.



The literature review analyzed some theories and approaches that support using technological resources in the English classes. It was focused on the teaching principles of the ICT (Information and Communication Technology) - based learning approach, which caused in this specific group of students a positive impact on their speaking skills due to the multiple applications and tools the *Interactive Whiteboard* provides to make the speaking activity a more enjoyable experience.

Another important element considered in this research was the Task-based learning. It had a great influence on students of the experimental group because it involved the comprehension, manipulation, production, and integration of the students in specific activities which led them to produce either oral or written language in an interactive manner.

Since one of the specific objectives of the treatment was to apply activities based on Information and Communication Technologies (ICT) taken from the *Interactive Whiteboard*, ten lesson plans with the corresponding materials were specifically designed. The lesson plans were focused on enhancing the speaking skill; for that reason, a variety of activities were considered taking advantage of the interactive software which includes Notebook, Gallery and Tools with their available features such as stylus pen, eraser, hand free pen, color palette, magnify, hide and reveal, spotlight, recorder, web browser, screen annotation, drag and drop, importing documents, presentations, folders' images, multimedia objects, movies, videos, animation, and sound. The first-year students were able to speak English for the purpose of describing what is happening right now and what usually happens at school, at home, at work, talking about daily routines, special occasions, places in a town or a city, locations, describing pictures, role-playing dialogues, and debating preferences. All the lesson plans can be found in Appendix # 14 to 23.

In the post-test, the students in the experimental group gained an important amount of enhancement in reacting to visual prompts, and organizing information, and their pronunciation, grammar, fluency and vocabulary also improved.



Moreover, the *Interactive Whiteboard* lessons provided the students enjoyment, fun, and variety that were useful elements for an effective communication. The topics were presented in an interesting manner with sounds, movements and colors helping students to participate eagerly and without hesitation. Therefore, students were completely engaged in interactive lessons more than the traditional mode since the interactive classes were more interesting and motivating.

The *Interactive Whiteboard* also reduced the students' shyness in speaking by increasing their motivation and confidence to participate and interact, and above all, it overcame their hesitation and improved their fluency.

Based on the results, we can affirm that the *Interactive Whiteboard*- based classes were higher than the traditional method in teaching English language and offered a lot of learning choices. In fact, all students in the experimental group showed an increase in their performance during the oral post-test. Interactive classes provided the students with a better learning atmosphere, created many kinds of productive learning based on tasks, and helped students practice their speaking skills in different situations similar to those they will face in real life .

## 5.2 Major difficulties and challenges in the research

The main difficulties and challenges that were faced in the development of this research can be summarized as follows.

- **Technological difficulties operating the *Interactive Whiteboard*.** Since it was the first time in using the *Interactive Whiteboard*, many manuals and training videos were studied. At times there were technical malfunctions in the operation of the *Interactive Whiteboard*, but such problems were overcome with the subsequent classes.
- **Lack of technical support.** Although the school has two computing teachers, they admitted that they had never used the *Interactive Whiteboard*; however, they did their best to help this project succeed.
- **Limited Internet access.**



During the implementation of the project, the virtual classroom had no internet access, so it was necessary to use an Internet portable device with the laptops available.

- **Large amount of time required to prepare interactive lesson plans.**

Since this was the first time in planning interactive lessons, it took a long time to prepare the necessary materials for use in the classroom.

However, this was overcome in the following classes.

- **Monopolization by certain students.**

Certain outgoing students unconsciously monopolized the activities.

Fortunately this particular was noted and the corresponding adjustments were made to engage all students.

- **Some mechanization associated with the routine use of the new tool.**

Because the first lesson plan was very successful and served as a model, the following classes were becoming mechanical, but then some activities were changed and others were added.

- **Shortage of furniture and space in the virtual classroom.**

The virtual classroom has been equipped with 25 computers with their corresponding seats. For the present study, it was necessary to take more chairs to the classroom.

### 5.3 Recommendations

The results of the present research proved that the use of interactive material in teaching English can improve each student's speaking skill. Based on the conclusions above, it is expected that this study gives benefit for the development of the English teaching and learning process.

It should be taken into account that technology has developed; therefore, the incorporation of this medium into the instruction process becomes necessary. Along with the last educational developments it is necessary to plan interactive classes in teaching English because of their value and positive effect in achieving important communicative goals, as could be proved in the present research. Therefore, modern technical resources like the *Interactive Whiteboard*



should be used to enhance the speaking skills, taking advantage of the wide variety of tools and applications this device can offer students who mostly are fascinated by the use of technology.

English teachers should be selective, innovative and creative in choosing appropriate materials to improve students' speaking skills and to enhance students' motivation in learning English. To this purpose, they should take advantage of ICTs and their vast educational resources such as the *Interactive Whiteboard*, which offers multiple engaging materials that are close with students' daily life making the speaking experience more motivating and meaningful. Teachers need to be trained on how to use this technological tool and how to develop and present dialogues for their students in an interactive manner.

High school students' struggle daily with speaking classes which are considered very difficult and hard to achieve. English as a foreign language seems difficult to learn if there is no motivation and purpose to learn it. The students who are taught by using activities displayed on an *Interactive Whiteboard* should be aware of the importance of developing the tasks proposed by the teacher, in the present case, those tasks involve the production of oral language to communicate their ideas, thoughts and feelings to others. Students in general should encourage themselves to participate more, to ask and answer questions, to exchange information, and to practice talking as much as possible to the point that the speaking experience becomes a regular and enjoyable act.

English teachers can benefit from the many possibilities of the *Interactive Whiteboard* in order to help students to communicate with confidence and motivation. Because this interactive tool contains many different types of applications and serves to display a lot of the teacher's presentations, such as dialogues, debates, contests, games, pictures, videos and presentations, students instructed through such a tool rarely get bored when learning the English language. Therefore, it becomes a great aid to have lessons based on this instrument. English language teachers should prepare some lesson plans



and encourage their students to participate in interactive activities that are intended to promote the oral skills.

Teachers should know how to improve their ability in teaching and to develop a good atmosphere in the class, so that the students can develop the tasks actively. The process of describing pictures through the *Interactive Whiteboard* becomes more active than that by using printed materials such as flash cards. To cite an example, one of the interactive resources that should be exploited to the maximum in speaking classes, is the Reveal tool which creates a shade that teacher can raise and lower over the screen image, keeping some parts of the information hidden. In this way, the students have the task of giving a rapid and appropriate response at a normal pace as in a current communicative situation. This device then fosters the students' ability in reacting to visual prompts and at the same time improves fluency and gives immediate feedback on grammar and vocabulary, enhancing the students' speaking skill as a whole.

Teachers should be aware of the importance of the *Interactive Whiteboard* in developing students' speaking skills in an interactive and entertaining environment different from which they are traditionally used. Interactive classes should be used in the teaching process as they increase the students' motivation to learn through the different applications and tools.

Some students often do not participate in speaking activities for fear of making a mistake either in pronunciation, fluency, grammar or vocabulary. English teachers should encourage shy students to participate orally by using different activities through the *Interactive Whiteboard*. Such activities can involve pair or group work so that all students can act together as a team and feel confident and supported by each other.

From a research view, it is important to continue to study the multiple uses of the *Interactive Whiteboard* and determine at what expense it can be used for other purposes than enhancing the speaking skill. That is to say, it should be examined the incidence of using this tool to foster listening, speaking and writing skills.





The present study should serve as a guideline for teachers who work or would like to work with *Interactive Whiteboards* in the lessons. Although the whiteboards are expensive and training is necessary, they are worth of buying and should be used in order to provide our students with quality education in line with the latest technological advances.

In conclusion, the technology of the *Interactive Whiteboard* in the English classroom, which is being integrated with positive results in some schools around the world, constitutes an element for meaningful change from the traditional teaching and learning process. Teachers can use this innovative tool to work together with their students on developing speaking skills and communicative competences that will enable them to successfully face the challenges of the 21<sup>st</sup> century.



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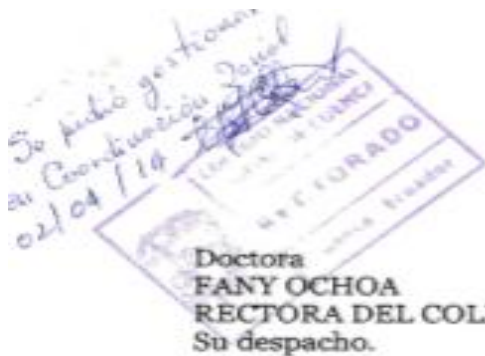
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## Appendices

### Appendix 1 - Requesting permission from the " Ciudad de Cuenca" high school principal



RECIBIDO 27 MAR 2014  
13:40

Cuenca, 27 de Marzo de 2014

Doctora  
**FANY OCHOA**  
RECTORA DEL COLEGIO CIUDAD DE CUENCA  
Su despacho.

De nuestras consideraciones:

Nosotras, Cindy Ochoa y María José Livicota alumnas de la carrera de Lengua y Literatura Inglesa de la Universidad de Cuenca, llegamos ante usted con un atento y cordial saludo deseándole éxitos en su labor diaria.

Conscientes de la enorme trascendencia que posee la tecnología en el proceso de enseñanza – aprendizaje del Idioma Inglés en la actualidad y la necesidad de implementar herramientas tecnológicas tales como internet, proyector, y pizarra digital, hemos decidido como parte de nuestro trabajo de investigación para la obtención de nuestro título de Licenciadas en Ciencias de la Educación, especialidad Lengua y Literatura Inglesa, desarrollar nuestro proyecto final en esta representativa institución educativa. Al mismo tiempo, conocedoras de que la misma dispone de una Aula del Milenio y de una aula específica para el área de Inglés, proponemos aplicar actividades mediante el uso de herramientas tecnológicas dentro de las clases de Inglés como recurso interactivo para mejorar el habla del Inglés como segunda lengua en los(a) alumnos de la Institución.

Para este fin y conocedoras de su espíritu de apoyo a todo proceso que implique la mejora académica de la Institución y de los educandos, solicitamos a Usted de la manera más comedida, se sirva autorizar la utilización de dichas aulas para la aplicación-observación de la mencionada metodología y proceso investigativo en los periodos de clase en el curso: 1ro de Bachillerato en la sección vespertina. Hecho que permitirá mejorar las prácticas docentes y metodológicas. Adicionalmente, al final dos sesiones serán audio grabadas para la recolección de datos pertinentes al proceso investigativo.

El estudio se llevaría a cabo durante las horas de clase y no afectará el avance de los contenidos en lo absoluto, pues se cumplirá con el plan de bloque establecido incluyendo la metodología propuesta para la temática del habla del Inglés como segunda lengua, sin que esto signifique perjuicio alguno para los estudiantes pues todos serán partícipes de este proyecto investigativo.



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La información obtenida será totalmente confidencial, es decir será registrada de manera anónima y los resultados conseguidos serán presentados en términos generales, sin mencionar nombre o curso.

Con confianza de que la presente será atendida positivamente, anticipamos nuestros más sinceros agradecimientos.

Atentamente,



Cindy Ochoa C  
0106583230



Ma. José Livicota C  
0105370464





## Appendix 2 - Permission from the Zone 6 Coordination of the Ministry of Education

01/04/14



Coordinación Zona 6  
Ministerio de Educación

0000435

07 ABR 2014

Oficio Nro. 073-DCE.  
Cuenca, abril 4 de 2014.

RECIBIDO 15 ABR 2014

Señoritas  
Cindy Ochoa Correa  
María José Livicota C.  
**ESTUDIANTES DE LA FACULTAD DE FILOSOFIA DE LA UNIVERSIDAD DE CUENCA**  
Ciudad.

De mi consideración:

En vista de la solicitud de realizar el proyecto de investigación "Uso de la tecnología para el mejoramiento del idioma inglés en el colegio Ciudad de Cuenca", como requisito previo a la obtención del título de Licenciadas en Ciencias de la Educación, especialidad Lengua y Literatura Inglesa, este despacho autoriza a las peticionarias la aplicación de dicho proyecto en este plantel. Al término de la investigación, las autoras presentarán un informe de resultados a la Coordinación de Educación Zonal 6.

Atentamente,

  
Maria Eugenia Verdugo Guamán  
**COORDINADORA DE EDUCACIÓN ZONAL 6**

JZ







### Appendix 3 - Parental Consent letter



#### COLEGIO "CIUDAD DE CUENCA"

Estimados padres de familia y/o representantes de los (as) estudiantes de los primeros de Bachillerato "D" y "J".

Luego de presentar un atento saludo y por pedido de las Srtas. Cindy Ochoa y María José Livicota estudiantes egresadas de la carrera de Lengua y Literatura Inglesa, Facultad de Filosofía de la Universidad de Cuenca, como requisito indispensable para su titulación, han seleccionado los primeros de bachillerato "D" y "J" para poder llevar a cabo su trabajo de investigación titulado: "The Smart Board: an interactive tool to enhance the speaking skill in first year bachillerato learners at "Ciudad de Cuenca" high school " (La pizarra digital: como una herramienta interactiva para mejorar la habilidad del habla en los estudiantes de primeros de bachillerato del Colegio "Ciudad de Cuenca"). Las señoritas tomarán doce sesiones, diez de las cuales serán dedicados a clases mediante la utilización de la herramienta tecnológica en el aula del milenio y dos sesiones para efectuar las evaluaciones (previa y final). Adicionalmente, una sesión será audio grabada para la recolección de datos de la investigación. Cabe recalcar que la información obtenida de su representado será totalmente confidencial, es decir será registrada de manera anónima y no afectará a sus calificaciones en la asignatura. Finalmente, el estudio se llevará a cabo durante las horas de clase y no perjudicará el avance de los contenidos, puesto que se cumplirá con el plan de bloque establecido. Es necesario que ustedes estén al tanto de esta acción y tengan la posibilidad de comunicarse con la institución si vieran algún inconveniente en ello.

Consciente de que este proceso implica el mejoramiento de las estrategias de enseñanza-aprendizaje del Idioma Inglés para nuestra institución y en este caso para beneficio de su representado, sírvase firmar la presente.

Atentamente,

Prof. Miguel Cabrera F.

Representante del estudiante

PROFESOR DE IDIOMA EXTRANJERO

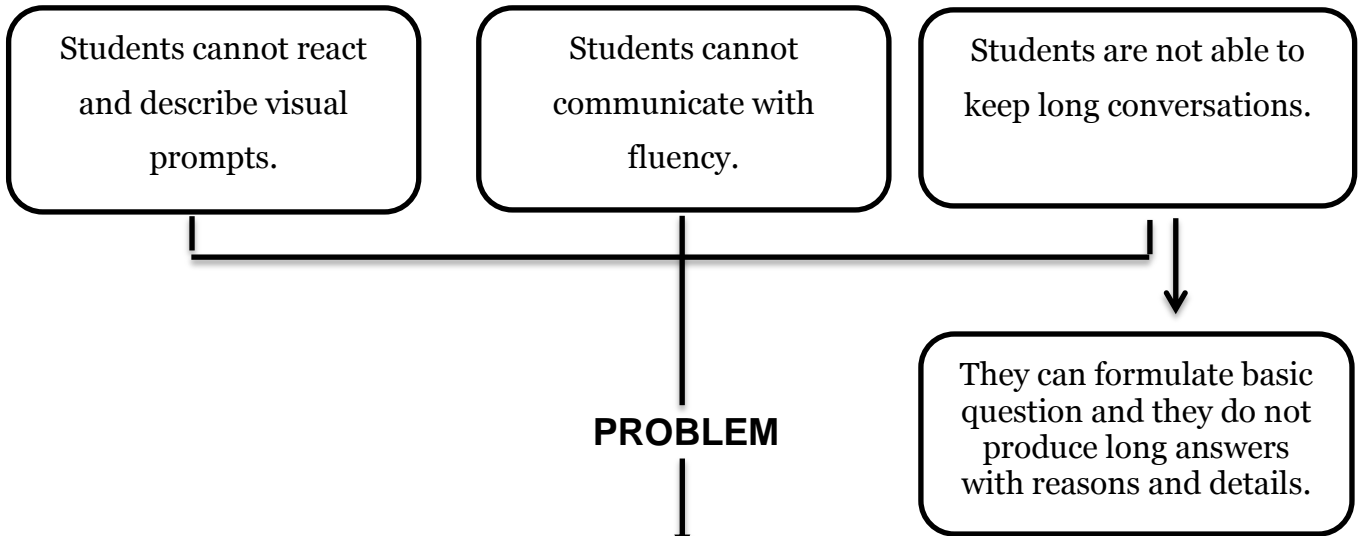
PRIMER AÑO DE BACHILLERATO



**Appendix 4 - Problem tree**

**PROBLEM TREE**

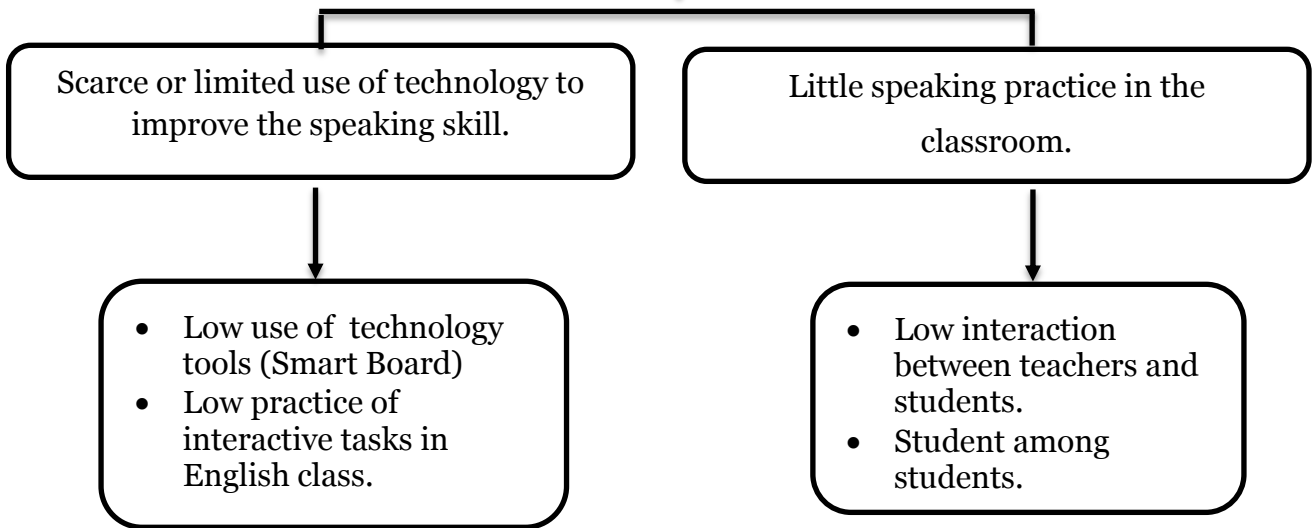
**EFFECTS**



**PROBLEM**

**LOW DEVELOPMENT OF THE SPEAKING SKILL**

**CAUSES**



Created by: Cindy Ochoa C

María Jose Livicota C

Autoras: María José Livicota  
Cindy Ochoa



Appendix 5 - Student's survey

**" CIUDAD DE CUENCA" HIGH SCHOOL**

**Student's survey**

1. Do you think English is important nowadays?

Yes

No

2. Do you believe English is going to be useful in the future?

Yes

No

3. Among the four English skills which is the most difficult to master

for you?

Listening

Reading

Speaking

Writing

4. How often does your teacher use technological tools to learn

English?

---

Always

Sometimes

Never

---

5. Which of the following didactic tools does your teacher use in class?



English book \_\_\_\_\_

Audio CD \_\_\_\_\_

Extra worksheet \_\_\_\_\_

Videos \_\_\_\_\_

CD ROM \_\_\_\_\_

Internet \_\_\_\_\_

*Interactive Whiteboard* \_\_\_\_\_

Projector \_\_\_\_\_


6. How do you feel with the idea of implementing current technology to learn English?


Motivated .....


Unmotivated .....


Other .....

7. What do you want to learn when you are using the *Interactive Whiteboard*?

Vocabulary 

Grammar 

Pronunciation 

Autoras: María José Liv   
Cindy Ochoa



**Other**

**8. Would you like to learn English by using the *Interactive Whiteboard* controlled by your teacher to improve your English proficiency?**

Yes

No

**THANKS FOR YOUR HELP**



**Created by:** Cindy Ochoa C

María Jose Livicota C

**Appendix 6 - Teacher's interview**

## **TEACHER'S INTERVIEW**

Autoras: María José Livicota  
Cindy Ochoa



1. Approximately how long have you been teaching? And how about your experience?
2. According to your experience as a teacher, among the four English skills which is the most difficult to catch for your students?
3. How often do you integrate technology into your classroom?
4. Do you think is a good idea to implement modern technology to enhance students' English performance? Why?
5. What do you think about the use of the Interactive Whiteboard (IWB) as a teaching / learning tool?
6. If you have the opportunity to implement interactive activities based on the IWB to improve the English skills, do you use them?
7. Do you believe that the IWB activities can foster learners' speaking skill?
8. Would you like to use the IWB as an innovative tool to give English classes? Why?

Created by: Cindy Ochoa C

María Jose Livicota C

**Appendix 7 - Oral Communication (Speaking) Rubric**



**“CIUDAD DE CUENCA” HIGH SCHOOL**

**STUDENT´S NAME:** \_\_\_\_\_

**RUBRIC/ORAL**

**TOTAL**

Autoras: María José Livicota  
Cindy Ochoa



Fluency	Speed and fluency are acceptable	5	<u>    </u> <b>/5</b>
	Speed and fluency are sometimes forced by language hesitation	4	
	Silence often forced by language hesitation	3	
	Speech is too halting and fragmentary	2	
	No Speech at all	1	
Grammar	Make a few errors, which however do not obscure meaning	5	<u>    </u> <b>/5</b>
	Make errors that obscure the meaning a little bit	4	
	Make errors, which obscure the meaning	3	
	Errors make comprehension very difficult	2	
	Errors make comprehension impossible	1	
Vocabulary	Use a large number of words appropriately	5	<u>    </u> <b>/5</b>
	Used a good number of words acceptably	4	
	Use a limited number of words, however acceptably	3	
	Limitations are so extreme	2	
	No words at all	1	
Pronunciation	Show unimportant difficulties	5	<u>    </u> <b>/5</b>
	Show some difficulties	4	
	Show several difficulties	3	
	A lots of words and phrases are unintelligible	2	
	Impossible to understand anything	1	

      
**/20**  
**OVER**  
**20**

Source: Taggart, G. L., and others. Rubrics: Handbook for construction and use. Lancaster, PA: Technomic Publishing Co. Nd. N pag. Web. Mar 31. 2014.+

## Appendix 8 - Pre-test

### PRE-TEST

Autoras: María José Livicota  
Cindy Ochoa

- Answer the following questions presented below. Provide details for your response.

Simulated situations

Visual prompts

5/6

Test sheet: Photos

### 3a In my free time, ...



- What can you see in the photo? What are they doing?
- What do you do in your free time? Talk about your free time activities.

### 3b In my free time, ...



- What can you see in the photo? What are they doing?
- What do you do in your free time? Talk about your free time activities.

Source: Stuttgart. Stimulate situations Visual prompts. Ernst Klett Verlag GmbH 2009: 23. Web. 14 Mar. 2014.

## Appendix - 9

Autoras: María José Livicota  
 Cindy Ochoa





**Table 1. Results obtained from the pre-test applied to the experimental group**

1st "D"		Fluency	Grammar	Vocabulary	Pronunciation	Total
1	ALBARRAZIN ALVARRACIN VANESSA CAROLINA	2	3	3	3	11
2	AVILA SAICO DIANA GABRIELA	3	4	3	4	14
3	BACUILIMA ALVAREZ JOHN JAVIER	2	2	2	1	7
4	BERMEO HURTADO KATHERINE SAMANTHA	2	3	2	3	10
5	CABRERA SIMBANA JENNIFER DANIELA	3	3	2	3	11
6	CAMPOVERDE LOJA DIANA PATRICIA	4	3	4	4	15
7	CHACHO TAPIA EDISSON JONNATHAN	3	3	3	3	12
8	CONTRERAS CONTRERAS VERÓNICA ESTEFANÍA	3	2	3	2	10
9	CUMBICOS REYES MARIUXI ANABEL	2	3	3	2	10
10	ESPINOZA GÓMEZ ADRIANA ELIZABETH	2	4	3	3	12
11	GAVILANES CORDERO NICOLE FERNANDA	3	2	4	3	12
12	GONZÁLEZ ESPINOZA JOSELYN MISHEL	3	3	2	3	11
13	GUAICHA CUSCO PAMELA ALEXANDRA	2	3	3	2	10
14	GUAMAN QUINDE JENNY PRISCILA	3	3	3	3	12
15	GUERRERO PINEDA JESSICA ANDREA	3	3	3	2	11
16	JARA QUITO LISSETH MAGALY	4	2	4	3	13
17	LAZO MOROCHO ERIKA ANDREA	2	2	2	2	8
18	MANRIQUE AMBULUNDI KARLA FERNANDA	2	2	2	2	8
19	MÉNDEZ SANMARTÍN TATIANA CAROLINA	2	2	2	2	8
20	MOLINA OCHOA DANIELA DENISSE	3	2	2	2	9
21	MUNZON LUNA JOSELINE FERNANDA	3	3	3	3	12
22	MUÑOZ GUAMAN KATHERINE LIZBETH	2	2	2	2	8
23	ORTEGA MONTALEZA MARIANA ELIZABETH	1	3	2	2	8
24	PACHECO MALLA TANIA CECILIA	2	2	2	2	8
25	PANJON PANJÓN CHRISTIAN EDUARDO	3	3	2	2	10
26	PAZMIÑO PÉREZ CAROLINA ELIZABETH	2	2	2	1	7
27	PÉREZ MONTALEZA ERIKA FERNANDA	2	2	3	2	9
28	PINOS ALVARADO KATHERINE MICHELLE	3	4	4	3	14
29	QUICHIMBO CORAIZACA CLARA BEATRIZ	2	1	2	2	7
30	QUITO BUENO JULISSA CAMILA	2	3	3	2	10
31	REDROVAN BARZALLO JENNIFER MICHELLE	2	2	3	2	9



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32	REINOSO GUEVARA ESTEFANÍA MAGALY	3	3	3	3	12
33	RODRÍGUEZSUQUILANDAGÉNESIS SAMANTHA	2	3	2	3	10
34	SACTA REINOSO MELISSA ADRIANA	4	4	3	3	14
35	SALAMEA SABANDO LAILA NARCISA	3	4	3	4	14
36	SINCHI SUNTA EVELYN MARIBEL	3	3	2	3	11
37	SUCONOTA MOROCHO KATHERINE PAOLA	2	3	3	3	11
38	URDIALES NARANJO JAZMÍN SALOME	1	2	3	1	7
39	URGILES CHUÑIR MIRIAN BEATRIZ	1	2	2	2	7
40	UYAGUARI BARBECHO JOHANNA PATRICIA	2	2	3	2	9
41	VILLA CÁRDENAS KATHERINE PATRICIA	3	2	3	3	11
42	VILLAMAR CEDEÑO DIANA KATHERINE	3	3	3	3	12
43	VILLANUEVA MADRID MIRIAN CECILIA	4	4	4	3	15
<b>AVERAGE</b>		2.51	2.62	2.67	2.51	10.31

**MEAN:** 10.31

**Appendix - 10****Table 2. Results obtained from the pre-test applied to the control group**

1st "J"		Fluency	Grammar	Vocabulary	Pronunciation	Total
1	ASITIMBAY FLORES PABLO FABRICIO	2	2	3	2	9
2	AVILA MENA JONNATHAN FABRICIO	1	3	3	3	10
3	AVILA PERALTA DIANA BEATRIZ	2	2	2	2	9
4	BACUILIMA ALVAREZ JOHN JAVIER	3	4	3	1	11
5	BERMEO NAREA TANIA MARICELA	2	3	2	3	10
6	BURGOS ZHININ GABRIELA ESTEFANÍA	3	2	2	2	9
7	CAMPOVERDE LUCERO ADRIANA PAMELA	2	2	3	2	9
8	CAMPOVERDE ORTIZ KEYLA DAYANNA	2	3	2	2	9
9	CÁRDENAS ALVARRACIN JOSUÉ ISMAEL	2	2	2	2	8
10	DOMÍNGUEZ UREÑA ALVARO ANTONIO	3	2	2	2	9
11	GENOVES JARAMILLO VITTORIA BEATRICE	2	2	2	1	7
12	GONZÁLEZ TAPIA EDISSON LEOPOLDO	2	3	3	2	11
13	GUTAMA GALARZA DAYANNA ESTEFANÍA	2	2	3	2	9
14	ILLAPA CHICAIZA SONIA ALEXANDRA	3	3	2	2	10
15	LOZANO ALBARRACIN VERÓNICA ESTEFANÍA	3	2	3	2	10
16	MARTÍNEZ SÁNCHEZ LEONELLA GÉNESIS	3	3	4	3	13
17	MASAQUIZA LAGUA ALEX GIOVANNI	3	4	3	3	13
18	MENDOZA BERNAL JULIE CHRISTINA	4	4	4	3	15
19	MEYER ARTEAGA DAVID ALEJANDRO	2	2	3	2	9
20	MORA BUENO GABRIELA ESTEFANÍA	3	2	2	1	8
21	MOROCHO BERMEO PAUL JAVIER	2	2	1	1	6
22	NAULA MEJIA DIANA ESTEFANÍA	2	3	2	3	10
23	PARRA TENELANDA DIANA ESTEFANÍA	3	2	2	2	9
24	PATINO YUGSI RUTH KATHERINE	3	2	3	3	11
25	PÉREZ VEGA JOSELINE NATHALY	4	4	4	3	15
26	RÚALES GUAMAN MIREYA TATIANA	2	2	1	1	6
27	RUILOVA VELEZ MAURO CESAR	2	2	2	2	8
28	SANTOS CRIOLLO PATRICIA ELIZABETH	3	4	3	3	13
29	TENESACA LANDI MAYRA CAROLINA	2	2	2	2	8
30	ULLAGUARI GUALPA MONICA FABIOLA	3	3	2	2	10
31	UYAGUARI QUITO JESSICA PATRICIA	2	1	2	2	7



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32	VALDEZ MOLINA JOSÉ EDUARDO	3	2	2	2	9
33	VANEGAS SIGUENCIA KEVIN RAFAEL	2	2	1	2	7
34	VASQUEZ GUALPA NEISER RIGOBERTO	3	3	2	2	10
35	VINUEZA FAREZ MARIELA ESTHEFANIA	3	4	3	2	12
<b>AVERAGE</b>		2.91	3	2.57	2.1	10.58

**MEAN:** 10.58

**Appendix 11 - Post-test**

**POST-TEST**

Autoras: María José Livicota  
Cindy Ochoa

- Talk about what people in each picture are doing. Use clues like food, places, clothing, and other details.



**Source:** Cambridge ESOL. Speaking Skill for advance learners of English. Splendid Speaking team. 2010: N pag. Web. 25 Mar 2014. Adapted for educational purpose by Cindy Ochoa and Ma. Jose Livicota.

### **Appendix 12 - Table 3. Results obtained from the post-test applied to the experimental group**



1st "D"		Fluency	Grammar	Vocabulary	Pronunciation	Total
1	ALBARRAZIN ALVARRACIN VANESSA CAROLINA	3	4	4	3	14
2	AVILA SAICO DIANA GABRIELA	3	3	4	4	14
3	BACUILIMA ALVAREZ JOHN JAVIER	3	3	2	3	11
4	BERMEO HURTADO KATHERINE SAMANTHA	3	3	3	3	12
5	CABRERA SIMBANA JENNIFER DANIELA	3	3	4	3	13
6	CAMPOVERDE LOJA DIANA PATRICIA	4	4	4	5	17
7	CHACHO TAPIA EDISSON JONNATHAN	3	3	4	3	13
8	CONTRERAS CONTRERAS VERÓNICA ESTEFANÍA	3	3	3	3	12
9	CUMBICOS REYES MARIUXI ANABEL	4	3	2	3	12
10	ESPINOZA GÓMEZ ADRIANA ELIZABETH	4	4	3	4	15
11	GAVILANES CORDERO NICOLE FERNANDA	3	4	3	4	14
12	GONZÁLEZ ESPINOZA JOSELYN MISHEL	3	2	4	3	12
13	GUAICHA CUSCO PAMELA ALEXANDRA	3	3	3	3	12
14	GUAMAN QUINDE JENNY PRISCILA	3	3	3	4	13
15	GUERRERO PINEDA JESSICA ANDREA	4	3	4	4	14
16	JARA QUITO LISSETH MAGALY	4	3	4	4	15
17	LAZO MOROCHO ERIKA ANDREA	3	2	2	3	10
18	MANRIQUE AMBULUNDI KARLA FERNANDA	3	2	2	2	9
19	MÉNDEZ SANMARTÍN TATIANA CAROLINA	2	2	2	3	9
20	MOLINA OCHOA DANIELA DENISSE	3	2	2	3	9
21	MUNZON LUNA JOSELINE FERNANDA	4	3	3	4	14
22	MUÑOZ GUAMAN KATHERINE LIZBETH	3	2	2	2	9
23	ORTEGA MONTALEZA MARIANA ELIZABETH	2	3	2	2	9
24	PACHECO MALLA TANIA CECILIA	3	2	2	3	10
25	PANJON PANJÓN CHRISTIAN EDUARDO	4	3	2	4	13
26	PAZMIÑO PÉREZ CAROLINA ELIZABETH	3	2	2	2	9
27	PÉREZ MONTALEZA ERIKA FERNANDA	3	2	3	3	11
28	PINOS ALVARADO KATHERINE MICHELLE	4	4	4	4	16
29	QUICHIMBO CORAIZACA CLARA BEATRIZ	3	2	2	3	10
30	QUITO BUENO JULISSA CAMILA	2	2	3	3	10
31	REDROVAN BARZALLO JENNIFER MICHELLE	3	3	3	3	12
32	REINOSO GUEVARA ESTEFANÍA MAGALY	4	3	4	3	14
33	RODRÍGUEZ SUQUILANDAGÉNESIS SAMANTHA	4	3	3	2	12



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34	SACTA REINOSO MELISSA ADRIANA	4	4	4	4	16
35	SALAMEA SABANDO LAILA NARCISA	4	4	4	5	17
36	SINCHI SUNTA EVELYN MARIBEL	3	4	2	4	13
37	SUCONOTA MOROCHO KATHERINE PAOLA	3	2	3	3	11
38	URDIALES NARANJO JAZMÍN SALOME	2	2	2	2	8
39	URGILES CHUÑIR MIRIAN BEATRIZ	3	2	2	2	9
40	UYAGUARI BARBECHO JOHANNA PATRICIA	3	3	3	3	11
41	VILLA CÁRDENAS KATHERINE PATRICIA	4	3	3	4	14
42	VILLAMAR CEDEÑO DIANA KATHERINE	4	4	4	4	16
43	VILLANUEVA MADRID MIRIAN CECILIA	4	3	3	3	13
<b>AVERAGE</b>		3.25	2.83	3.37	3.23	12.68

**MEAN: 12. 68**



**Appendix 13 - Table 4. Results obtained from the post-test applied to the control group**

1st "J"		Fluency	Grammar	Vocabulary	Pronunciation	Total
1	ASITIMBAY FLORES PABLO FABRICIO	2	2	3	2	9
2	AVILA MENA JONNATHAN FABRICIO	2	3	3	3	11
3	AVILA PERALTA DIANA BEATRIZ	2	2	2	2	9
4	BACUILIMA ALVAREZ JOHN JAVIER	3	4	3	2	12
5	BERMEO NAREA TANIA MARICELA	2	3	3	2	11
6	BURGOS ZHININ GABRIELA ESTEFANÍA	3	3	2	2	10
7	CAMPOVERDE LUCERO ADRIANA PAMELA	3	2	2	2	9
8	CAMPOVERDE ORTIZ KEYLA DAYANNA	2	3	2	2	9
9	CÁRDENAS ALVARRACIN JOSUÉ ISMAEL	2	3	2	2	9
10	DOMÍNGUEZ UREÑA ALVARO ANTONIO	3	2	3	2	10
11	GENOVES JARAMILLO VITTORIA BEATRICE	2	2	2	2	8
12	GONZÁLEZ TAPIA EDISSON LEOPOLDO	2	3	3	2	11
13	GUTAMA GALARZA DAYANNA ESTEFANÍA	2	2	3	3	10
14	ILLAPA CHICAIZA SONIA ALEXANDRA	3	2	3	2	10
15	LOZANO ALBARRACIN VERÓNICA ESTEFANÍA	3	2	3	3	11
16	MARTÍNEZ SÁNCHEZ LEONELLA GÉNESIS	3	4	4	4	15
17	MASAQUIZA LAGUA ALEX GIOVANNI	3	4	3	3	13
18	MENDOZA BERNAL JULIE CHRISTINA	4	4	4	4	16
19	MEYER ARTEAGA DAVID ALEJANDRO	2	2	3	2	9
20	MORA BUENO GABRIELA ESTEFANÍA	3	2	2	1	8
21	MOROCHO BERMEO PAUL JAVIER	2	2	2	2	8
22	NAULA MEJIA DIANA ESTEFANÍA	2	3	3	2	10
23	PARRA TENELANDA DIANA ESTEFANÍA	3	2	2	2	9
24	PATINO YUGSI RUTH KATHERINE	3	3	3	3	12
25	PÉREZ VEGA JOSELINE NATHALY	4	4	4	4	16
26	RÚALES GUAMAN MIREYA TATIANA	2	1	2	1	6
27	RUILOVA VELEZ MAURO CESAR	2	3	2	1	8
28	SANTOS CRIOLLO PATRICIA ELIZABETH	4	3	4	4	15
29	TENESACA LANDI MAYRA CAROLINA	2	2	2	2	8
30	ULLAGUARI GUALPA MONICA FABIOLA	3	2	3	2	10
31	UYAGUARI QUITO JESSICA PATRICIA	2	1	2	2	8





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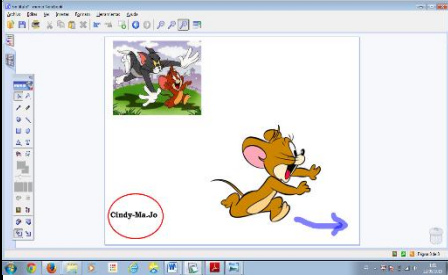
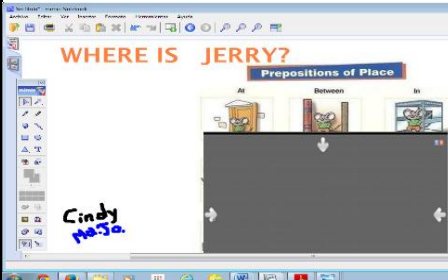
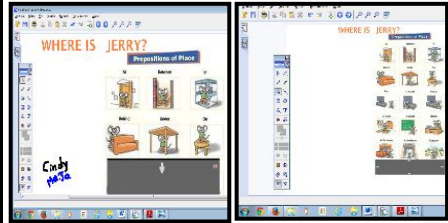
32	VALDEZ MOLINA JOSÉ EDUARDO	3	2	2	2	9
33	VANEGAS SIGUENCIA KEVIN RAFAEL	2	2	2	2	8
34	VASQUEZ GUALPA NEISER RIGOBERTO	3	2	3	4	10
35	VINUEZA FAREZ MARIELA ESTHEFANIA	3	4	4	3	14
<b>AVERAGE</b>		2.6	2.57	2.71	2.76	10.64

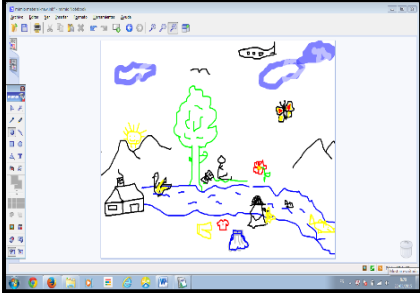
**MEAN: 10. 64**



Appendix 14 - Lesson plan 1

<b>LEVEL:</b> BACHILLERATO	<b>ESPECIALIDAD:</b> BGU	<b>ÁREA:</b> ENGLISH LANGUAGE	<b>AÑO LECTIVO</b> 2014_2015	
<b>SUBJECT:</b> INGLÉS	<b>CLASS:</b> FIRST	<b>PARALELO:</b> D		
<b>TEACHERS:</b> Ma. J LIVICOTA- CINDY OCHOA				
<b>EJE TRANSVERSAL:</b> HUMAN VALUES : RESPECT				
<b>UNIT:</b> 3 "MIAMI – A GREAT PLACE TO BE!"				
<b>TOPIC:</b> PRESENT PROGRESSIVE/CONTINUOUS: PREPOSITIONS OF LOCATION				
<p>➤ <b>AIM:</b> AT THE END OF THE LESSON THE STUDENTS WILL BE ABLE TO</p> <ul style="list-style-type: none"> <li>USE THE PRESENT PROGRESSIVE IN ORDER TO SAY WHERE OBJECTS, PEOPLE, AND ANIMALS ARE USING PREPOSITIONS OF LOCATION.</li> </ul>				
<b>FUNCTION:</b> Identify the locations of people places and things.	<b>SKILLS:</b> SPEAKING	<b>NRO. PERÍODOS:</b> 1	<b>LESSON PLAN</b> 1	
ACTIVITIES TEACHER/ STUDENT		MATERIALS	EVALUATION	
			SUCCESS INDICATORS	TECHNIQUE/ INSTRUMENT
ANTICIPATION	<b>PRE-ACTIVITY</b>	<ul style="list-style-type: none"> <li>Objects: school supplies</li> <li>warm-up</li> </ul>	Identify some prepositions of place.	Oral/diagnostic test
	<ul style="list-style-type: none"> <li>➤ Warm-up "Simon says".</li> <li>• Then the teacher gives a command. "Simon says put your book under the chair"</li> <li>• The students (Ss) do the actions.</li> <li>• Ss have to do only the actions beginning with "Simon says".</li> </ul>			

<p>CONCEPT DEVELOPMENT</p>	<p><b>ACTIVITY</b></p> <ul style="list-style-type: none"> <li>➤ Teacher (T) displays a picture on the whiteboard.</li> <li>➤ T asks Ss some questions about the cartoon's characters. <ul style="list-style-type: none"> <li>What are their names?</li> <li>Are they friends?</li> <li>What does Tom usually do?</li> <li>What is Jerry doing right now?</li> </ul> </li> <li>➤ T provides some pictures for each preposition trying to get the students to guess where is the mouse before showing a picture of Jerry on the <i>Interactive Whiteboard</i> and moving onto the next one.</li> <li>➤ T ensures the pronunciation and the translation of the prepositions before continuing.</li> <li>➤ Ss work in pairs in order to exchange information about prepositions using class objects.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Interactive Whiteboard</i></li> <li>- Importing images</li> <li>- Reveal tool</li> </ul>   	<p>Describe where the character is by using prepositions of location.</p>	<p>Choral response. Pair work.</p>
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<b>CONCEPT APPLICATION</b>	<p><b>POST-ACTIVITY</b></p> <ul style="list-style-type: none"> <li>➤ Ss participate in a drawing-dictation-activity on the Interactive Whiteboard.</li> <li>➤ T provides a written story and asks a student read the first sentence.</li> <li>➤ Other student tries to draw what it being said.</li> <li>➤ T asks the next student reads the second sentence.</li> <li>➤ Other volunteer student draws the corresponding interpretation.</li> <li>➤ This activity continues until the story ends.</li> <li>➤ Ss compare the story with the resulting drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Interactive Whiteboard</i></li> <li>Interactive pen</li> <li>Interactive eraser</li> <li>Color palette</li> </ul>  <ul style="list-style-type: none"> <li>• Story script.</li> </ul> <div style="background-color: #f9e79f; padding: 5px;"> <p><b>Story</b></p> <p><i>A boy is sitting down under a beautiful tree in the middle of the forest. Next to him we can see an open book. His mother is washing the clothes in the river, across from him. There is a small house with a chimney behind the tree. A radiant sun is rising between two mountains behind the house. There are three clouds over the tree, one on the left and other two on the right. A plane is flying above the clouds. A nice small bird is flying above the tree. A colorful butterfly is flying under the clouds and over two mountains in front of the boy. A yellow duck is swimming on the river near the house. A nice red flower is in front of the boy. Some fish are swimming, too. What a nice landscape!</i></p> <p><i>By Cindy &amp;Ma. Jo.</i></p> </div>	<p>Interpret oral messages about places and actions.</p>	<p>Feedback/drawing-dictation</p>
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**BIBLIOGRAFÍA:** “English” Students’ and teacher’s book No. 2. Level 2. Ministerio de Educación. Pearson Education, 2012  
 “Mimio Studio” User Guide. Sanford, L.P. 2008

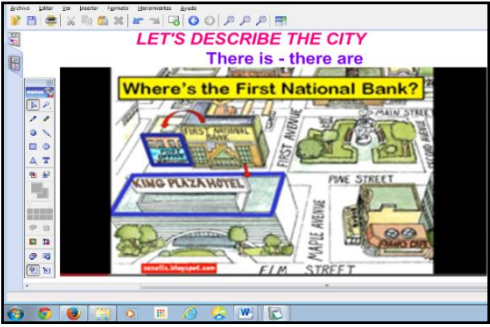
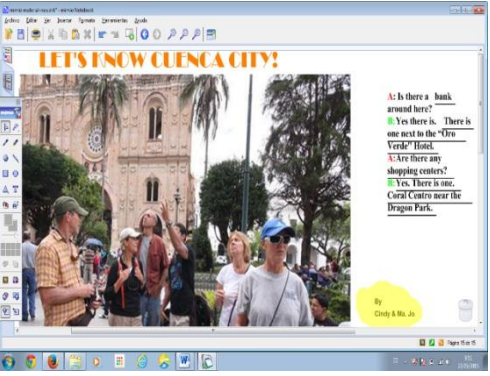


**Appendix 15 – Lesson plan 2**

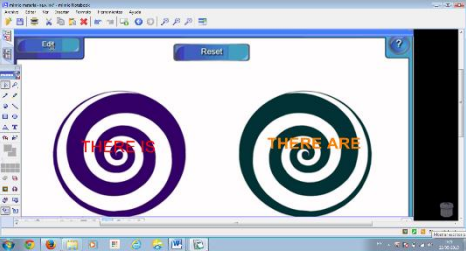
<b>LEVEL:</b> BACHILLERATO	<b>ESPECIALIDAD:</b> BGU	<b>ÁREA:</b> ENGLISH LANGUAGE	<b>AÑO LECTIVO</b> 2014_2015	
<b>SUBJECT:</b> INGLÉS	<b>CLASS:</b> FIRST	<b>PARALELO:</b> D		
<b>TEACHERS:</b> MA. J LIVICOTA- CINDY OCHOA				
<b>EJE TRANSVERSAL:</b> HUMAN VALUES : RESPECT				
<b>UNIT:</b> 3 “MIAMI – A GREAT PLACE TO BE!”				
<b>TOPIC:</b> PRESENT PROGRESSIVE/CONTINUOUS: THERE IS / THERE ARE				
<p>➤ <b>AIM: AT THE END OF THE LESSON THE STUDENTS WILL BE ABLE TO</b></p> <ul style="list-style-type: none"> <li>• DESCRIBE THE EXISTENCE OR NOT OF SOME PLACES IN A CITY BY USING THERE IS AND THERE ARE IN AFFIRMATIVE AND NEGATIVE FORM, IN QUESTIONS AND SHORT ANSWERS.</li> <li>• USE CONTRACTIONS.</li> </ul>				
<b>FUNCTION:</b>  Asking and giving information about places in a city. Making suggestions.	<b>SKILLS:</b> SPEAKING	<b>NRO. PERÍODOS:</b>  1	<b>LESSON PLAN</b>  2	
<b>ACTIVITIES</b> <b>TEACHER/ STUDENT</b>	<b>MATERIALS</b>	<b>EVALUATION</b>		
		<b>SUCCESS INDICATORS</b>	<b>TECHNIQUE/ INSTRUMENT</b>	



<b>ANTICIPATION</b>	<p><b>PRE-ACTIVITY</b></p> <ul style="list-style-type: none"> <li>➤ Warm-up “ The Messy Desk”</li> <li>• Teacher (T) place many countable items on her desk.</li> <li>• T goes through them by saying: Look at my desk.</li> </ul> <p>There are some objects on my desk.</p> <p>What can you see?</p> <p>There is a pen, there is an eraser, there are three markers, etc.</p> <ul style="list-style-type: none"> <li>• Students (Ss) repeat after the teacher and tell her what the item is when the teacher holds it up.</li> <li>• T does this with every item.</li> </ul>	<ul style="list-style-type: none"> <li>• objects</li> <li>• warm-up</li> </ul>	<p>Distinguish the use of there is and there are.</p>	<p>Oral/ questioning diagnostic test</p>
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<p><b>CONCEPT DEVELOPMENT</b></p>	<p><b>ACTIVITY</b></p> <ul style="list-style-type: none"> <li>➤ T shows a table about the use of <i>there is</i> and <i>there are</i>.</li> <li>➤ Ss deduce the use of <i>there is</i> and <i>there are</i>.</li> <li>➤ T reinforces the grammar rule in affirmative and negative form by using the <i>Interactive Whiteboard</i>.</li> <li>➤ T also explains the uses of <i>there is</i> and <i>there are</i> in questions and answers.</li> <li>➤ T shows students how to make contractions by giving examples.</li> <li>➤ T displays a picture of a city.</li> <li>➤ Ss work in pairs in order to orally describe the places on the picture by using <i>there is</i> and <i>there are</i>.</li> <li>➤ Ss role play a real situation about tourists in Cuenca.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Interactive Whiteboard</i></li> <li>-Interactive pen</li> <li>-Inserting pictures</li> </ul>  	<p>Describe the city, mentioning the number of places.</p> <p>Ask and give true information about places in the school's neighborhood.</p>	<p>Test/picture description</p> <p>Group work.</p> <p>Pair work</p> <p>Oral production.</p> <p>Lexical chunk for conversation.</p> <p>Pair work.</p>
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<b>CONCEPT APPLICATION</b>	<b>POST-ACTIVITY</b>			
	<b><u>FEEDBACK</u></b>  ➤ T and Ss summarize the lesson playing a vortex sort. ➤ Ss classify objects into two categories.	<ul style="list-style-type: none"><li>• <i>Interactive Whiteboard Lesson Activity Toolkit 2.0</i></li></ul> <p>Vortex sort</p> 	Classify the objects and places in the corresponding category: <i>There is – there are.</i>	Oral test/ classification

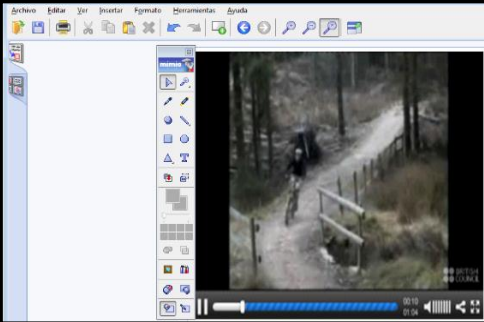
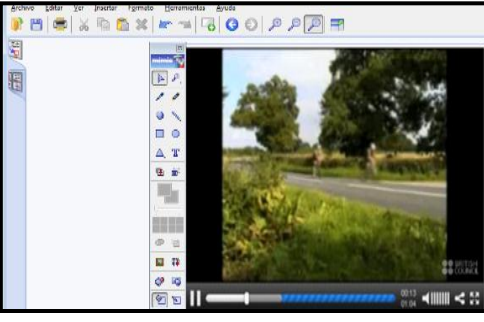
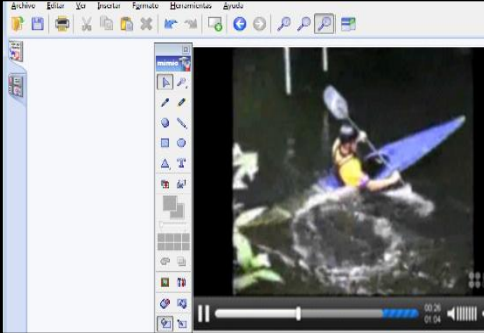
**BIBLIOGRAFÍA:** “English” Students ‘and teacher’s book No. 2. Level 2. Ministerio de Educación. Pearson Education, 2012  
“Mimio Studio” User Guide. Sanford, L.P. 2008












Appendix 16 – Lesson plan 3

<b>LEVEL:</b>	<b>BACHILLERATO</b>	<b>ESPECIALIDAD:</b>	<b>BGU</b>	<b>ÁREA:</b>	<b>ENGLISH LANGUAGE</b>	<b>AÑO LECTIVO</b>		
<b>SUBJECT:</b>	<b>INGLÉS</b>	<b>CLASS:</b>	<b>FIRST</b>	<b>PARALELO:</b>	<b>D</b>	<b>2014_2015</b>		
<b>TEACHERS:</b> MA. J LIVICOTA- CINDY OCHOA								
<b>EJE TRANSVERSAL:</b> HUMAN VALUES : RESPECT								
<b>UNIT:</b> 3 “MIAMI – A GREAT PLACE TO BE!”								
<b>TOPIC:</b> PRESENT PROGRESSIVE/CONTINUOUS: LEISURE ACTIVITIES								
<p>➤ <b>AIM:</b> AT THE END OF THE LESSON THE STUDENTS WILL BE ABLE TO</p> <ul style="list-style-type: none"> <li>TALK ABOUT LEISURE ACTIVITIES.</li> <li>USE VOCABULARY RELATED TO LEISURE TIME ACTIVITIES AND FREQUENCY ADVERBS.</li> <li>IDENTIFY DIFFERENT TYPES OF LEISURE ACTIVITIES.</li> <li>HAVE AWARENESS OF THE BENEFITS OF LEISURE ACTIVITIES.</li> </ul>								
<b>FUNCTION:</b>			<b>SKILLS:</b> SPEAKING		<b>NRO. PERÍODOS:</b>		<b>LESSON PLAN</b>	
To develop insight into target culture leisure time.					1		3	
ACTIVITIES TEACHER/ STUDENT				MATERIALS			EVALUATION	
							SUCCESS INDICATORS	TECHNIQUE/ INSTRUMENT
<b>ANTICIPATION</b>	<b>PRE-ACTIVITY</b>			<ul style="list-style-type: none"> <li><i>Interactive Whiteboard</i> <ul style="list-style-type: none"> <li>Lesson activity toolkit 2.0</li> </ul> </li> <li>Activity Pairs</li> </ul>			Identify verbs in written and images.	Diagnostic test/ matching
	<p>➤ Warm-up</p> <ul style="list-style-type: none"> <li>Teacher (T) tells students that they are going to match a set of pictures to vocabulary cards in the <i>Interactive Whiteboard</i>.</li> </ul>							

<p>CONCEPT DEVELOPMENT</p>	<p><b>ACTIVITY</b></p> <ul style="list-style-type: none"> <li>➤ T uses the <i>Interactive Whiteboard</i> and shows the students some US common free time activities.</li> <li>➤ Students (Ss) identify the common leisure activities and comment about them.</li> <li>➤ Ss say their leisure activities and write them on the whiteboard.</li> <li>➤ T pronounces each activity.</li> <li>➤ Ss repeat each activity.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Interactive Whiteboard</i></li> <li>Projecting</li> </ul> <p>Video</p>   	<p>Students use the present progressive and word for leisure activities in order to express things they do in their free time.</p>	<p>Oral drill Brainstorming</p>
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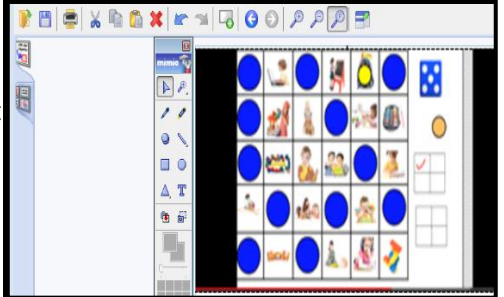
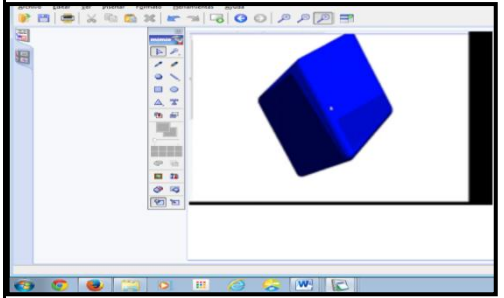
<p>CONCEPT APPLICATION</p>	<p><b>POST-ACTIVITY</b></p> <p>➤ Ss in pairs talk about their own free time activities.</p>	<p>- Worksheet.</p> <p><b>WORKSHEET</b></p> <p><b>STUDENT: ..... CLASS: 1st.....DATE: .....</b></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>FREE TIME</b></p>  <p><b>ACTIVITIES/HOBBIES/LEISURE</b></p> <p><b>FORMULATE SENTENCES USING EXPRESSIONS OF TIME</b></p> <p>Sometimes - once a week - every day - on weekends  never - always - twice a day  each month</p>       </div> <p style="text-align: center;"><b>NOW IS TIME TO SPEAK IN ENGLISH!</b></p> <p>A: WHAT DO YOU DO IN YOUR FREE TIME?  B: .....</p> <p>A: HOW OFTEN DO YOU .....?  B: I .....</p> <p>A: WHAT (PROGRAM/THINGS/FRIENDS/KIND OF MUSIC, ETC)...DO YOU (WATCH, BUY, LISTEN, ETC)?  B: I .....</p> <p style="text-align: center; font-size: small;">Worksheet designed by Cindy Ochoa/Ma. J.Livicota.</p>	<p>Talk about the activities you do in your free time.</p>	<p>Oral production/ conversation.</p> <p>Pair work</p>
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**BIBLIOGRAFÍA:** "English" Students' and teacher's book No. 2. Level 2. Ministerio de Educación. Pearson Education, 2012  
" Mimio Studio" User Guide. Sanford, L.P. 2008

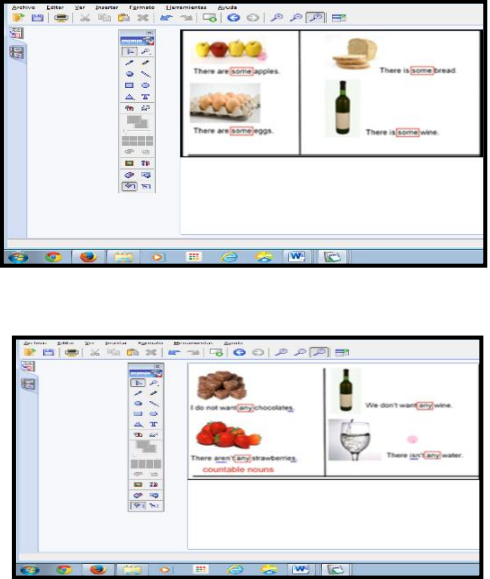


**Appendix 17 – Lesson plan 4**

<b>LEVEL:</b> BACHILLERATO	<b>ESPECIALIDAD:</b> BGU	<b>ÁREA: ENGLISH LANGUAGE</b>		<b>AÑO LECTIVO</b> 2014_2015
<b>SUBJECT:</b> INGLÉS	<b>CLASS:</b> FIRST	<b>PARALELO:</b> D		
<b>TEACHERS:</b> Ma. J LIVICOTA- CINDY OCHOA				
<b>EJE TRANSVERSAL:</b> HUMAN VALUES : RESPECT				
<b>UNIT:</b> 3 “MIAMI – A GREAT PLACE TO BE!”				
<b>TOPIC:</b> PRESENT PROGRESSIVE/CONTINUOUS: SOME AND ANY				
<ul style="list-style-type: none"> <li>➤ <b>AIM: AT THE END OF THE LESSON THE STUDENTS WILL BE ABLE TO</b></li> <li>➤ DIFFERENTIATE BETWEEN THE USAGE OF “SOME” AND “ANY” THROUGH UNDERSTANDING NOTES AND A GAME OF MAKING SENTENCES.</li> <li>➤ USE THE DETERMINERS “SOME” AND “ANY” CORRECTLY AND APPROPRIATELY IN SENTENCES AND DAILY CONVERSATION.</li> </ul>				
<b>FUNCTION:</b> Show that something exists, often in a specific place.	<b>SKILLS:</b> SPEAKING	<b>NRO. PERÍODOS:</b> 1	<b>LESSON PLAN</b> 4	
ACTIVITIES TEACHER/ STUDENT	MATERIALS	EVALUATION		
		SUCCESS INDICATORS	TECHNIQUE/ INSTRUMENT	
<b>PRE-ACTIVITY</b> <ul style="list-style-type: none"> <li>➤ Warm-up: “Supermarket basket”</li> <li>➤ Teacher explains the game.</li> <li>➤ One by one the students pass the basket to each other.</li> <li>➤ The student who is holding the “potato” when the whistle sounds, takes a food and says its name.</li> <li>➤ All students say if the food shown is countable or uncountable.</li> <li>➤ The game advances until some students have participated.</li> </ul>	<ul style="list-style-type: none"> <li>- Warm up</li> <li>- Basket</li> <li>- Foods</li> <li>- Foods</li> <li>- Whistle</li> </ul>	Recognize uncountable and countable nouns.	Oral/Review test	

<b>CONCEPT DEVELOPMENT</b>	<p><b>ACTIVITY</b></p> <ul style="list-style-type: none"> <li>➤ Teacher explains the uses of some and any.</li> <li>➤ T provides some examples using some and any.</li> <li>➤ Students practice the topic learned.</li> <li>➤ Students roll the die. Move forward the number of spaces that comes up on the die. If it is an even number, make a sentence using the picture that you landed on and "some." (2 = I have some chicken.) If it is an odd number, make a sentence using the picture that you landed on and "any." (3 = I don't have any doughnuts.) Once all students have reached the finish box, the game is over.</li> </ul>	<p>- <i>Interactive Whiteboard</i> -Tables</p>  <p>- Dice</p> 	<p>Use the grammar point to talk about quantity.</p>	<p>Oral production Choral response Test/game</p>
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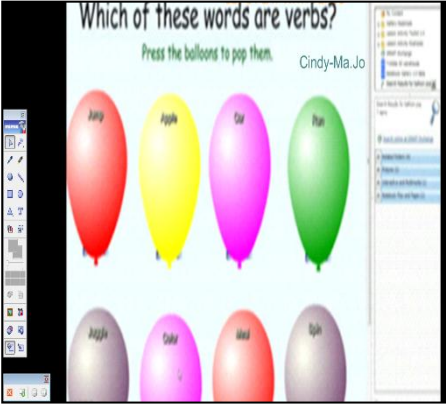




<b>CONCEPT APPLICATION</b>	<p><b>POST-ACTIVITY</b></p> <ul style="list-style-type: none"> <li>➤ Teacher presents some pictures on the whiteboard.</li> <li>➤ Students in pairs ask and answer questions.</li> <li>➤ Student A: Do you have any <u>oranges</u>?</li> <li>➤ Student B: Yes, I have some <u>oranges</u>.</li> </ul> <p style="padding-left: 100px;">No. I don't have any <u>oranges</u>.</p>	<p>- <i>Interactive Whiteboard Gallery</i></p> 	<p>Exchange information using some and any.</p>	<p>Oral production</p>
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**BIBLIOGRAFÍA:** “English” Students’ and teacher’s book No. 2. Level 2. Ministerio de Educación. Pearson Education, 2012 “Mimio Studio” User Guide. Sanford, L.P. 2008



Appendix 18 – Lesson plan 5

<b>LEVEL: BACHILLERATO</b>		<b>ESPECIALIDAD: BGU</b>		<b>ÁREA: ENGLISH LANGUAGE</b>		<b>AÑO LECTIVO</b>	
<b>SUBJECT: INGLÉS</b>		<b>CLASS: FIRST</b>		<b>PARALELO: D</b>		2014_2015	
<b>TEACHERS:</b> MA. J LIVICOTA- CINDY OCHOA							
<b>EJE TRANSVERSAL:</b> HUMAN VALUES: RESPECT. COMMUNICATE OPINIONS, THOUGHTS, IDEAS, FEELINGS RELATED TO THE SOCIO-CULTURAL ENVIRONMENT MAKING USE OF ENGLISH WITH RESPECT AND IDENTITY.							
<b>UNIT: 4 “WHAT’S BRIAN DOING?”</b>							
<b>TOPIC: PRESENT PROGRESSIVE/CONTINUOUS: REVIEW OF VERBS</b>							
<p>➤ <b>AIM: AT THE END OF THE LESSON THE STUDENTS WILL BE ABLE TO</b></p> <ul style="list-style-type: none"> <li>IDENTIFY ACTIONS FROM OTHER PARTS OF SPEECH</li> <li>TALK ABOUT THE ACTIONS PRESENTED IN SOME PICTURES.</li> <li>USE VERBS PROPERLY</li> </ul>							
<b>FUNCTION:</b> Describing actions		<b>SKILLS:</b> SPEAKING		<b>NRO. PERÍODOS:</b> 1		<b>LESSON PLAN</b> 5	
ACTIVITIES TEACHER/ STUDENT		MATERIALS		EVALUATION			
				SUCCESS INDICATORS		TECHNIQUE/ INSTRUMENT	
<b>ANTICIPATION</b>  <b>PRE-ACTIVITY</b>  <b>K.W.L. STRATEGY</b>  <b>WHAT DO WE KNOW?</b>  ➤ Warm-up “ <b>Balloon pop</b> ” <ul style="list-style-type: none"> <li>Teacher (T) explains the game.</li> <li>Some volunteer students go to the whiteboard and try to pop the balloon containing a verb.</li> <li>The student who pops the right balloon wins a check.</li> <li>If a student pops the wrong balloon it is marked with a cross.</li> <li>The game advances until some students have participated.</li> </ul>		<ul style="list-style-type: none"> <li><i>Interactive Whiteboard:</i> Notebook</li> <li>Balloon pop</li> </ul> 		Identify and manage a considerable vocabulary related to actions.		Oral/diagnostic test  Brainstorming	

<b>CONCEPT DEVELOPMENT</b>	<p><b>ACTIVITY</b></p> <p><b>WHAT DO WE WANT TO KNOW?</b></p> <ul style="list-style-type: none"> <li>➤ Students (Ss) deduce the function and use of the verbs</li> <li>➤ T explains and provides examples.</li> <li>➤ Ss give their own examples.</li> <li>➤ T displays some pictures on the <i>Interactive Whiteboard</i>. (One by one).</li> <li>➤ Ss play jeopardy on the whiteboard.</li> <li>➤ Ss recognize the parts of speech.</li> <li>➤ Ss work and compete in groups. (families)</li> <li>➤ Ss respond the questions stated on the Jeopardy game.</li> <li>➤ Ss take turns to speak</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Interactive Whiteboard</i></li> <li>-Importing <i>PDF</i> files</li> <li>-Jeopardy/Power Point</li> </ul>  	<p>Realize the importance of verbs in real life situations as for describing what someone does.</p> <p>Identify the main parts of speech and their functions properly.</p>	<p>Test/Oral</p> <p>Test/Questionnaire</p> <p>Test/Multiple choice/ Gap-filling</p> <p>Diagnosis</p> <p>Test/Brainstorming</p>
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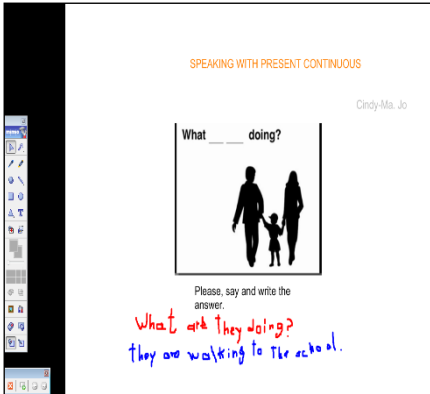
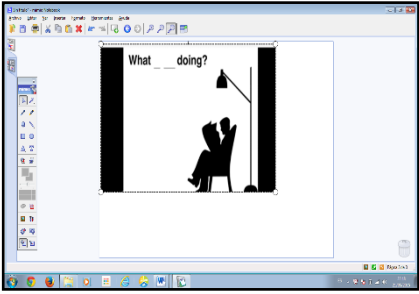


<b>CONCEPT APPLICATION</b>	<p><b>POST-ACTIVITY</b></p> <p><b>WHAT DID WE LEARN?</b></p> <ul style="list-style-type: none"> <li>➤ Ss look at the picture and say the action.</li> <li>➤ Ss identify the verbs in some sentences.</li> <li>➤ Ss orally describe some pictures displayed on the <i>Interactive Whiteboard</i>.</li> <li>➤ T and Ss summarize the lesson applying the KWL strategy.</li> </ul>	<p>- <i>Interactive Whiteboard</i> Importing/pictures/photos</p>	<p>Say the action performed by each subject.</p>	<p>Oral production/ Describing pictures KWL strategy</p>
	<p><b>BIBLIOGRAFÍA:</b> “English” Students and teacher’s book No. 2. Level 2. Ministerio de Educación. Pearson Education, 2012 “Mimio Studio” User Guide. Sanford, L.P. 2008</p>			



Appendix 19 – Lesson plan 6

<b>LEVEL: BACHILLERATO</b>		<b>ESPECIALIDAD: BGU</b>	<b>ÁREA: ENGLISH LANGUAGE</b>	<b>AÑO LECTIVO</b>
<b>SUBJECT: INGLÉS</b>		<b>CLASS: FIRST</b>	<b>PARALELO: D</b>	2014_2015
<b>TEACHERS:</b> MA. J LIVICOTA- CINDY OCHOA				
<b>EJE TRANSVERSAL:</b> HUMAN VALUES: RESPECT: COMMUNICATE OPINIONS, THOUGHTS, IDEAS, FEELINGS RELATED TO THE SOCIO-CULTURAL ENVIRONMENT MAKING USE OF ENGLISH WITH RESPECT AND IDENTITY.				
<b>UNIT: 4 “WHAT’S BRIAN DOING?”</b>				
<b>TOPIC: PRESENT PROGRESSIVE/CONTINUOUS: ASKING WHAT SOMEONE IS DOING.</b>				
<p>➤ <b>AIM: AT THE END OF THE LESSON THE STUDENTS WILL BE ABLE TO</b></p> <ul style="list-style-type: none"> <li>ORALLY DESCRIBE WHAT SOMEONE IS DOING.</li> <li>TALK ABOUT THE ACTIONS PERFORMED BY SOME PEOPLE OR ANIMALS PRESENTED ON THE PICTURES.</li> <li>USE THE VERB FORM IN REAL SITUATIONS</li> </ul>				
<b>FUNCTION:</b> Describing what people are doing right now.		<b>SKILLS:</b> SPEAKING	<b>NRO. PERÍODOS:</b> 1	<b>LESSON PLAN</b> 6
ACTIVITIES TEACHER/ STUDENT		MATERIALS	EVALUATION	
			SUCCESS INDICATORS	TECHNIQUE/ INSTRUMENT
ANTICIPATION	<b>PRE-ACTIVITY</b>	<ul style="list-style-type: none"> <li>- Audio player.</li> <li>• Ball</li> </ul>	Identify as many verbs as you can.	Oral/diagnostic test Brainstorming
	<b>K.W.L. STRATEGY</b>  <b>WHAT DO WE KNOW?</b> <ul style="list-style-type: none"> <li>➤ Warm-up “hot potato”</li> <li>➤ Teacher (T) explains the game.</li> <li>➤ One by one the students toss the potato (ball) to each other while music plays.</li> <li>➤ The player who is holding the “potato” when music stops, says a verb.</li> <li>➤ The game advances until some students have participated.</li> </ul>			

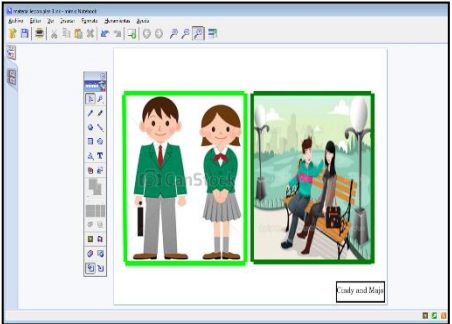
<p><b>CONCEPT DEVELOPMENT</b></p>	<p><b>ACTIVITY</b></p> <p><b>WHAT DO WE WANT TO KNOW?</b></p> <ul style="list-style-type: none"> <li>➤ T displays a picture in the <i>Interactive Whiteboard</i>.</li> <li>➤ Students (Ss) describe the picture.</li> <li>➤ Ss deduce the verb form.</li> <li>➤ T shows a mind map of the present continuous.</li> <li>➤ T explains and provides examples.</li> <li>➤ Ss give some more examples.</li> <li>➤ Ss talk about what people and animals on the whiteboard are doing.</li> <li>➤ Ss say and write on the whiteboard.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Interactive Whiteboard</i></li> <li>- Pictures</li> </ul>  <ul style="list-style-type: none"> <li>- Interactive pen</li> <li>- Mind map (interactive pen)</li> </ul>	<p>Realize the importance of verbs in real life situations as for describing what someone is doing.</p>	<p>Test/Oral</p> <p>Test/Questionnaire</p> <p>Test/Multiple choice/Gap-filling</p>
<p><b>CONCEPT APPLICATION</b></p>	<p><b>POST-ACTIVITY</b></p> <p><b>WHAT DID WE LEARN?</b></p> <ul style="list-style-type: none"> <li>➤ Ss summarize the lesson</li> <li>➤ T displays some flash cards on the whiteboard.</li> <li>➤ Ss in groups, take turns to talk about what someone is doing and complete the corresponding card.</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Interactive Whiteboard</i></li> <li>Flash cards.</li> </ul> 	<p>Orally describe what someone is doing.</p>	<p>Oral production/Describing pictures</p>

**BIBLIOGRAFÍA:** “English” students’ and teacher’s book No. 2. Level 2. Ministerio de Educación. Pearson Education, 2012  
 “Mimio Studio” User Guide. Sanford, L.P. 2008



**Appendix 20 – Lesson plan 7**

<b>LEVEL:</b> BACHILLERATO	<b>ESPECIALIDAD:</b> BGU	<b>ÁREA:</b> ENGLISH LANGUAGE	<b>AÑO LECTIVO</b>	
<b>SUBJECT:</b> INGLÉS	<b>CLASS:</b> FIRST	<b>PARALELO:</b> D	2014_2015	
<b>TEACHERS:</b> Ma. J Livicota- Cindy Ochoa				
<b>EJE TRANSVERSAL:</b> HUMAN VALUES: RESPECT: COMMUNICATE OPINIONS, THOUGHTS, IDEAS, FEELINGS RELATED TO THE SOCIO-CULTURAL ENVIRONMENT MAKING USE OF ENGLISH WITH RESPECT AND IDENTITY.				
<b>UNIT:</b> 4 “WHAT’S BRIAN DOING?”				
<b>TOPIC:</b> PRESENT PROGRESSIVE/CONTINUOUS: SIMPLE PRESENT VS. PRESENT PROGRESSIVE-.				
<p>➤ <b>AIM:</b> AT THE END OF THE LESSON THE STUDENTS WILL BE ABLE TO</p> <ul style="list-style-type: none"> <li>● ORALLY DESCRIBE WHAT SOMEONE USUALLY DOES.</li> <li>● TALK ABOUT THE HABITS AND ROUTINES.</li> <li>● EXCHANGE INFORMATION ABOUT WHAT IS HAPPENING RIGHT NOW</li> <li>● USE THE VERB FORMS IN REAL SITUATIONS: CHATTING ON THE CELLPHONE.</li> </ul>				
<b>FUNCTION:</b> Talking about what’s going on now and what usually happens.	<b>SKILLS:</b> SPEAKING	<b>NRO. PERÍODOS:</b> 1	<b>LESSON PLAN</b> 7	
<b>ACTIVITIES</b> <b>TEACHER/ STUDENT</b>	<b>MATERIALS</b>	<b>EVALUATION</b>		
		<b>SUCCESS INDICATORS</b>	<b>TECHNIQUE/ INSTRUMENT</b>	

<p>ANTICIPATION</p>	<p><b>PRE-ACTIVITY</b></p> <p><b>K.W.L. STRATEGY</b></p> <p><b>WHAT DO WE KNOW?</b></p> <ul style="list-style-type: none"> <li>➤ Teacher (T) presents a situation and displays two images of a couple of students of the “Ciudad de Cuenca” High School.</li> <li>➤ T asks some questions about the images. <ul style="list-style-type: none"> <li>• What do they usually do?</li> <li>• What does she wear?</li> <li>• What do they do after school?</li> <li>• What are they wearing today?</li> </ul> </li> <li>➤ Students (Ss) deduce the difference between both images.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Interactive Whiteboard:</i> <ul style="list-style-type: none"> <li>- Gallery Images</li> </ul> </li> </ul> 	<p>Identify routine and casual events.</p> <p>Oral/Quiz</p> <p>Choral response</p> <p>Diagnosis test/activating</p>
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**ACTIVITY**

**WHAT DO WE WANT TO KNOW?**

- T displays a Garfield's video on the *Interactive Whiteboard*.
- Ss watch the video and say what Garfield usually does.
- T shows another video about the same character.
- Ss say what Garfield is doing right now. Ss deduce the difference of the actions performed in each tense.
- As the video plays, teacher pause the video, circles the verbs, draws lines, and writes comments over the images.
- Ss use the interactive pen to write or draw lines over or into the images.
- T explains the verb forms and provides some examples.
- Ss give some more examples.
- T and ss summarize the lesson.


- *Interactive Whiteboard*
- Capture/import Video ( You tube)



Distingue the habits and routines from casual events or actions.

Test/Oral Response  
Test/Questionnaire

CONCEPT DEVELOPMENT

CONCEPT APPLICATION	<p><b>POST-ACTIVITY</b></p> <p><b>WHAT DID WE LEARN?</b></p> <ul style="list-style-type: none"> <li>➤ Pair work: Role-play</li> <li>➤ T provides a speaking grid for each student.</li> <li>➤ Ss in pairs take turns asking and answering questions about what someone is doing and complete the corresponding grid.</li> <li>➤ Ss role-play the conversation, replacing the underlined parts and giving true information.</li> </ul>	<p>- Role-play/Grid</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><b>ROLE-PLAY</b></p> <p><b>TO PRACTICE ENGLISH</b></p>  </div> <p><b>A:</b> Hello?</p> <p><b>B:</b> Hi, <u>Nikki</u>. What's up?</p> <p><b>A:</b> Nothing much.</p> <p><b>B:</b> What are you doing?</p> <p><b>A:</b> <u>Reading</u>.</p> <p><b>B:</b> What are you <u>reading</u>?</p> <p><b>A:</b> The <u>new Harry Potter book</u>.</p> <p><b>B:</b> Do you always <u>read</u> in your free time?</p> <p><b>A:</b> <u>Usually</u>.</p> <p><b>B:</b> What else you do?</p> <p><b>A:</b> I <u>sometimes watch DVDs or play video games</u>.</p> <p><b>B:</b> Ok. I have to go. My mom is calling me.</p> <p>See you later.</p> <p><b>A:</b> Bye.</p>	<p>Talk on the phone about what you are doing right now.</p>	<p>Oral production/ Role-play</p>
	<p><b>BIBLIOGRAFÍA:</b></p> <ul style="list-style-type: none"> <li>- "English" students' and teacher's book No. 2. Level 2. Ministerio de Educación. Pearson Education, 2012</li> <li>- "Mimio Studio" User Guide. Sanford, L.P. 2008.</li> <li>- "Garfield's busy day". Teaching vocabulary: daily routine. Bettencourt, Lidia. Oct 11. 2012. Video. Web. May 12. 2014. <a href="https://www.youtube.com/watch?v=x_BMqf4w0CQ">https://www.youtube.com/watch?v=x_BMqf4w0CQ</a></li> </ul>			



**Appendix 21 – Lesson plan 8**

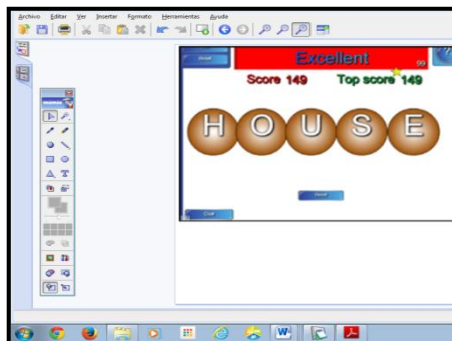
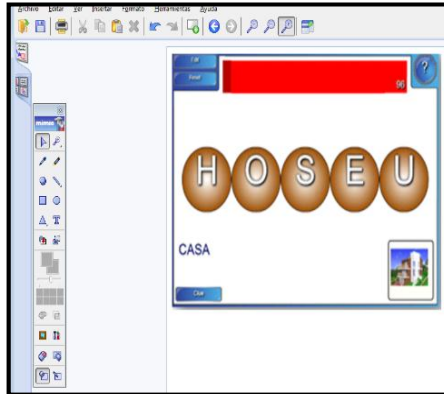
<b>LEVEL:</b> <b>BACHILLERATO</b>	<b>ESPECIALIDAD: BGU</b>	<b>ÁREA: ENGLISH LANGUAGE</b>	<b>AÑO LECTIVO</b>  2014_2015
<b>SUBJECT: INGLÉS</b>	<b>CLASS: FIRST</b>	<b>PARALELO: D</b>	
<b>TEACHERS:</b> MA. J LIVICOTA- CINDY OCHOA			
<b>EJE TRANSVERSAL:</b> HUMAN VALUES : RESPECT			
<b>UNIT: 4 “WHAT’S BRIAN DOING?”</b>			
<b>TOPIC:</b> PRESENT PROGRESSIVE/CONTINUOUS: ROOMS AND PARTS OF A HOUSE			
<p>➤ <b>AIM: AT THE END OF THE LESSON THE STUDENTS WILL BE ABLE TO</b></p> <ul style="list-style-type: none"> <li>● LEARNING WORDS RELATED TO HOUSE, ROOMS, FURNITURE, AND OBJECTS THAT CAN BE FOUND IN DIFFERENT ROOMS.</li> <li>● TALK ABOUT WHAT PEOPLE USUALLY DO IN EACH ROOM OF THE HOUSE.</li> <li>● TALK ABOUT FAVORITE PLACES IN A HOUSE.</li> </ul>			
<b>FUNCTION:</b>  Talking about preferences.  Expressing opinions.	<b>SKILLS: SPEAKING</b>	<b>NRO. PERÍODOS:</b>  1	<b>LESSON PLAN</b>  8
<b>ACTIVITIES</b>  <b>TEACHER/ STUDENTS</b>	<b>MATERIALS</b>	<b>EVALUATION</b>	
		<b>SUCCESS INDICATORS</b>	<b>TECHNIQUE/ INSTRUMENT</b>



**PRE-ACTIVITY**

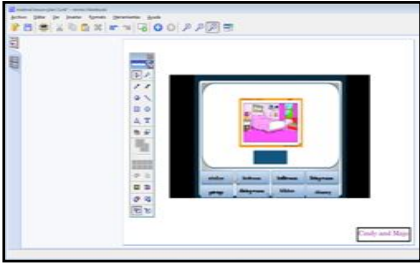
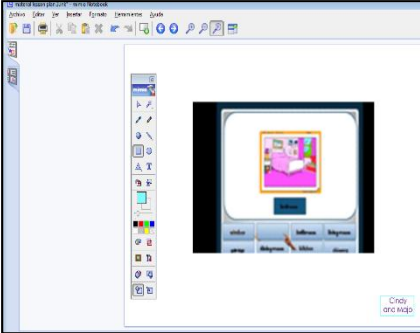
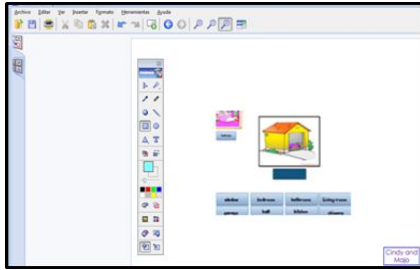
- Teacher (T) presents the topic of the lesson on the whiteboard.
- T asks a volunteer student unscramble the topic.
- T displays a *House* word sort on the *Interactive Whiteboard*.
- T explains the process of the activity.
- T presents the Gibsons' house.
- Students (Ss) look at the picture.
- One by one, volunteer students drag the corresponding name of the room to the space provided.
- T continues to present some rooms and parts of a house one at a time.
- Ss drag the names to the box.



- *Interactive Whiteboard:*
  - Application Anagram



Identify vocabulary referred to rooms and parts of a house.

Oral/Review test/activating Unscrambling

<b>CONCEPT DEVELOPMENT</b>	<p><b>PRODUCTION ACTIVITY</b></p> <ul style="list-style-type: none"> <li>➤ T presents a photo of the main character of the Student's Book</li> <li>➤ Ss try to identify him.</li> <li>➤ T asks, where is Brian right now?</li> <li>➤ What is he doing?</li> <li>➤ Who do you think Brian is chatting with?</li> <li>➤ T shows some pictures of the parts of a house.</li> <li>➤ SS add the new vocabulary to their personal vocabulary books.</li> <li>➤ T points out a part of the house and asks, <i>What is it?</i></li> <li>➤ The left half of the class answers "<i>It's a fireplace</i>".</li> <li>➤ T shows another picture and asks, <i>Where is it?</i></li> <li>➤ The right side of the class answers, "<i>In the living room</i>"</li> <li>➤ The whole class says, "<i>The fireplace is in the living room</i>"</li> <li>➤ T asks a student to highlight other room on the <i>Interactive Whiteboard</i>.</li> <li>➤ T asks some follow-up questions about this room.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Interactive Whiteboard Applications:</i> <ul style="list-style-type: none"> <li>- Capture/import Scanned pictures from the Student Book.</li> <li>- Highlighter</li> <li>- Word sort</li> </ul> </li> </ul>   	<p>Describe the rooms of a house and</p>	<p>Test/Oral</p> <p>Selecting/Dragging/Matching</p>
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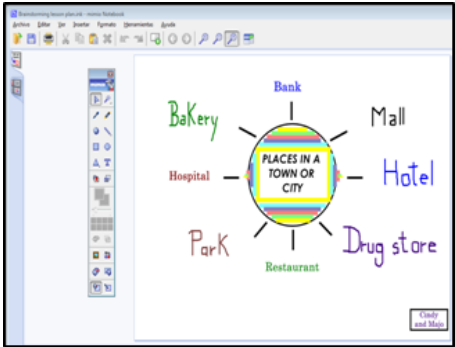
<b>CONCEPT APPLICATION</b>	<p><b>POST-ACTIVITY</b></p> <ul style="list-style-type: none"> <li>➤ T asks another student to highlight a different room.</li> <li>➤ T and ss repeat the activity with other rooms.</li> <li>➤ PAIR WORK Student A asks:</li> <p>Where do you spend most of the day and why?</p> <p>What's your favorite place in your house?</p> <p>What can you do in this room?</p> <p>Student B: answers.</p> <p>Then, students change their roles.</p> </ul>	<ul style="list-style-type: none"> <li>- <i>Interactive Whiteboard</i></li> <li>- Highlighter</li> <li>- Worksheet</li> </ul> <div style="border: 1px solid black; background-color: yellow; padding: 10px; text-align: center;"> <p><b>MY FAVORITE ROOM</b></p>  <p><b>PAIRS: Talk about your favorite place in your house.</b></p>  </div> <p><b>A:</b> Where do you spend most of the day and why?  <b>B:</b> .....  <b>A:</b> What's your favorite place in your house?  <b>B:</b> .....  <b>A:</b> Why is it your favorite?  <b>B:</b> .....  <b>A:</b> What can you do in this room?  <b>B:</b> .....  <b>A:</b> What can you find there?  <b>B:</b> .....          *****</p> <p><b>Useful language:</b>          *Sounds awesome/cool.          *Me, too!          *No way!          *Really?</p> <p><b>( Now, Change roles)</b></p>	<p>Talk about your favorite place in your house.</p>	<p>Oral production/ conversation.  Worksheet.</p>
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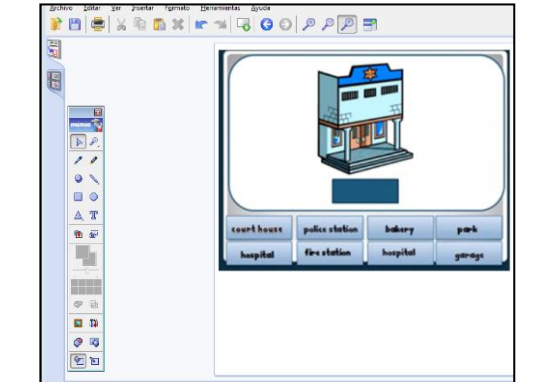
**BIBLIOGRAFÍA:** "English" students' and teacher's book No. 2. Level 2. Ministerio de Educación. Pearson Education, 2012  
 "Mimio Studio" User Guide. Sanford, L.P. 2008



**Appendix 22 – Lesson plan 9**

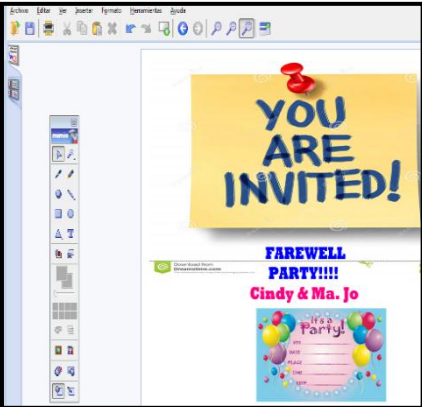
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<b>SUBJECT:</b> INGLÉS	<b>BGU:</b> FIRST	<b>PARALELO:</b> D	2014_2015
<b>TEACHERS:</b> MA. J LIVICOTA- CINDY OCHOA			
<b>EJE TRANSVERSAL:</b> HUMAN VALUES : RESPECT			
<b>UNIT:</b> 4 “WHAT’S BRIAN DOING?”			
<b>TOPIC:</b> PRESENT PROGRESSIVE/CONTINUOUS: PLACES IN A TOWN OR CITY			
<p>➤ <b>AIM:</b> AT THE END OF THE LESSON THE STUDENTS WILL BE ABLE TO</p> <ul style="list-style-type: none"> <li>IDENTIFY THE MAIN PLACES IN A TOWN OR CITY.</li> <li>DESCRIBE THE PLACES BY SAYING WHAT CAN PEOPLE DO, GET OR BUY THERE.</li> <li>TALK ABOUT SOME PLACES IN CUENCA.</li> </ul>			
<b>FUNCTION:</b> Describing places and their usefulness.	<b>SKILLS:</b> SPEAKING	<b>NRO. PERÍODOS:</b> 1	<b>LESSON PLAN</b> 9
<b>ACTIVITIES</b> <b>TEACHER/ STUDENT</b>	<b>MATERIALS</b>	<b>EVALUATION</b>	
		<b>SUCCESS INDICATORS</b>	<b>TECHNIQUE/ INSTRUMENT</b>

<p>ANTICIPATION</p>	<p><b>PRE-ACTIVITY</b></p> <ul style="list-style-type: none"> <li>➤ Teacher (T) presents a situation.  <i>"Today I had a busy day. I had to go to the supermarket to get some food. But before that, I had to get some money, so I went to the bank. ...."</i></li> <li>➤ T asks some questions about the related situation.</li> <li>➤ Students (Ss) answer the questions.</li> <li>➤ T draws a circle on the Whiteboard and writes the topic.</li> <li>➤ T asks some students to write some places in a town.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Interactive Whiteboard:</i> <ul style="list-style-type: none"> <li>- Tools:           <ul style="list-style-type: none"> <li>*Shapes</li> <li>* Text</li> <li>* Pen</li> </ul> </li> </ul> </li> </ul> 	<p>Identify vocabulary referred to public places in a town and in a city.</p> <p>Oral/Review test Brainstorming</p>
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<p><b>CONCEPT DEVELOPMENT</b></p>	<p><b>PRODUCTION ACTIVITY</b></p> <ul style="list-style-type: none"> <li>➤ T displays a <i>Places in a town</i> word and image sort on the <i>Interactive Whiteboard</i>.</li> <li>➤ T explains the process of the activity.</li> <li>➤ T presents a picture of a place.</li> <li>➤ Ss look at the picture.</li> <li>➤ One by one, volunteer students click on a place and drag the corresponding word of the place provided.</li> <li>➤ T pronounces the name.</li> <li>➤ Ss say the description orally.</li> <li>➤ Ss continue to match the places with their names.</li> <li>➤ Ss pronounce the descriptions for the remaining places.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Interactive Whiteboard Applications:</i> <ul style="list-style-type: none"> <li>- Word/image sort</li> </ul> </li> </ul>  	<p>Identify and give a short description of some public places in a town.</p>	<p>Test/Matching Dragging</p>														
<p><b>CONCEPT APPLICATION</b></p>	<p><b>POST-ACTIVITY</b></p> <ul style="list-style-type: none"> <li>➤ PAIR WORK</li> <li>➤ T gives students a speaking grid. Ss have to fill out the grid by asking and answering questions.</li> </ul> <p>Student A says:</p> <p>I need some medicine.</p> <p>Student B answers:</p> <p>You should go to the drugstore.</p>	<p>- Speaking grid.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td colspan="2" style="background-color: yellow;">STUDENT</td> </tr> <tr> <td style="background-color: yellow;">STUDENT A</td> <td style="background-color: yellow;">STUDENT B</td> </tr> <tr> <td>Medicine</td> <td>BANK</td> </tr> <tr> <td>ZOO</td> <td>Food</td> </tr> <tr> <td>CINEMA</td> <td>Animals</td> </tr> <tr> <td>Money</td> <td>PHARMACY</td> </tr> <tr> <td>SUPER</td> <td>Films</td> </tr> </table>	STUDENT		STUDENT A	STUDENT B	Medicine	BANK	ZOO	Food	CINEMA	Animals	Money	PHARMACY	SUPER	Films	<p>Ask and give information about some public places and what we can find there.</p>	<p>Oral-production/ conversation. Gap-filling</p>
STUDENT																		
STUDENT A	STUDENT B																	
Medicine	BANK																	
ZOO	Food																	
CINEMA	Animals																	
Money	PHARMACY																	
SUPER	Films																	



Appendix 23 – Lesson plan 10

<b>LEVEL:</b> BACHILLERATO		<b>ESPECIALIDAD:</b> BGU		<b>ÁREA:</b> ENGLISH LANGUAGE		<b>AÑO LECTIVO</b>  2014_2015		
<b>SUBJECT:</b> INGLÉS			<b>CLASS:</b> FIRST		<b>PARALELO:</b> D			
<b>TEACHERS:</b> MA. J LIVICOTA- CINDY OCHOA								
<b>EJE TRANSVERSAL:</b> HUMAN VALUES : RESPECT								
<b>UNIT:</b> 3 “MIAMI – A GREAT PLACE TO BE!”								
<b>TOPIC:</b> PRESENT PROGRESSIVE/CONTINUOUS: CHATING WITH FRIENDS								
<ul style="list-style-type: none"> <li>➤ <b>AIM:</b> AT THE END OF THE LESSON THE STUDENTS WILL BE ABLE TO</li> <li>➤ MAKE INVITATIONS</li> <li>➤ SHOW THE UNDERSTANDING MESSAGE BY ACTING OUT.</li> </ul>								
<b>FUNCTION:</b>  Show the understanding message by chatting with friends.			<b>SKILLS:</b> SPEAKING		<b>NRO. PERÍODOS:</b>  1		<b>LESSON PLAN</b>  10	
ACTIVITIES  TEACHER/ STUDENT				MATERIALS		EVALUATION		
						SUCCESS INDICATORS	TECHNIQUE/ INSTRUMENT	
ANTICIPATION	<p><b>PRE-ACTIVITY</b></p> <p><b>K.W.L. STRATEGY</b></p> <p><b>WHAT DO WE KNOW?</b></p> <ul style="list-style-type: none"> <li>➤ Warm-up: “Farewell party”</li> <li>➤ Teacher explains that next week will be a party at the classroom and displays an invitation on the <i>Interactive Whiteboard</i>.</li> <li>➤ Students use their computers in order to make an invitation to their group of friends.</li> <li>➤ In that invitation a student explains what they are going to do.</li> <li>➤ Every student has to agree. If one of them disagrees the student who invites the rest has to change the place and the activities until everyone agrees.</li> <li>➤ When everyone agrees they talk about the activities to do, the hour, and the place.</li> </ul>			<ul style="list-style-type: none"> <li>• objects</li> <li>• warm-up</li> </ul>			<p>Make invitations using going to in order to explain the activities they are going to do.</p>	<p>Whole work Oral examination</p>



<b>CONCEPT DEVELOPMENT</b>	<p><b>ACTIVITY</b></p> <p><b>WHAT DO WE WANT TO KNOW?</b></p> <ul style="list-style-type: none"> <li>➤ Teacher explains the students, the benefits of chatting with friends by using the <i>Interactive Whiteboard</i>.</li> <li>➤ T provides some examples about the benefits.</li> <li>➤ Students practice by making invitations.</li> <li>➤ Students use their computers to send invitation cards.</li> <li>➤ And finally, they act out in order to show the understanding message.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Interactive Whiteboard</i></li> <li>- Inserting/web</li> </ul>	<p>Use the present progressive and make invitations.</p>	<p>Group work.</p> <p>Written production</p>
<b>CONCEPT APPLICATION</b>	<p><b>POST-ACTIVITY</b></p> <p><b>WHAT DID WE LEARN?</b></p> <ul style="list-style-type: none"> <li>➤ Students know how to agree each other by making invitations to their friends in the class.</li> <li>➤ They exchange information in order to show the understanding message.</li> </ul>	<ul style="list-style-type: none"> <li>- Pictures/photos</li> <li>- Interactive Whiteboard</li> </ul>	<p>Students exchange information and prove that they understood the message through chatting with their friends.</p>	<p>Oral production</p>

**BIBLIOGRAFÍA:** "English" Students' and teacher's book No. 2. Level 2. Ministerio de Educación. Pearson Education, 2012  
 "Mimio Studio" User Guide. Sanford, L.P. 2008





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## Appendix 24 – Photos

### “Ciudad de Cuenca” high school



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## Application- observation of the research





