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FOREIGN LANGUAGE DEPARTMENT
AN ACTION RESEARCH ON:**



**THE EFFECTS OF ICTs ON THE DEVELOPMENT OF COMMUNICATIVE
COMPETENCE OF 10TH GRADE STUDENTS FROM SECTION “A” AT COMPLEJO
EDUCATIVO ELISA MEDINA VIUDA DE GARDINER DURING THE YEAR 2017**

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Dedication

- ✓ I dedicate this achievement to **God** because He has provided all I needed through this process. I thank Him for all He has done in my life.
- ✓ I thank my father **Mario Andres Rincán** and my Mother **Maria Angelica Regalado** for such tremendous effort they did so I could achieve this goal. Also, I thank them for all those wise words they always had for me.
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Mario Alejandro Rincán Regalado

Dedication

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INTRODUCTION

Nowadays, the effects on students' communicative competence are several, and since technology has taken a very important role in students' lives, this research proposal is intended to investigate the effects ICTs have on 10th grade students speaking skills at Complejo Educativo Elisa Medina Viuda de Gardiner during 2017.

Due to the problematic situation observed on students of 10th grade at Complejo Educativo Elisa Medina Viuda de Gardiner during 2017, the researchers decided to carry out a study to know more about this problem. This is described in "Chapter I: Description of the Problem." It was necessary to decide where the researchers wanted to focus on the study; therefore, they established to study 10th year students, specifically, section "A" students. Therefore, this project contains a thorough description of the job to be done to gather important data that will help the researchers have a better idea of how ICTs interferes with students' communicative competence.

Chapter II, Literature Review, on its part, provides with a description of the ICTs that get students' attention out of what they are supposed to focus on. The effect of these ICTs in their daily lives is also stated as a cornerstone to build up the investigation as changes in behavior, physical activity, and communicative competences are shown to appear when students get immersed in the technological field.

On the other hand, Chapter III contains the research question and hypothesis that the research team has considered more suitable to explain the effect of ICTs on students' communicative competences.

Finally, Chapter IV describes the methodology that the research team will use to carry out this project. The type of study is stated to know more about the steps that will be carried out

during the investigation. The size of the sample is stated by the preliminary phase of the investigation. In the preliminary phase, the researchers approached the field of study by the use of some observations that served to have a clear view of the problematic situation studied. In the planning phase, the literature review takes an important place for researchers to better understand the different distracters students have in regards to technological devices and applications nowadays.

The next step shown in the investigation is the operationalization of the variables and the problem to be studied. Then, the data collection instruments are included along with their validation and the execution of them to gather the necessary information to find out the core of the problem. The data collection procedure is inside the investigated group, and the processing of the data obtained serves as a great source of information to understand the exact points to work on during the investigation (data interpretation). The researchers will collect data step by step so that the research is meaningful and valid. The different instruments that were designed are questionnaires addressed to teachers and students, observation checklists, and interview checklists addressed to teachers and students. At the end, the timetable in which each step that is going to be carried out is shown to assure a clear investigation, besides the budget is calculated to show the approximate expenses that this project will have.

ABSTRACT

Due to the wrong use or misuse of ICTs, which is thought to be interfering with the communicative competence of 10th grade students at Complejo Educativo Elisa Medina Viuda de Gardiner during 2017, it is important carrying out a study to analyze the effects of ICTs on the students' communicative competences during 2017. Thus, the name of the research project is The effects of ICTs on the development of communicative competence of 10th grade students from section "A" at Complejo Educativo Elisa Medina Viuda de Gardiner during 2017.

The researchers will conduct an explanatory study, under the quali/quantitative paradigm. This research will examine not only the way students use ICTs inside the classroom, but also the bad influence in their communicative competence in. The bad effects of the misuse of ICTs would determine their communicative competence in real life and at school. The researchers will conduct some observations to confirm how students misuse technology. Moreover, the researchers will use different instruments to collect data, and then, the data obtained will be organized to allow the researchers to make a deep analysis about the expected results and the gathered results. Each instrument was designed for determining both the way students have or do not have ICTs access and the effects in their communicative competence. The existing group of 10th grade at Complejo Educativo Elisa Medina Viuda de Gardiner during 2017 will be the population to be studied in this project.

I. STATEMENT OF THE PROBLEM

1.1.DESCRPTION OF THE PROBLEM

The research study: The effects of ICTs on the development of communicative competence of 10th grade students from Section “A” at Complejo Educativo Elisa Medina Viuda de Gardiner during the year 2017 embraces the implementation of Information and Communication Technologies (ICT) such as social networks, platforms (web quests, Edmodo, Blogs), and tools (podcasts, interactive Power Point Presentations, and video-making) among other platforms (Google drive, Google plus, Dropbox) to help students develop their communicative skills.

“The integration of I.C.T into all major social institutions and organizations means that the necessity to equip young people with the capacity to understand and utilize the potential of such environments is no longer an option, but is now an imperative.”

(Cuttance, 2001:73)

As laptops and broadband services have given a new meaning to technology and Internet access, numerous people around the globe are now spending more and more time online—doing e-shopping, listening to e-radio, playing e-games, using social media sites or chatting online with their loved ones. On a survey administered to all the students cursing 10th grade at Complejo Educativo Elisa Medina Viuda de Gardiner on February 24 say that they have at least one active email account on Yahoo, Google or Hotmail, but they do not frequently use it for English assignments. ICTs, when integrated into the classrooms add immense value to the quality of

teaching, making it a holistic learning experience for the pupils (Raluca Pop, 2006), make education student-centred, visual, time-saving and motivate young students to produce creative assignments. When incorporated into the curriculum systematically, they help teachers in making complicated concepts simple and easy to understand. They give students an opportunity to become part of the global IT village and enhances their technical and communication skills The European Commission (2013, 82). So, in recent years Complejo Educativo Elisa Medina Viuda de Gardiner has been approaching the integration of ICTs with a considerate investment in hardware and software as well as in equipment like LCD projectors, laptops, CD-players, DVDS, Flat screens and a computer lab where computers are in good conditions having only 4 out of 27 that do not work (**Appendix C**) to facilitate ICTs integration in the school, and this integration has taken a number of forms, however, ICTs are used exclusively for IT classes according to IT a teacher from Complejo Educativo Elisa Medina Viuda de Gardiner. Some teachers from INCOA and doctor Arnulfo Romero schools have taken the initiative and use ICTs in the classroom to motivate students to improve their English skills. Moreover, they add that they use some platforms such as Google plus and Google drive to storage English vocabulary as well as information to facilitate the students to carry out their assignments. However, this is not the case of 10th grade section A English teacher at Complejo Educativo Elisa Medina Viuda de Gardiner as she says that she has not been trained in the use of technology for teaching English, and she adds that she avoids the use of ICT tools as much as possible. On February 13th, we carried out a non-participant observation from which we could see a lot of problems such as equipment setting and use of it respectively. Researchers noticed that the teacher tripped when installing the LCD projector to the laptop; that caused a 20 minutes delay in the class. The problem was solved until the lab administrator helped. The Students from section 10th were taken to the lab to have the

English class. In an interview administered to the students from section “A”, (**Appendix A**) they said that it was surprising for them to go to the lab as it was the first time an English class had been scheduled at the lab. Even though the computers and all types of technological resources were there, they were not used at all, except the MP3 player for a semi-controlled listening practice which consisted of a listen and repeat drill. Researchers realized that the teacher ran into certain problems when dealing with technological equipment; for example, she did not know how to install the LCD projector to the laptop or how to connect the speakers to the laptop.

ICTs topics are always quite interesting as teachers get a variety of pictures, movies, spreadsheets and even online quizzes to carry out their lesson plans with. Besides, effective ICTs classroom practices produce well-informed, tech-savvy students who are competent enough to survive in the recession-struck 21st century job market Sudhoff (2010, 10). At Complejo Educativo Elisa Medina Viuda de Gardiner, English teachers have access to ICTs, but they said they do not really use it (**Appendix A**). They expressed that they do not know how to use ICTs in classes (**Appendix A**). If ICTs can support teaching, then why do not they incorporate them extensively? This not only affects students’ communicative competence but also stops their opportunities to succeed in the English subject. As Johnassen (1994) suggests, one reason may be that many teachers treat ICTs as a standalone activity and they do not incorporate them in their lesson plans and curriculum, so they feel comfortable teaching the traditional way, that is, they prefer using a black board to explain the topics instead. Though Johnassen (1994) agrees that this conventional way of teaching works, he also points out that, in the conventional way of teaching, students confront countless problems in retaining the concepts for longer periods and tend to forget them as soon as the term gets over. On the other hand, if teachers integrate online activities, videos, graphs, databases, templates, articles and presentations to their every day

lesson plans, they make their explanations clear and interesting. Besides, Teachers can also use online diagrams and games to explain complex subject matters in an engaging way and even design personalized worksheets by integrating the vocabulary taught in every day classes to keep their students interested. Despite the benefits, the 10th grade English teacher from Complejo Educativo Elisa Medina Viuda de Gardiner finds it challenging since she is not deeply familiarized with ICTs nor with its use, so she refuses to use them when teaching. Thus, not having ICTs used in English classes, students cannot experience new ways of learning nor can they face real life problems as they lack knowledge for carrying out communicative tasks. In an interview (**Appendix B**) administered to one of the students, he said that it was hard for him to understand open questions because he did not have or know the word to express them.

Osmani Gochez, a secondary school English teacher from Doctor Arnulfo Romero School says, “My students prefer emailing me their assignments as they don’t have to worry about their handwriting or using an eraser. He adds that AutoCorrect, spelling and grammar checks in Word help them tremendously. Similarly, the English teacher at Complejo Educativo Elisa Medina Viuda de Gardiner could incorporate Technology to make lessons interactive. For example, instead of writing dialogues on the whiteboard to present at the front of the class, the English teacher could use PowerPoint and Word to explain the topics and illustrate those dialogues. Students could interact with each other so that they practice oral communication. They could even collect data from their surroundings and represent it on Power Point, videos or Word. This will help them to present real conversations professionally in colleges, universities and at their work places in the long term.

Additionally, technology plays an important role in 21st century students’ lives, and teachers must take advantage of the most suitable ICTs tools or applications to make learning

more appealing for students to improve their English speaking skills. The researchers witnessed, the use of ICTs not only could increase the motivation in students, but also could help teachers to make their classes more interactive as well as dynamic, and to maintain an environment where students can learn by using technological devices that are useful to develop students' communicative competence. In addition, in an interview addressed to teacher Margarita, 10th grade English teacher at INCOA, she expresses that in fact, if she teaches a class using ICTs, her students show interest in attending her class, and also they feel motivated and enthusiastic about the activities involved in the use of ICTs.

However, based on a previous questionnaire (**Appendix C**) the researchers administered to the person in charge of the computer lab at Complejo Educativo Elisa Medina Viuda de Gardiner, he says the school has LCD projectors, laptops, CD players, DVD player, VCR, TV, and a computer lab, yet, the English teacher does not use laptops, LCD projectors, or a TV in her classes, and she only uses a CD player. Despite of all the available ICT devices (computer centers, Internet access, LCD projectors, TVs, the teacher does not use almost any of all the tools the institution has in to facilitate the teaching –learning process. She does not schedule her lessons to the computer lab even when it is available for her to use it to carry out her classes (**Appendix C**). According to Skiba (2008), poor use or not enough use of all types of technology in a class could be a hindrance to enhance learning, specifically, students' speaking skills. Insufficient exposure students have to the language may result in poor language proficiency.

In an interview (**Appendix A**), the English teacher declared that she sometimes uses ICTs in her classes. However, researchers observed during four ninety-minute classes that she only used the CD player. She spent most of the classes sitting down; as she played the recordings seven times for students to repeat the dialogues, and five more times for students to copy the

dialogues, and then she had students repeat dialogues during the class observation. Also, the teacher was checking her cellphone from 2 to 5 times. Through the non-participant observation, the researchers witnessed that the majority of students do not communicate in English even though communicative competence is the main goal the communicative approach presents. ICTs can change the entire outlook of present-day education. However, it needs to be planned to bring a difference in the way our students learn (Kramsch 2003, 21).

Moreover, based on an interview (appendix B) to students from 10th grade at Complejo Educativo Elisa Medina Viuda de Gardiner, researchers were able to record the performance these students had in a real conversation. For example, they were asked to introduce themselves, but just ten out of 30 provided answers as " my name is., I am student, I am Salvadorian," even though they provided complete sentences, they were not able to join those ideas. Besides, they were asking many things before beginning the interview to get some help, and when speaking, they were thinking from 2 to 3 minutes before answering the questions. Then, the researchers continued asking basic questions as do you watch TV in the afternoon? What do you do on weekends? What is your house like? From which none of them were answered, they needed help to come up with their answers. The students in this school do not communicate at a basic level; they do not understand when they listen to everyday questions in English. Students need to be exposed to real communication in order to develop communicative competence, and ICTs are very useful tools that could improve students' skills to communicate. The institution has technological equipment (LCD projectors, laptops, CD players, DVD, VCR, TV, and a computer lab resources; however, students do not have the opportunity to experience other teaching learning environment to nurture their English skills.

1.2 SCOPE OF THE WORK

The action research study The effects of ICTs on the development of communicative competence of 10th grade students from section “A” at Complejo Educativo Elisa Medina Viuda de Gardiner during the year 2017 is substantially important because it encompasses a vital element to evolve teaching methodologies that enhance the new cohort students’ speaking skills. This study is important since it will take into account population from a public school and this will serve as an overall view of the problems faced when using or not using ICTs to foster students’ communicative competences.

Besides, this study intends to determine if the use of ICTs tools can foster speaking skills and if the use of modern technology in the classroom has a good or bad impact on students’ communicative competence. It is important to mention that this study will not be addressed to solve all the problems that such population is facing; though it will provide important data on how the problem could be faced properly. This will create solutions and recommendations to the school.

Finally, this thesis work encompasses human resources (the students of 10th, the English teacher, and the lab technician), material resources ((computer center equipped with overhead projector, 15 computers, Internet, air conditioning, CD players, TV, DVD, and laptop computers, LCD projector, and the whiteboard), and financial resources that will be covered during the whole process by the research team.

1.3 RESEARCH QUESTIONS

1-How can the use of ICTs tools motivate 10th grade students engagement in activities at Complejo Educativo Elisa Viuda de Gardiner?

2- What's 10th grade students' response to ICTs at Complejo Educativo Elisa Viuda de Gardiner?

3-How can the implementation of ICTs activities facilitate 10th grade students' vocabulary related to personal and school domain at Complejo Educativo Elisa Viuda de Gardiner?

1.4 JUSTIFICACION

The main purpose to conduct this research study is to show the importance ICTs aimed to enhance the students' communicative competence in innovative teaching methods that meet their needs in this contemporary technological era. In fact, this research work focuses on the speaking skills since they help students produce, experiment, and materialize their own knowledge meaningfully.

Another reason to carry out this research project is to demonstrate that the use of ICTs activities promotes creativity, enhances learning, increases language productivity, and develops the students' speaking skills in an integrative manner. For instance, when using ICTs activities, teachers and students get engaged in a more appealing atmosphere as teachers bring into the classroom more innovative activities such as webquests, educational games, and podcasts among others that foster student's interest towards English, motivation to participate actively, and desire to learn in a different environment. If the teacher, for example, uses social network guided

activities to reinforce students' learning, students have more opportunities to produce language in a keen way. Hence, the teacher may use ICTs activities as a tool to go beyond the class, offering opportunities for students to work both inside their classroom and outside.

Furthermore, the most benefited population with this research study will be 10th grade students from section A at Complejo Educativo Elisa Medina Viuda de Gardiner, the teacher, and the institution itself. First, students will have more opportunities to produce their own learning through appealing and learning-centered activities such as Facebook-guided activities, webquests, and video making, which empower the development of their speaking skills. Another benefit of incorporating ICTs is that the teacher will update and upgrade her methodology by planning and including a variety of ICTs activities scheduled to be carried out in the computer lab and by reducing lower-order thinking activities through the implementation of higher-order thinking skills that make students more independent language producers. Finally, researchers will suggest teachers and coordinator with the effective use of Information and Communication Technologies (ICTs)-to enhance 10th grade students develop their communicative competence at Complejo Educativo Elisa Medina Viuda de Gardiner -2017 as it is established for 10th graders according to MINED.

1.5 RESEARCH OBJECTIVES

1.5.1 GENERAL OBJECTIVES

- To determine how the use of ICTs tools can foster 10th grade students at Complejo Educativo Elisa Viuda de Gardiner speaking skills in communicative tasks during the year 2017.
- To assess how ICTs-based on collaborative activities contribute to the development of 10th grade students' engagement in English class at Complejo Educativo Elisa Viuda de Gardiner during the year 2017.

1.5.2 SPECIFIC OBJECTIVES

- To engage 10th grade students in the use of the most suitable ICTs tools: Webquest, Blogs, social networks, Wisemapping among other tools to develop their speaking skill at Complejo Educativo Elisa Viuda de Gardiner.
- To expose 10th grade students at Complejo Educativo Elisa Viuda de Gardiner to real problem solving activities to increase students language functions in regards to personal domains and school domain, so they are able to talk about family description, daily routines and abilities at Complejo Educativo Elisa Viuda de Gardiner.
- To measure 10th grade students' response towards the use of activities such as videos, songs, pictures, and games at Complejo Educativo Elisa Viuda de Gardiner.

II. LITERATURE REVIEW

2.1. INFORMACION AND COMMUNICATION TECHNOLOGIES (ICTS)

2.1.1. DEFINITION OF ICTs

“ICTs are concerned with the storage, retrieval, manipulation, transmission or reception of digital data. Importantly, it is also concerned with the way these different uses can work with each other” (Riley, 2012). Riley points out that ICTs not only involves the manipulation of computers to do some activities but also involves a combination of technological tools and applications to make the teaching-learning process more dynamic and more creative for the students.

Another important definition is the one provided by Ul-Amin, as cited in Reeves & Jonassen (n.d.), “ICTs by their very nature are tools that encourage and support independent learning. Students using ICTs for learning purposes become immersed in the process of learning and as more and more students use computers as information sources and cognitive tools, the influence of technology on supporting how students learn will continue to increase” (p.3). This definition expresses that ICTs are the combination of tools that serve as a complement for teachers when preparing and planning their classes, and in this way the teachers could help students to be focused on what is being taught.

2.1. CONTRIBUTION OF ICTS IN THE TEACHING-LEARNING PROCESS

Davis and Tearle, 1999; Lemke and Coughlin, 1998, as cited in Yusuf, 2005 point out:

In concrete terms, ICTs can enhance teaching and learning through its dynamic, interactive, and engaging content; and it can provide real opportunities for individualized (sic) instruction. Information and communication technology has the potential to accelerate, enrich, and deepen skills; motivate and engage students in learning; it helps to relate school experiences to work practices; it helps to create economic viability for tomorrow's workers; it contributes to radical changes in school; it strengthens teaching, and provides opportunities for connection between the school and the world (p.316).

As stated by Yusuf, ICTs play an important role when teaching because they allow teachers and students to create a good teaching and learning environment and have a better understanding of what is being taught. In addition, ICTs help teachers to awaken students' interest and motivation so that they attend classes regularly and are interested in the development of all the activities in each class.

An article INPAPERMAGZINE (2011) features the case in which a secondary school English teacher Samina Qureshi said that her students preferred emailing her the assignments because through the use of the computer, they could check the spelling and grammar, and felt more confident when doing and turning in the assignments, and she also expressed that this method was helping them tremendously.

Yusuf and INPAPERMAGAZINE advocate for the use of ICTs tools and applications, in fact, help students feel more confident, interested and motivated to develop and perform the extra-activities assigned by the teachers. Moreover, the researchers consider that since ICTs provides students with important tools and applications, students are more able to respond best in

their activities since these ICTs tools and applications might help them to have a better performance in their homework assignments or activities to develop their communicative skills.

Ul-Amin points out that in a meta-analysis study made by Kulik, 1994, he revealed that “Students who received ICTs instruction scored higher than students with no access to ICTs. The students also learned more in less time and liked their classes more when ICTs instruction was included” (p.8). In addition, Ul-amin (as cited in Becker, 2000), also expresses that Becker found out that “ICTs increases student engagement (sic), which leads to an increased amount of time students spend working outside class” (p.8).

2.2 ADVANTAGES OF ICTS

INPAPERMAGZINE (2011) discusses a number of advantages of ICTs. First, ICTs bring a meaningful learning experience when teachers use it in the classroom to develop or to reinforce some activities. Additionally, the use of ICTs allows students to be focused on the classes and be creative when producing and doing their homework assignments inside and outside the classroom. Second, ICTs helps teachers plan their classes in a more interactive and interesting way for the students. With ICTs, teachers can count with a diversity of tools and applications (pictures, movies, spreadsheets, and quizzes) that may help them develop their classes more dynamically. Finally, the use of ICTs to develop some practices in the classroom would help students to become competent in the real world and have more opportunities to succeed in this technological era.

Besides, using ICTs eliminates some basic problems that students face when writing; for instance: poor handwriting and visibility, and therefore, they would improve in their writing activities that teachers assign to them. As stated in INPAPERMAGZINE and Reid, there are many advantages for teachers to incorporate ICTs in their English writing courses.

2.2.1. BARRIERS TO ICTS USE?

Hennessy, Ruthven, and Brindley (as cited in Hadley and Sheingold 1993, Schofield 1995, Becker 2000, Dawes 2001) say that some of the barriers teachers could face when using ICT in their classrooms are:

lack of confidence, experience, motivation, and training; access to resources and timetabled use of dedicated ICTs suites; unreliability of equipment; classroom practices which clash with the culture of student exploration, collaboration, debate and interaction within which much technology-based activity is said to be situated (p.9).

Additionally, Reid (n.d.) lists some other restrains or problems teachers should consider when implementing the use of ICTs in their classes. For instance, he points out the following barriers: inequalities, need for training, and plagiarism. Based on Reid's information, it is important to point out that teachers should be aware that not all the students have access to a computer or to the Internet at home, and that causes them to have more difficulties when trying to use them in class. Besides, teachers need to know how to use ICTs in their classes to face the problems that may arise when implementing it in class and to guide students to use it correctly. Finally, teachers must be aware that plagiarism is one of the main disadvantages in the use of ICTs tools since there is a lot of information on the Internet and students can easily cut and paste the information they need presenting others' work as their own

2.3. COMMUNICATIVE COMPETENCE AND ACTION-ORIENTED LANGUAGE LEARNING

The communicative or functional approach focuses on language learning based on real communicative needs and recognizes the importance of the context beyond the sentence for the appropriate use of language. Diverse authors (Hymes, 1972; Munby, 1978; Canale & Swain, 1980; Canale, 1983; Savignon, 1983) defer to communicative competence as the ability to use language in a social context, i.e. to use both knowledge and competence in the language, and the capacity for implementing or using this competence (Widdowson, 1983; Candlin, 1986).

Recent models of communicative competence (Kramsch, 1983; Savignon, 1983) present a more comprehensive description of the knowledge required to use language than the earlier skills and components models, since they take into account the dynamic process of language, the integration of the knowledge of grammatical rules and the knowledge of how language is used in order to accomplish communicative objectives. Bachman & Palmer (1982) took a novel step by distinguishing the components of language in what they called ‘communicative proficiency’. They believe that language competences can be classified into two types: organizational competence and pragmatic competence, each consisting of several categories. Bachman (1990) defines a theoretical framework (‘communicative language abilities’) that extends earlier models and provides a broader basis for describing the measurement of language proficiency. Additionally, it attempts to characterize the process by which different elements interact with each other within the context of language use.

According to Bachman (2004, p. 84), recent frameworks of communicative competences have included several different components associated with what he calls ‘language competence’ and not ‘communicative language abilities’. For example, Bachman mentions Munby’s (1978)

theoretical framework for specifying an individual's communicative competence in a second language, which incorporates 'linguistic encoding' (realization of language use as verbal forms), 'sociocultural orientation' (contextual appropriacy and communicative needs), the 'sociosemantic basis of linguistic knowledge', and the 'discourse level of operation'. Another example is Canale & Swain (1980), who present the difference between sociolinguistic competence (sociocultural rules) and 'discourse competence' (cohesion and coherence). Hymes (1983) also states that communicative competence includes a 'resource grammar' (features that are part of the formal code), 'discourse grammar' (features typically associated with style, such as informality and politeness) and 'performance style' (idiosyncratic features of individual language use). All these different models have undoubtedly contributed to didactic and language learning approaches and, above all, in establishing a comprehensive and transparent framework of reference for language learning and teaching. The CEFR, using the aforementioned linguistic contributions, is an action-oriented approach and bases language learning on functional language activities. Learners of a language are, in a sense, social agents who have to accomplish a particular field of action and achieve the expectations of society. It is not only a question of acts of speech, but is also part of a wider social context: We speak of 'tasks' in so far as the actions are performed by one or more individuals strategically using their own specific competencies to achieve a given result. The action-based approach therefore also takes into account the cognitive, emotional and volitional resources and the full range of abilities specific to and applied by the individual as a social agent. (Council of Europe, 2001, p. 9) Therefore, language teaching and learning necessitates the inclusion of different components or dimensions such as communicative language competence, language activities, contexts, language processes, strategies, tasks, texts and an individual's general competences and domains.

2.4. LANGUAGE LEARNING IN THE NEW TECHNOLOGICAL ENVIRONMENT

Communication has changed in the current information age, prompted by the appearance of new ICTs. The technological changes have caused a permanent socialization and acculturation process, in which ICTs play an important role. In this new complex field of communication, *Communicative Competences and the Use of ICT for Foreign Language Learning* is really necessary to acquire knowledge and to develop skills and abilities to communicate in a manner appropriate to the current society. The necessary abilities exceed communicative competence (Bachman, 1990) and constitute a wider concept of competence, which is described in terms of linguistic and pragmatic mechanisms of psychophysiological competences – i.e. hypertextual competence. For that reason, the acquisition of communicative competences must be accompanied by communicative and semiological strategies which are different from the traditional ones that adapt current language codes to new technological contexts. According to Aguaded & Pérez (2001), learning nowadays should be based not only on the development of concepts and attitudes, but also on the promotion of techniques and procedures that allow learners adequate use of the new technological resources and critical treatment of the information, i.e. knowledge of new multimedia codes in relation to the traditional linguistic codes; strategies to search, select, organize and treat information properly; new reading and comprehension abilities; adequate expression and elaboration of hypertextual formats; cooperative work; critical thinking in order to select information appropriately; autonomy and self-management in the learning process; the ability to interact and to participate actively and to make immediate decisions; and open-minded, plurilingual and pluricultural thinking that allows interpersonal communication between speakers from different countries and cultures. The

technological environment is an ideal instrument to facilitate interaction and communicative exchange in language learning which allows for a more global knowledge of reality from a plurilingual and intercultural approach. It contributes to creating communicative contexts which should provide flexible, open and realistic practices in the language lesson for students coming from different levels, ages, countries, etc. Realistic communicative situations are produced through the use of certain interactive computer applications in which speakers practice language abilities in order to carry out authentic communicative exchanges.

According to Prado Aragonés (2001, p. 24), ICTs allow easy access to a wide amount of textual, visual, acoustic and animated information on subjects of interest to students; communication with other students, even from other countries, schools, etc.; the exchange of opinions and experiences; consultation with experts; and access to multiple resources that provide self-correction and participation in international projects and cooperative work. Language learning is experiencing a progressive and significant change in this direction. The principal goal is to achieve an integral education so that a person is able to communicate by means of these new technological settings (functional or communicative teaching) and to adapt to the new social reality. The traditional teaching approach is also changing due to the application of new methodologies based on the new resources and new modalities of representation, access and transfer of knowledge. Therefore, the acquisition of communicative competences must also include the achievement of technological competences.

2.5. TYPES OF ICTs- RESOURCES TO ENHANCE THE SPEAKING SKILL

2.5.1. CD players

They are one of the principal devices that EFL teachers use to present conversations which are consistently the most common in classroom activity among students in English settings. Using CD players allows teachers to enhance students' pronunciation, intonation, and native speakers' language usage. Besides, another activity developed with this material is the presentation of songs to complement a lesson topic, structure, or vocabulary.

2.5.2. COMPUTERS

Computers have a variety of applications in EFL classes. One of these is the Internet, which can be used to search on background information about different cultures and countries. Exposing students to the Internet in their classes helps them develop their creativity. Teaching is becoming more personal and artistic, and it is the teachers' responsibility to make students take advantage of this new way of learning. For example, the computer is one of the means to surf on the Internet serving as a tool for the students to be exposed to the different ICTs activities and applications below:

2.5.3. INTERNET

Internet is defined as a collection of various services and resources. Although many people still think e-mail and World Wide Web as the principle constituents of Internet, there is a lot more in store than e-mail, chat rooms, celebrity web sites and search engines. The Internet enhances various skills such as communication skills since people can interact with native speakers around the world through different interactive programs and also helps in areas such as critical thinking, problem solving, and group work. There are some components in the World Wide Web that teachers can take advantage of to use and to apply interactive activities to develop speaking skills.

2.5.4. WEBQUESTS

A webquest is an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the internet, optionally supplemented with video-conferencing. In here, students can work on different topics through links the teacher assigns, presents, and discusses with them.

2.5.5. SOCIAL NETWORKS

A social network is a social structure made up of a set of actors (such as individuals or organizations) and the dyadic ties between these actors (such as relationships, connections, or interactions). A social network perspective is employed to model the structure of a social group, to observe how this structure influences other variables, or identify how structures change over time. Many communications concepts describe the transfer of information from one source to another, and can thus be conceived of in terms of a network. In this way, Social Networks are the applications serving as pathways to carry out appealing and significant activities that enhance students' communicative skills.

2.5.6. INTERACTIVE POWER POINT PRESENTATION

Power Point Presentations consist of a number of individual pages or "slides" that contain text, graphics, sound, movies, and other objects, which may be arranged freely. The use of the Interactive Power Point program helps teachers and students to create activities, presentations, stories, conversations, audio clips, etc. with the aid of an LCD projector, which is a type of video projector for displaying videos, images, or computer data on a screen or other flat surface, used to expand the image on a white screen or on the wall for the whole class.

2.5.7. VIDEOS

Videos can be used in a variety of instructional settings: in classroom-learning, where a central point broadcasts information to learners who interact with a facilitator via video or computer. Teachers can use videos as ways of presenting content, starting conversations, and providing illustration for concepts. Videos combine visual and audio stimuli. For English language learners, videos have the added benefit of providing real language and cultural information and allow them to reflect on a certain situation which makes them express their ideas and interact among them.

In this manner, English classes are more likely to be meaningful if interaction takes place, so ICT-based interactive activities make humans actively exchange information through conversation. Also, communicative output activities allow students to practice using all of the language they know in situations that resemble real settings (NCLR, 2003-2004). This means that interaction along with communicative output activities increase students' productivity when speaking in English since it establishes a comfortable atmosphere for students to be actively involved. Accordingly, learning to speak is an important goal, for it equips students with a set of skills they can use for the rest of their lives, but to have a better understanding on the importance of ICTs activities upon the students' speaking skills, it is first necessary to identify what speaking skills are.

2.6. Tools

2.6.1. WISEMAPPING

Hincapié (2012) points out:

Wisemapping is a diagram used to represent words, ideas, tasks, drawings, or other concepts related and arranged about a key word and idea. It is used for the

generation, visualization, structure, and classification of the ideas; it helps for the study, the planning of tasks, the organization of topics, the problem solving, the decision making or the class notes. A Wisemapping (sic) is obtained and developed concerning a word or central text, from which ideas, words and concepts stem.

In addition, this website lists some educational uses of Wisemapping for the teaching-learning process. By using Wisemapping, students can synthesize information from a subject, take notes from a class, prepare a project, explain a topic graphically, and submit a proposal.

Teachers of English Composition II require students to write an outline before starting an essay. The traditional way is done on paper; however, students will use Wisemapping to create their own outlines before starting to write about any topic. The students can edit a set of ideas around a central topic. The students will be able to use their creativity to place their ideas surrounding the main topic.

2.6.2. WEBQUEST

“A WebQuest is an inquiry-oriented lesson format which most or all the information that learners work with comes from the web” (WebQuest.Org, 2007, para. 3). Students expressed in the questionnaire that another difficulty they face is the lack of ideas they have to start writing about any topic. Therefore, the students can use this tool to get information on what they want to write about and enrich their piece of writing.

Finally, Wikipedia (2014) provides some uses for teachers:

- Teachers can keep students on-task while online (students activities are organized by the WebQuest, and they can stay focused on using information rather than finding it.)
- Teachers can support critical thinking and problem solving through authentic assessment, cooperative learning, scaffolding, and technology integration.
- Teachers can introduce a unit, conclude a unit, or provide a culmination activity.
- Teachers can foster cooperative learning through collaborative activities with a group project.
- Teachers can enhance students' technological competencies.
- Teachers can encourage accountability specific task guidelines and/or rubrics are provided from the beginning of the WebQuest project, so that all students are aware of exactly what is expected of them.
- Teachers can encourage students to become connected and involved learners.

WebQuest is relevant because students can get many benefits from it. They can select the information they need to start speaking. In the questionnaire addressed to students of 10th grade (**Appendix B**) the students expressed they do not have any idea of what to write when they have to develop a roleplay or any other activity which involves using english. By using WebQuests, students will be able to use their critical thinking; they will be focused on what they are doing, and they will not get distracted on different things they find in the Internet. Moreover, the researchers will help students to develop technological competencies and above all motivate them to get involved in their learning.

2.6.3. BLOG

According to IMS GLOBAL Learning Consortium (2011):

A blog is sometimes referred to as an online personal journal. It is a site designated for an individual to write about his/her daily experiences, to illicit thoughts and often allowing readers to offer their comments. The term is a shortened form of “weblog”. Authoring a blog, maintaining a blog or adding content to an existing blog is referred to as "blogging". Individual articles on a blog are referred to as “blog posts”, “posts”, or “entries”, and the person who created the blog post is often called a “blogger”

The researchers will use blogs as one of the tools to help students foster their speaking skill because blogs are suitable to express one’s thought and feelings. Therefore, the students will be able not only to practice their speaking skill but also to express their thoughts and share those thoughts with the entire population this project involves. By using blogs, students will have more opportunities to practice not only their speaking skill but also their writing skill and above all to improve the difficulties they expressed to have when talking.

2.7. SPEAKING SKILLS

Speaking is the most productive skill in the learning English process since it allows students to express their thoughts freely. However, such process is not easily accomplished because it involves using a set of abilities at the same time. Generally, there are at least four components of speaking skills concerned with comprehension, grammar, vocabulary, pronunciation, and fluency. (Syakur, 1987:3)

a) *Comprehension*

For oral communication, it certainly requires a subject to respond to speech as well as to initiate it.

b) *Vocabulary*

Students cannot communicate effectively or express their ideas both in oral and written form if they do not have sufficient vocabulary. So vocabulary means the appropriate diction used in communication.

c) *Pronunciation*

It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sound varies and patterns in a language.

d) *Fluency*

Fluency can be defined as the ability to speak fast. Fluency in speaking is the aim of many language learners. Sign of fluency includes a reasonably fast speed of speaking and only a small number of pauses, which indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message. (Brown, 2001)

2.7.1 CHARACTERISTICS OF SUCCESSFUL SPEAKING ACTIVITIES

Sometimes spoken language is easy to perform; but in some cases, it is difficult (Brown, 2001: 270). Mujanyanah (2004: 16) states that when people want to speak fluently, sometimes they miss pronounced words. “Becoming an effective communicator, one will be able to conduct himself in a variety of personal, professional, and academic environments with confidence” Austin (1962). Additionally, oral communication reflects the persistent and powerful role of language and communication in human society. In order that people can carry out a successful communication, they have to meet the following characteristics of successful speaking activities:

1) *Learners talk a lot.*

Much of the period of time allocated to the activity is, in fact, occupied by learners' talk. This is the ideal way of learning, but most of the time is often taken up with teacher's talks or pauses.

2) *Participation is even.*

Classroom discussion is not dominated by a minority of talk-active participants. Everybody has a chance to speak and contributions are fairly evenly distributed.

3) *Motivation is high.*

Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.

4) *Language is of an acceptable level.*

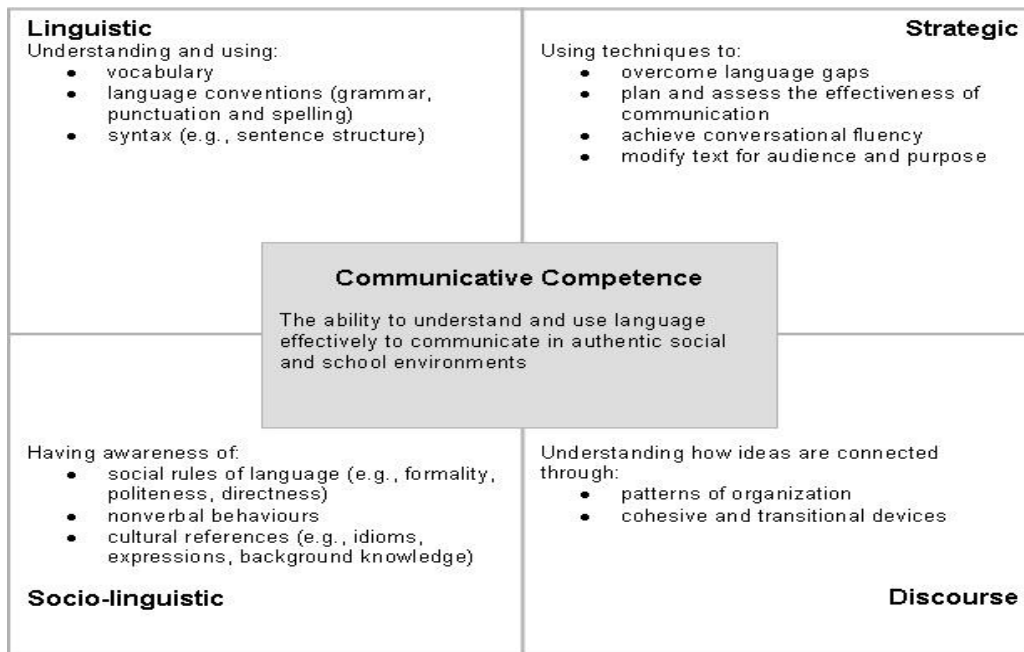
Learners express themselves in utterances that are relevant, easy, comprehensible to teach others, and of acceptable level of language accuracy.

Certainly, the speaking skills will not only be developed by the components of it but by taking advantage of the characteristics it presents since all the previous aspects help students master such skills through practices that will be provided by the teacher using ICTs. For example, the combination of ICTs with interactive activities exposes students to enhance their speaking skills since such activities lead the characteristics to be efficiently developed. However, to accomplish a greater development of the speaking skills, each component must be chained and nurtured at the same pace. Hence, the use of Information and Communication Technologies is a cyclical process in which each component cannot stand isolated from one another, but they must work together and complement each other to create the perfect combination that will lead the effective enhancement of the speaking skills to take place. In addition, according to Reilly

(2012), experienced teachers who have been around a while know that the values today's students hold are not congruent with traditional course content and methods. Teachers who merely follow the textbooks are likely to be perceived as "old hat." Therefore, teacher effectiveness depends on the ability to adapt instruction to the needs of today's learners. That is, this ICTs cycling process will empower the new cohort students to maximize their technological resources and leave the traditional methodologies behind.

Finally, the use of ICTs is a growing trend because it has opened up new ways for EFL teachers to educate. However, ICTs in EFL classes require more time, patience, and understanding than a traditional class. Using ICTs to teach English at conversational levels as in high school is worth the effort because of the profit both teachers and students can get in order that the teaching-learning process becomes more enjoyable and easier since the material is presented in a more interesting and challenging way.

2.8. COMMUNICATIVE COMPETENCE



If a language learner is asked what they think the goal of a language course is, they would probably answer that it is to teach the grammar and vocabulary of that language. However, if they are asked what *their* goal is as language learners, they would most probably answer that it is to be able *to communicate* in that language.

I am not saying that in actuality the goal of a language course is to teach solely grammar and vocabulary — well, at least it shouldn't be just that anymore. (I've been in a course with such an outdated approach, and the results were, of course, poor). Fortunately, the focus of second language teaching has moved from purely teaching grammar and vocabulary, to providing the skills for effective communication. In linguistics terminology, a language course should not only have “linguistic competence” as its goal, but “communicative competence” in general.

But what do these terms mean? Communicative competence is a term coined by Dell Hymes in 1966 in reaction to Noam Chomsky's (1965) notion of “linguistic competence”. Communicative competence is the intuitive functional knowledge and control of the principles of language usage.

As Hymes observes:

“...a normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others.”

(Hymes 1972, 277)

In other words, a language user needs to use the language not only correctly (based on linguistic competence), but also appropriately (based on communicative competence). Of course, this

approach does not diminish the importance of learning the grammatical rules of a language. In fact, it is one of the four components of communicative competence: linguistic, sociolinguistic, discourse, and strategic competence.

1. **Linguistic competence** is the knowledge of the language code, i.e. its grammar and vocabulary, and also of the conventions of its written representation (script and orthography). The grammar component includes the knowledge of the sounds and their pronunciation (i.e. phonetics), the rules that govern sound interactions and patterns (i.e. phonology), the formation of words by means of e.g. inflection and derivation (i.e. morphology), the rules that govern the combination of words and phrases to structure sentences (i.e. syntax), and the way that meaning is conveyed through language (i.e. semantics).
2. **Sociolinguistic competence** is the knowledge of sociocultural rules of use, i.e. knowing how to use and respond to language appropriately. The appropriateness depends on the setting of the communication, the topic, and the relationships among the people communicating. Moreover, being appropriate depends on knowing what the taboos of the other culture are, what politeness indices are used in each case, what the politically correct term would be for something, how a specific attitude (authority, friendliness, courtesy, irony etc.) is expressed etc.
3. **Discourse competence** is the knowledge of how to produce and comprehend oral or written texts in the modes of speaking/writing and listening/reading respectively. It's knowing how to combine language structures into a cohesive and coherent oral or written text of different types. Thus, discourse competence deals with organising words, phrases and sentences in order to create conversations, speeches, poetry, email messages, newspaper articles etc.

4. **Strategic competence** is the ability to recognise and repair communication breakdowns before, during, or after they occur. For instance, the speaker may not know a certain word, thus will plan to either paraphrase, or ask what that word is in the target language. During the conversation, background noise or other factors may hinder communication; thus the speaker must know how to keep the communication channel open. If the communication was unsuccessful due to external factors (such as interruptions), or due to the message being misunderstood, the speaker must know how to restore communication. These strategies may be requests for repetition, clarification, slower speech, or the usage of gestures, taking turns in conversation etc.

These four components of communicative competence should be respected in teaching a foreign language and they usually are by modern teaching methods employed in second language teaching. Usually most of the above are best learned if the language learner immerses into the culture of a country that speaks the target language. Wouldn't it be great if the language teaching methodologies helped language learners reach communicative competence to a great degree even if the learner has never immersed into the target culture?

Teaching Goals and Methods

Goal: Communicative Competence

Language teaching in the United States is based on the idea that the goal of language acquisition is communicative competence: the ability to use the language correctly and appropriately to accomplish communication goals. The desired outcome of the language learning process is the ability to communicate competently, *not* the ability to use the language exactly as a native speaker does.

Communicative competence is made up of four competence areas: linguistic, sociolinguistic, discourse, and strategic.

- *Linguistic competence* is knowing how to use the grammar, syntax, and vocabulary of a language. Linguistic competence asks: What words do I use? How do I put them into phrases and sentences?
- *Sociolinguistic competence* is knowing how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating. Sociolinguistic competence asks: Which words and phrases fit this setting and this topic? How can I express a specific attitude (courtesy, authority, friendliness, respect) when I need to? How do I know what attitude another person is expressing?
- *Discourse competence* is knowing how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole. Discourse competence asks: How are words, phrases and sentences put together to create conversations, speeches, email messages, newspaper articles?
- *Strategic competence* is knowing how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context. Strategic competence asks: How do I know when I've misunderstood or when someone has misunderstood me? What do I say then? How can I express my ideas if I don't know the name of something or the right verb form to use?

In the early stages of language learning, instructors and students may want to keep in mind the goal of communicative efficiency: That learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message (due to faulty pronunciation, grammar, or vocabulary); to avoid offending

communication partners (due to socially inappropriate style); and to use strategies for recognizing and managing communication breakdowns.

2.9.THE MILLENNIALS

Technology and Social Media

Technological change and generational change often go hand in hand. That's certainly the story of the Millennials and their embrace of all things digital. The internet and mobile phones have been broadly adopted in America in the past 15 years, and Millennials have been leading technology enthusiasts. For them, these innovations provide more than a bottomless source of information and entertainment, and more than a new ecosystem for their social lives. They also are a badge of generational identity. Many Millennials say their use of modern technology is what distinguishes them from other generations.

Millennials¹³ outpace older Americans in virtually all types of internet and cell use. They are more likely to have their own social networking profiles, to connect to the internet wirelessly when away from home or work, and to post video of themselves online. Similarly, while a majority in all age groups have a cell phone, significantly more Millennials than members of any other generation use their phone for texting. Among survey respondents who report that they texted in the past 24 hours, the typical Millennial sent or received 20 texts in that period, compared with a dozen for a GenXer and five for a Baby Boomer. The young are also much more likely than older people to text while driving. Nearly two-thirds of Millennials say they've done so, compared with almost half of Xers, one-in-five Boomers and virtually no Silents. Within the Millennial generation are demographic differences in various kinds of online and wireless behaviors. For example, Millennials who have attended college are more likely than those who

have no college experience to be online, use social networking sites, watch and post video online, connect to the internet wirelessly, and send and receive text messages. Younger Millennials are more likely than older Millennials use the internet and social networking sites, and to have sent or received a larger number of text messages in the past 24 hours. And on some of these behaviors, there are also gender and racial-ethnic differences among Millennials. 13 This survey and report deals with Millennial adults ages 18 to 29. There is a body of work about teens and their technology use at the PewResearch Center's Internet & American Life Project that parallels many of these findings.

Millennials Outpace Older Americans in Technology Use

Views of Technology

What do Americans think about the digital revolution? Do they believe it has made life easier or more complicated? Brought people together or made them more isolated? Led people to waste time or to use it more efficiently? In each case, a majority of the public takes the positive view of modern technology. But a substantial minority also takes the negative view on each evaluation. Millennials tilt the most positively, not surprising in light of their heavy use. But in general the age group differences on these attitudinal questions are relatively modest. Like the rest of the public, Millennials see both the good and the bad in their array of digital gadgets, services, platforms and applications. Overall, more than twice as many Americans think that new technology makes life easier (64%) rather than more complicated (26%). This view is shared across age groups, but more Millennials (74%) and Gen Xers (69%) say that new technology makes life easier than Boomers (60%) and those in the Silent generation (50%).

A modest majority (52%) says that new technology allows people to use their time more efficiently rather than makes people waste too much time (35%). A majority of Millennials

(56%), Gen Xers (52%) and Boomers (54%) think technology helps people use their time more efficiently, but those in the Silent generation are more divided in their views (41% say it helps people use their time more efficiently, and an equal share say it encourages people to waste too much time).

Half of the public says that new technology makes people closer to their friends and family, but 39% say that new technology makes people more isolated. A majority of Millennials (54%) and

Attitudes about Technology:

Technology and Social Media

Xers (52%) think that new technology makes people closer to each other rather than more isolated. But Boomers and members of the Silent generation are more divided in their opinion. Among Boomers, 48% say technology makes people closer but nearly as many (42%) say that it makes people more isolated. Similarly, equal proportions of the Silent generation say that technology makes people closer (44%) as say it makes people more isolated (44%).

Many Americans Online

About three-fourths (77%) of Americans use email or the internet, at least occasionally. This is up from 14% in 1995¹⁴ and 68% in 2005. The proportion of the public that is online has remained fairly consistent since 2006. There continue to be substantial age differences in internet use. In this survey, 90% of Millennials and 87% of Gen Xers use the internet, compared with 79% of Baby Boomers. Only 40% of the Silent generation uses the internet even occasionally. The proportion in each generation who use the internet has changed only modestly since 2005. Even among Millennials there are significant differences in internet use. More than nine-in-ten whites (95%) and blacks (91%) are online. By comparison, only 73% of Hispanic Millennials say they use the internet or email at least occasionally. A report by the Pew Hispanic Center and

the Pew Research Center's Internet & American Life Project found that the gap between young Latinos and whites had narrowed from 2006 to 2008.¹⁶ But both the 2008 data and the current 2010 survey indicate that among the young, Hispanics still lag behind whites, and to a lesser extent blacks, in their use of the internet. Educational attainment still matters as a factor in internet adoption, even among Millennials. Nearly all (96%) young people who are currently in college or have ¹⁴ See Pew Research Center for the People & the Press, "Americans Going Online ... Explosive Growth, Uncertain Destination.

CHAPTER III

METHODOLOGY

To carry out this research project, the researchers followed a number of systematic steps that that permitted them to conduct it successfully. Such steps are ordered in three phases which are thoroughly explained in this chapter in the following order: Preliminary Phase, Planning Phase and Execution Phase. Besides, information on the chosen research paradigm and study type, the sampling procedure, the organization of time and on the budget is included in this chapter.

To carry out this thesis work named: The effects of ICTs on the development of communicative competence of 10th grade students from section “A” at Complejo Educativo Elisa Medina Viuda de Gardiner during the year 2017

The researchers used the quantitative and qualitative paradigm in order to gather data through standardized tests, and quantitative measurement instruments to profile the participants on variables of interest. As Elliot (1991) states, “an action research is the study of a social situation with a view to improving the quality of action within it.” For a characteristic of an action research work is the combination of both paradigms. The qualitative paradigm helped the research study to describe first-year high school students’ speaking skills enhancement in activities. Also, the qualitative paradigm served to interpret the numerical data gathered in the quantitative paradigm and the students’ attitudes towards the use of ICTs tools. The quantitative paradigm generated statistics through the use of large-scale survey research, using methods such as questionnaires or structured interviews.

3.1. SAMPLING PROCEDURE

The population for this study was a group of thirty students of 10th grade at Complejo Educativo Elisa Medina Viuda de Gardiner during 2017. At the beginning, researchers had considered to work with all the sections at the institution; however, when they carried out a diagnosis (observation) the English teacher from the school and the principal suggested the researchers to choose one section out of all. Thus, the population of this project was all the students from 10th grade section ‘A’ only.

3.2. PRELIMINARY PHASE

Firstly, to understand the problem of this study, the researchers had to analyze its nature and the implications that this problem brought for students at Complejo Educativo Elisa Medina Viuda de Gardiner. The Preliminary Phase gave a detailed explanation of why researchers chose the topic and the main subjects of interest, the ways and steps in which the researchers planned to carry out the diagnosis to set the main core of this study, objectives and purposes for research, and an exhaustive description of the problem.

3.2.1. APPROACHING THE FIELD OF STUDY

On late January 2017, researchers carried out an observation at Complejo Educativo Elisa Medina Viuda de Gardiner. The researchers designed a diagnosis addressed to the English teacher,

(**Appendix A**), another diagnosis addressed to 10th high school students (**Appendix B**) and another for the lab administrator, (**Appendix C**). The diagnosis took place at Complejo Educativo Elisa Medina Viuda de Gardiner. The information provided helped the researchers

establish the problematic situation and its possible causes. With all this information, the researchers decided to carry out an action research. Besides, the researchers asked the English teacher for permission to let them observe the students' performance in the class. These observations provided the researchers with meaningful information about why most of the students have problems in their English speaking skills.

3.2.2. DIAGNOSTIC STUDY

10th grade school students had a lot of problems when developing activities in which they were asked to speak English. Students used more Spanish than English. They said (**Appendix B**) that they felt English was too hard for them and as a result they did not speak English. They expressed that they would have liked to try different tools or activities. They said that using the book in classes was the only different tool they had for learning English. Once rapport was built to students, they told the researchers that they hardly ever had the opportunity to go to the lab. They expressed that when they go to the lab, they feel happy because they think they will make use of all the resources the lab has (laptop, projector, flat screen, etc); however, that is not the case. Students said that the only purpose to go to the lab was to be in a quiet room to listen to the mp3 practices. Hence, the researchers got interested in finding means to foster the enhancement of the speaking skills by implementing ICTS in English Classes. Mainly, the preliminary phase gave the researchers the launch to the pathway of this research study.

3.2.3. DEFINITION OF THE PROBLEM

The results of this preliminary diagnosis were helpful to define the problem and its scope. The results of the preliminary diagnosis revealed that students from 10th grade at Complejo

Educativo Elisa Medina Viuda de Gardiner did not develop their speaking skills fully due to the lack or poor use of ICTS in their English classes. The diagnosis phase also suggested that when students are developing their oral communication skills, two points are emphasized: 1) Either students lack of knowledge of the target language or 2) they may not have enough speaking practice in the classroom to get prepared for the evaluations. Another point, the diagnosis also revealed that ICTS has little or no use in English classes. These factors were taken as the starting point to define the problem, its scope, and its objectives. To state the problem in a reliable manner, the researchers used the information gathered through the previous diagnosis. To state the problem in a reliable manner, the researchers used the information gathered through the previous diagnosis in which all the participants conveyed the necessity of implementing the use ICTs in the English classes; the entire information gathered through the diagnosis, in addition, was supported by some authors who enriched the problem statement. After, the researchers formulated the justification, giving concise and precise reasons on how this research profited the students, the teacher, and the institution involved in it. In the same manner, the researchers established the scope of the work.

3.4. PLANING PHASE

3.4.1. LITERATURE REVIEW

To build the literature review, the researchers asked the two English teachers at Complejo Educativo Elisa Medina Viuda de Gardiner about the problems students were facing when speaking in English since these experts are in contact with them and therefore, they know exactly the most common problems students face when doing so. Then, the researchers looked for information and findings about the problem in primary sources at the library. Since the information found in these primary sources was not so helpful, the researchers decided to surf the

net to obtain meaningful and concrete data for the project. The researchers looked for important information in search engines on the Internet making sure that the data collected belonged to organizations, universities, or government pages. Among the documents gathered from the sources above were: thesis works, projects and articles. All the information included in the theoretical framework was reviewed, analyzed, and organized carefully to bring more specific and detailed information about the problem in study in this project.

3.4.2. OPERATIONALIZATION OF VARIABLES

GENERAL OBJECTIVES	HYPOTHESIS OF CHANGE	UNIT OF OBSERVATION	VARIABLES	INDICATORS
<p>To determine how the use of ICTs tools can foster 10th grade students at Complejo Educativo Elisa Medina Viuda de Gardiner speaking skills in communicative tasks during the year 2017.</p>	<p>If 10th year students at Complejo Educativo Elisa Medina Viuda de Gardiner are exposed to ICTs use, they will be able to communicate in English when using basic functions.</p>	<p>10thyear students at Complejo Educativo Elisa Medina Viuda de Gardiner</p>	<p><u>Independent:</u></p> <p>10th grade students at Complejo Educativo Elisa viuda de Gardiner basic functions</p> <p><u>dependent</u></p> <p>The exposure to ICTs</p>	<p>Indicators of the independent variable:</p> <p>The use CD players</p> <p>The use of computers</p> <p>The use of webquests</p> <p>The use of social networks</p> <p>The use of interactive power point presentation</p> <p>The use of LCD projectors</p> <p>The use of videos</p> <p>The use of podcasts</p> <p>The use of blogs</p> <p>Varied interactive activities</p>

<p>To assess how ICTs-based on collaborative activities contribute to the development of 10th grade students' engagement in English class at Complejo Educativo Elisa viuda de Gardiner during the year 2017.</p>				<p>Indicators of the dependent variable:</p> <ul style="list-style-type: none"> Students' manage of grammatical structures Students' increase of vocabulary Students' accurate pronunciation Students' development of fluency Students' coherence and comprehension in discourse Students' reactions Students' ability to convey meaning Students' attitudes Students' behaviors Students' participation Students' gestures Students' participation Students' feelings
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3.4.3. DATA COLLECTION INSTRUMENTS

As previously mentioned, the researchers used both qualitative and quantitative paradigms to do the present research study. Besides, they used the following combination of quantitative and qualitative research instruments:

3.4.3.1. Survey

To deeper know the phenomenon and to get more reliable data, the researchers administered three questionnaires: Questionnaire addressed to the English teacher, Students and the lab administrator. For instance, the researchers used two evaluation sheets: **(Appendix 9 - Appendix 10)** in order to evaluate students' improvement and performance when speaking English due to the exposure to ICTs.

3.4.3.2. Observation

The researchers carried out one observation in order to realize students' reactions towards the use of innovative ICTs tools as a means of improving their oral skills. Such observation was carried out through matrices that made the data more organized. Also, they did one non-participant observation in which they used three questionnaires: One for students, one for the teacher and one for the lab administrator in order to enrich and validate the observations about students' behaviors and responses towards the incorporation of some ICTs in the English class.

3.4.3.4. Questionnaire

In order to collect vital and valuable information about the phenomenon in study, the researchers addressed this technique to the teacher in charge of the computer lab at Complejo Educativo Elisa Medina Viuda de Gardiner .This questionnaire allowed the researchers to have punctual information to understand the phenomenon. Also, by making a spontaneous and unstructured interview, the researchers encouraged the interviewees to talk

at length about the phenomenon in study. Finally, this tool helped the researchers not only to gather the opinions and viewpoints the teacher had about implementing ICTs to enhance students' speaking skills but also to enrich the whole investigation.

3.4.4. VALIDATION OF DATA COLLECTION INSTRUMENTS

To validate the instruments the researchers took into account the advisor's validation, an expert's validation. Besides, they described the rapport with the students, and finally they defined the sampling type. The researchers validated the instruments in two phases:

☒ Phase A: Validation of the instruments with the advisor, David Natanael Arévalo

The advisor of this thesis work checked all the instruments (a documented observation, an observation, three questionnaires, attitudes and rating scale) to be used in the process of obtaining data.

☒ Phase B: Validation of the instruments with an expert

The research team validated the instruments after designing them by giving a copy of each of them to the expert from the Language Department of the Ospicio san José, Licdo. Romeo Gonzalez. This validation as an expert opinion is essential in the whole thesis process.

3.4.5. VALIDITY AND RELIABILITY

To make this research study more reliable thirteen instruments were used and validated by experts .Similarly, the thirteen instruments addressed to the students showed consistency in the results about students' communicative competence; these results were also similar to the theories and to the experts' opinions about the topic.

Most of the students pleasingly did all the ICTs activities and successfully worked though such activities were new for them. In this way, these students assured the

activities were an innovative, entertaining, and even fun way to learn English. Through their comments, gestures, opinions, attitudes, and responses, they said that they felt happy and satisfied to discover they were able to produce their own language in different real settings by creating a conversation, understanding and talking about a video, debating about different opinions and controversial topics, making a video, and talking about their likes. This means that when students are immersed in ICTs use, they feel more enthusiastic and motivated to freely express their ideas in the spoken form as shown in the results.

Also, to continue with the reliability of the results obtained, the researchers corroborated other indicators such as behavior and participation. Though, students' behavior was most of the time consistent as well because most of the students showed interest to communicate in English activities done in the lessons through the use of ICTs. Also, another striking behavior students reflected was the interaction because they worked dynamically among them. To be more specific, they interacted not only with their classmates but also with the technological devices. They were immersed in interactive multimedia activities. Besides, students actively carried out the activities in a very enthusiastic way, showing their English level. The researchers realized through listening students' speech in English that students can foster fluency, vocabulary, and pronunciation. Even though the mastery of grammatical structures was not that consistent, they were able to convey the message.

On the other hand, there was a certain variation in the results because just few of the whole population of students did not respond as expected, showing negative attitudes, reluctance, and unwillingness to work on the activities. Therefore, their participation and oral performance was quite the opposite. This shows that the hypothesis established in this action research project was verified in an 85% percent.

3.4.6. ETHICAL ASPECTS

Ethics is required in any research study, and it involves the use of fundamental ethical principles to a variety of topics. Human experimentation is required here, and it includes the implementation of a designed research involving, several aspects of academic scandal, as fraud, scientific misconduct, fabrication of data and plagiarism (Wikipedia, 2014). In this manner, ethics helped the researchers to be more human-centered since they looked to profit the population (students, teachers, and coordinator) with the implementation of ICTs in the English class. It also contributed the researchers to get a considerable participation from all parts involved in the research study.

3.4.7. ETHICAL PRINCIPLES

- ❖ The researchers informed the participants and authorities about each step in the process.
- ❖ The researchers also respected all the institution properties as equipment
- ❖ The researchers assured the confidentiality of the information provided.
- ❖ The researchers negotiated with the authorities and the participants to carry out the action research study with an educational purpose only.
- ❖ Finally, the researchers motivated and thanked the authorities and participants rewarding them.

3.5 EXECUTION PHASE

3.5.1. DATA COLLECTION PROCEDURES

3.5.1.1. OBSERVATION CHECKLIST

The researchers also carried out an observation checklist with the purpose of deeply and carefully detecting and documenting students' reactions towards the use of whatsapp and the ICTs activities to improve their speaking skills. That is, after having carried out this activity, the researchers wanted to carefully observe the reactions that the 10th grade students had about the use of whatsapp and the ICTs activities. The researchers wanted to see if the students enjoyed the activity both inside and outside the classroom, if they participated, if they tried to communicate their ideas in English, if they understood the researchers' oral directions, etcetera. In this way, the process of collecting data became more reliable and evident as the researchers needed not only to gather the students' ideas and opinions about the use of whatsapp and the ICTs activities but also to deeply and carefully observe the students' reactions towards it.

3.5.1.2. EVALUATION SHEET OF BLOG

Blog:

The researchers used an evaluation sheet (**Appendix 9**) to assess 10th grade students' oral performance when using Interactive Power Point Presentation-based interactive activities at Complejo Educativo Eliza Medina viuda de Gardiner 2017. The evaluation sheet encompassed two important criteria items such as vocabulary, and pronunciation. Also, the researchers included four criteria items to evaluate important points of communicative competences such as the ability to convey the meaning of a message, the comprehension of the situation, the use of discourse with coherence and details, and body language. (**Appendix 9**) Besides, the researchers designed this tool to evaluate three last items which are students' creativity, proper use of time and space, and relevance of information. In sum, this tool had eleven items for students to be evaluated from August 11th to 14th.

3.5.1.3. COMPLETION TEST

This instrument was used after the blog activity with the purpose of gathering the different opinions of the 10th grade students about the use of blogs to better their speaking skills. Indeed, the researchers designed this completion test so that the students expressed freely their opinions about the activity spontaneously. As the blog-based activity was done not just in the classroom but in the lab, the researchers, through the carrying out of this completion test, wanted to know how 10th grade students felt after doing the blog-activity. Thus, the main objective of this instrument was that the students expressed their opinions about the blog-based activity by answering some uncompleted sentences, focusing on the spontaneity. This gave the researchers a glance at the thesis project as the 10th grade students' opinions were important to the interpretation of the data process.

3.5.1.4. ATTITUDE SCALES

This instrument (**Appendix 10**) focused on identifying the different attitudes students presented towards the implementation of some ICTs activities to improve their speaking skills. It contained two parts. The first part was about general information students had to fill in, and the second part included twelve statements that students had to score in a scale from 1 to 5, being 5 the highest grade. Each statement was oriented to measure students' ability to manage technology, students' comprehension of the activity, students' use of the language, and students' interaction with their classmates. All this helped researchers to know if the implementation of this ICT enhanced students' speaking skills. To address the attitude scale, the researchers met the participants of the study in one session on August 11th to June 14st.

3.5.1.5. INTERVIEW GUIDE SHEET

The questionnaire (**Appendix B**) was created to know the viewpoints 10th grade students section A at Complejo educativo Eliza Medina Viuda de Gardiner English teacher had about the Implementation of Information and Communication Technologies (ICTs) to ameliorate students' speaking skills. The interview guide sheet addressed to the teacher (**Appendix A**) enclosed twelve questions in which seven were open questions and five were semi-close questions. The researchers

privately carried out this interview on January 25th, 2017 to gather the most personal and sincere information.

3.5.2. EXPERIMENT

The population of this action research study was part of eight experimental classes in which students were involved in different ICTs activities such as the Whatsapp-guided activity, webquest, blogs, video making, Interactive Power Point Presentations to enhance their speaking skills. The classes were carried out in the normal schedule, but teacher's training was carried out in teacher's free time due to the hindrances inside the English classes' time.

Each experimental class lasted 90 minutes following the same procedure (Warm-up, presentation, controlled, semi-controlled, and free practice) implementing ICTs oriented to enhance students' speaking skills. Also, such experimental classes were taught in different settings, for example, the computer lab, in the classroom using LCD projectors, laptops, CD-player, and cell phones. After the classes were carried out, the researchers administered different research tools (checklist, evaluation sheets, completion test, attitude scales, musical video and question guide, and interview guide sheets) to gather important information following the data collection plan.

3.5.3. DATA PROCESSING

After gathering the data, the researchers validated and refuted whether the Implementation of Information and Communication Technologies (ICTs) Activities enhanced 10th grade Students' Speaking Skill at Complejo Educativo Eliza Medina viuda de Gardiner 2017 or not. For this, it was so important to analyze all the information through different quantitative and qualitative analysis techniques.

3.5.4. DATA ANALYSIS AND INTERPRETATION

The most important gathered information from the research quantitative tools addressed to the participants was presented in tables and graphs; each table and graph presented a statement and its correspondent description. Then, the researchers analyzed the information in the tables. After analyzing the content of the tools, the researchers interpreted the results and graphs. Then, they drew their conclusions and recommendations about the problem being researched. Since this section had close and multiple choice questions, they were analyzed by using the Google Drive tool. The researchers first created the data basis, and then they came up with graphs. After doing so, they edited the graphs by using the Google drive tool.

The qualitative data processing was accomplished mechanically in order to save time, effort, and money. To carry out this, the researchers used the traditional way; that is to say, they used the manual procedure as well as Google Drive. This consisted of processing the data in a very organized way which let the researchers have access to the data whenever they needed it for it was faster and easier. After processing the data, the researchers interpreted and analyzed it.

3.5.5. BUDGET

The tables below show the expenses of this research study; however, most of the statistics presented here were flexible. Therefore, the categories that this budget encompasses were indispensable to achieve the best research results.

a) Supplies

Type of supply	Name	Cost per item	N° of items	Total
Office supplies	Pens	\$0.15	6	\$0.90
	Printer ink	\$ 20.00	1	\$20.00
	Printer paper	\$ 6.00 / pkg	3pkg	\$24.00
	Hole puncher	\$2.00	1	\$2.00
	Scissors	\$ 1.00	2 pairs	\$2.00

	Whiteboard markers	\$1.00	4	\$4.00
	Eraser	\$0.80	2	\$1.60
Total: \$52.50				

b) Other services

Service	Cost	Total
Photocopying	\$0.05 / page * 100 copies	\$5.00
Internet	200 hours* 0.50	\$100.00
Transportation	Varied	\$100.00
Food	Varied	\$80.00
Total: \$285.00		

Total budget expenses:

- Supplies: \$ 52.50
- Other services: \$ 285.00

TOTAL EXPENSES: _____ \$ 337.50

3.5.7. PLAN OF ACTION

PHASE	ACTION	DATE	INSTRUMENTS, RESOURCES	PERSONS IN CHARGE	COMMENTS-OBSERVATIONS
PLAN	The researchers planned the instruments (diagnosis) to 10 th grade students at Complejo Educativo Eliza Medina viuda de Gardiner students and teacher started with the first resource which was the observation.	January 24 th to February 1 st , 2017	Questionnaire	The researchers	The observation gave the starting for the researchers to reflect, plan, and act.
INITIAL EXPLORATION	The initial exploration started by reviewing the first results of the diagnosis and observation addressed to the students and teacher to state the problem.	February 1 st to February 15 th 2017	Questionnaire	The researchers	The researchers could infer the main problems students were facing and teacher's perspective of a class with ICTs.
FIRST PHASE	The first phase began with the formulation of the objectives, justification of the problem along with some meetings with the students to obtain important data and find the real problem they were dealing with. Then, the researchers seeked out the suitable literature to enrich theory.	February 15 th to March 30 th 2017	scientific theory	The researchers	This phase gave the researchers state the problem to be studied and started supporting it with theories.
EVALUATION	Some feedback was carried out in order to discover students'	March 30 th to		The researchers	Here, the researchers evaluated the information they had and

	necessities. Then, the researchers had the starting point to elaborate the instruments.	April 9 th 2017	Discussion		began with the elaboration of the instruments.
SECOND PHASE	The phase consisted on elaborating of the instruments to implement ICT-activities in English lessons. Afterwards, the researchers administered all the tools to gather the data for the later results obtained.	April 10 th to June 15 th 2017	Observation Checklist Evaluation Sheet Attitude Scales Interview guide sheet	The researchers	This phase was crucial since the researchers gathered the most reliable data for the research study.
EVALUATION	The last evaluation was carried out to have a trustworthy measurement of the data collected with all the tools and contrast it with the theory by analyzing and triangulating them.	June 18 th to June 29 th 2017	GOOGLE DRIVE	The researchers	In here, the researchers used Google drive to analyze the data gathered and draw conclusions for the hypotheses.

CHAPTER IV ANALYSIS AND INTERPRETATION OF DATA

As the following tables show, the observation checklist made the researchers aware of different reactions students presented using ICTS as a vehicle to carry out activities to enhance their speaking skills. And to better understand what students really experienced, the researchers deeply describe each of the reactions in the following tables. The theory of Roschelle, Pea, Hoadley, Gordin, & Means (2000) participation in groups, frequent interaction and feedback, and connections to real-world contexts are four fundamental characteristics which through the use of technology can enhance both what and how language learners learn in the classroom. That evidently happened in most of the students' performance when doing the ICTs activities. Even though there were a few students who did not want to engage in these types of activities, the majority of students surpassed the expectations the researchers had in the implementation of the ICTs activities. Consequently, the reluctance of some students to participate was mainly due to the lack of practice of English. Nonetheless, nearly all of the students took the risk to experience a new way of learning English. And, in fact, these students expressed they liked to work in this way and their enthusiasm to learn English differently.

Some students had difficulty when engaging in ICTs activities, For example: students had an activity in which they were told to use social networks to carry out the activity; however, some students totally forgot about it, so the way students express is a key factor to reach a successful activity because the way they express through gestures (body language) will show the level of challenge the activity has. Definitely, such problem is one of the impacts ICTs present as they provide tools to increase students' productivity with

repetitive and higher-level thinking tasks involving speaking. Additionally, according to UNESCO (2002) ICT's promote active learning and authentic assessment as students become more active participants in their own learning by doing. That is, participation played an active role in students' learning since the majority of the students satisfactorily participated in the ICTs activities. The majority of the students were motivated to participate as they were not accustomed to using ICTs for learning purposes.

The use of ICTS provided the students with more challenging experiences to be more engaged in their learning. In fact, the engagement of the students in the activities was truly reflected on the way they struggled to give their answers since some of them did not know how to express their ideas in English using gestures to complement their participation and giving an acceptable oral performance. On the contrary, few of the students did not want to participate since they preferred working on any other subject rather than being fully involved in the activity; therefore, this happened due to the lack of oral practice using ICTs inside and outside the classroom. Besides, some of these students were complaining because they did not want to participate as they had the answers in Spanish. In this sense, the use of communicative tasks is, in some cases, not effective as the teachers would expect since students often speak in their native language. In the same way, students' attitudes are an important factor to take into consideration when analyzing the success of any English activity. Since the beginning of the Whatsapp activity, there were both positive and negative reactions to using ICTs. For instance, researchers brought a video to the class; students had to watch the video and as soon as the video was over, they had to use computers in the lab to answer a questionnaire sent through Google drive. The majority of students showed an optimistic attitude towards the idea of using a computer as a helping tool to learn and practice English. However, there were some others who seemed not

interested in the idea at all. A small number of students group of students had to be motivated in other ways such as the proposal of certain percentage to help them score higher the subject. No doubt, students' attitudes demonstrated that there were a lot of expectations about this first activity, which was totally new for them. Then, when carrying out the activity in the computer lab, the majority of the students had a positive attitude towards it. Most students showed interest since they were organized voluntarily working. Most of students laughed and actively participating in the activity and researchers perceived a good sense of students' empathy as a whole. Therefore, the positive attitude was the most predominant in students. Students who were prepared and responded positively proved to have better results when orally answering the questions. There is no doubt that the implementation of ICTs in the classroom had a great impact on students' motivation and learning. So it is the teachers' role to shape students' minds for them to see technology as a powerful tool for learning English and not for fun only.

Finally, through the observation checklist, the researchers also realized that the students had different feelings towards the use of Whatsapp with an educational purpose in the classroom. The researchers observed that the students felt nervous and anxious, but then they reduced their fear by being motivated to express their answers. As theories state, ICTs provide more motivating and challenging learning experiences that make students more engaged with their learning UNESCO (2002). Students also showed insecurity to speak in English, and instead they used their mother tongue as a resource. That is, they felt more comfortable using Spanish, yet teachers have a big challenge to enhance students' English speaking skills and make them feel comfortable at the same time. Also, after having been exposed to such activity, some students expressed the following: "Todas las clases deberian de ser así". "Así si me gusta el inglés". "Jugamos y aprendemos también". "Es la primera

vez que ocupo una computadora en la clase de inglés”. ITCs change definitely students’ points of view about English classes because they engage and motivate students not just to enhance their speaking skills but their listening, reading, and writing skills. What is more, outside the classroom and after the carrying out ICTs activities, the students expressed their like to the activity and their desire to keep on working on similar and more challenging activities.

As a conclusion, the majority of the students, at the end, felt satisfied and happy about the use of technology in a class; however, it can be deduced that there will always be drawbacks in the implementation of new methodologies, but it will only depend on the teacher’s perseverance to keep on working with an innovative instruction to learn English and enhance students’ speaking skills.

Students’ reactions towards the use of ICTs in the classroom to improve their speaking skills

<p>Students’ feelings</p>	<p><i>At first, they felt nervous and anxious, but then they reduced their fear by as they felt motivated to express their answers.</i></p> <p><i>Some of them showed insecurity to speak in English and used their mother tongue as a resource.</i></p> <p><i>The most outgoing students helped the shy ones to communicate in English.</i></p> <p><i>Afterwards, some students expressed the following:</i></p> <p><i>“Todas las clases deberían de ser así”.</i></p> <p><i>“Así si me gusta el inglés”</i></p> <p><i>“Jugamos y aprendemos también”.</i></p> <p><i>“Es la primera vez que ocupo el whatsapp para hacer tareas”</i></p>
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	<p><i>“Pasa, no tengas miedo, yo te diré las respuestas”</i></p> <p><i>“Yo casi no puedo inglés, pero intentaré”</i></p> <p><i>Outside the classroom, the students expressed their willingness to the activity and their desire to keep on working on similar and more challenging activities.</i></p> <p><i>At the end, the majority of the students felt satisfied and happy with the activity as it was related to what they like.</i></p>
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<p>Students’ behaviors</p>	<p><i>The majority of students actively worked in the classroom.</i></p> <p><i>They participated satisfactorily.</i></p> <p><i>They actively performed roles</i></p> <p><i>Some students were working on other subjects while the activity was being carried out.</i></p> <p><i>Few of them were complaining about the activity</i></p> <p><i>The most common comments were:</i></p> <p><i>“Contestemos ligero para ganar”</i></p> <p><i>“Yo ni visité el grupo del whatsapp”</i></p> <p><i>“Yo no quiero correr porque me da pena!”</i></p>
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<p>Students’ attitudes</p>	<p><i>The majority of the students had a positive attitude towards the activity as they willingly accepted to work on it.</i></p> <p><i>Though some students were reluctant at first, they ended up participating as well.</i></p> <p><i>Most students were interested in the activity by voluntarily working organized.</i></p> <p><i>The majority of the students showed a</i></p>
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	<p><i>good sense of empathy to the researchers and to the activity as well.</i></p> <p><i>The majority commented:</i></p> <p><i>“Qué divertida la actividad”</i></p> <p><i>“No entiendo, pero yo voy a hacerlo”</i></p> <p><i>“Es más fácil en grupos”</i></p>
<p>Students’ reactions</p>	<p><i>Four out this section responded positively to the ICTs use.</i></p> <p><i>They were enthusiastic enough to participate in the activity.</i></p> <p><i>Their enthusiasm and motivation were higher than their fears to speak in English.</i></p> <p><i>Even though it was the first activity, students seemed comfortable with it.</i></p> <p><i>The other three sections did not respond as expected since they are passive students.</i></p> <p><i>The most frequent comments were:</i></p> <p><i>“Las clases así son mejores”</i></p> <p><i>“Así sí me gusta el inglés!”</i></p> <p><i>“Nunca habíamos recibido inglés de esta forma”</i></p> <p><i>“Me sentí entusiasmado y motivado en la clase”</i></p>

Table 1: Analysis on students’ response towards the use of whatsapp to carry out meaningful activities

subject	category	Indicators
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10 th grade students section " A"	Opinions 10 th grade students section A have about using whatsapp to develop an English class	<p>Students felt the activity was to be sort of difficult to accomplish since they had to actually use English. Some students made some comments such as:</p> <p>"No quiero trabajar es aburrido" " Es difícil hablar inglés " " No tengo una cuenta de watsapp, no podré trabajar" " Me parece una buena idea para practicar y aprender"</p> <p>Even though they did not want to try nor not to show any interest in working or participating, they got engaged little by little. "Me sentí satisfecha porque involucraron ambos el estudio y la tecnología." "me gustaría que hubiesen más actividades como estas para mejorar mis calificaciones y aprender" "Sentí mucha curiosidad ya que aprendería nuevo vocabulario y me ayudó mucho"</p>
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Source: Completion test administered to 10th grade students section A at Complejo Educativo Eliza Medina Viuda de Gardiner 2017 Dates: July 17th and 19th

As shown in table 1, we can see clearly how students' responds towards the use of social networks were. They said the way they felt at the time of using English through different activities such as group-work, voice recording and role-playing.

According to Aguaded & Pérez (2001), learning nowadays should be based not only on the development of concepts and attitudes, but also on the promotion of techniques and procedures that allow learners adequate use of the new technological resources and critical treatment of the information, i.e. knowledge of new ways to communicate through the use

of ICTs in relation to the traditional way to communicate; strategies to search, select, organize and treat information properly; new reading and comprehension abilities; adequate expression and elaboration of hypertextual formats; cooperative work; critical thinking in order to select information appropriately; autonomy and self-management in the learning process; the ability to interact and to participate actively and to make immediate decisions; and open-minded, plurilingual and pluricultural thinking that allows interpersonal communication between speakers from different countries and cultures.

As cited above teachers must be aware on the use of the most meaningful types of ICTs that can enhance students' motivation to learn not only English but other languages. Students constantly stated that it was nice to incorporate technology not only in the class but also when studying home to carry out the tasks the teacher assigns them. However, a great part of the students also said that the activity at first was complicated and boring but then they could do it successfully. In here, students were clearly exposed to a more challenging task since they were in touch with technology differently not only for chatting with friends but for studying and learning new words.

Besides, students showed more interest to participate and build rapport with their classmates when working as group. Even though it was hard to develop the activities because of the internet problems, every one enjoyed it and had a positive attitude from the one they showed at the very beginning after trying English class with the social network they like using the most. The researchers noticed students work best when being exposed to different activities that involve the use of technology. However, the only challenge we had during this activity was having them learn their dialogs for it was difficult for them to remember and not to be checking out their notes while performing the situations.

The researchers observed that the students felt nervous and anxious, but then they reduced their fear by being motivated to express their answers. As theories state, ICTs provide more motivating and challenging learning experiences that make students more engaged with their learning UNESCO (2002). Students also showed insecurity to speak in English, and instead they used their mother tongue as a resource. That is, they felt more comfortable using Spanish, so teachers have a big challenge to enhance students' English speaking skills and make them feel comfortable at the same time.

As a conclusion, the majority of the students, at the end, felt satisfied and happy about the activity as it was related to modern matters such as whatsapp. Although, the students did not produce the basic English functions properly, they showed some confidence which is one of the most difficult challenges to reach.

Table 2: Analysis on 10th grade students' response towards the use of blog to carry out meaningful activities using videos, songs, pictures, and games

subject	Category	Indicators
10 th grade students section "A"	Opinions 10 th grade students section A have towards the use of blog to carry out meaningful-guided activities using videos, songs, pictures, and games	Students' first reactions toward this activity was positive for this was the third week they were exposed to media in English class. For instance they said: " Asi no me aburriré recibir clases " " Me empieza a gustar el inglés" " No quería participar en las clases anteriores pero me doy cuenta que aprender inglés es necesario para pasar la materia y quién sabe y después pueda continuar estudiando un curso de Inglés" "no puedo Inglés, pero puedo intentarlo"

		<p>Outside the classroom, the students expressed their satisfaction to the activity and their desire to keep on working on similar and more challenging activities.</p> <p>At the end, the majority of the students felt satisfied and happy about the activity as they interacted with the type of music videos they like as well as games</p>
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Source: Completion test administered to 10th grade students section A at Complejo Educativo Eliza Medina Viuda de Gardiner 2017 Date: July 24th

As shown in table 2 , the researchers noticed how important having taken notes in previous classes to bring more motivational activities was for students to feel more eager to keep trying English even though it is still quite hard for them to produce it since they have very poor English production.

Moreover, the fact that students interacted not only in the activity but also in the blog allowed them to feel more interest and at ease with the activity. As Kim (2008) believes, blogs are a fun process to allow students to interact with others. It is a successful learning and communication tool between students and teachers. Actually, some of the students expressed that in this way they feel more confident to communicate or participate in English assignments. The implementation of the blog activities enhances students' development of communicative competences. They did not help them improve in a 100%, but it definitely helped, in a certain way, to develop the students' confidence to practice more English with ICTs. Some students established that they felt a great difference when interactively working with others rather than just writing sentences in English the traditional way. Also, they expressed their likeness towards the use of the blog with an

appealing topic to them, rather than just using a book with pictures; and what is more, they said they felt so much comfortable in the environment the activity was developed, rather than just being seated listening to the teacher as they always do.

On the other hand, the researchers noticed how difficult adapting new teaching strategies is since teachers have to carefully select the type of activities or information students are more willing to try. So it is very important to reflect on how we can have students' attention along the activities and not to get them bored.

Out of the classroom, the English teacher in charge established she was amazed and showed some satisfaction as she saw her classes can be funnier and can go further if she keeps deeply incorporating ICTs in. she expressed the only challenge she has is not to lose students motivation as if she stops and has her classes her traditional way, they will not really feel like learning or even participating in.

Language production was something researchers couldn't exploit the most for students have not acquired basic structures yet. In addition, students need a lot of time to be exposed to the use of this tool so that they can, to some extent, show some learning at a basic level, that is to say, English learning have started taking place. One disadvantage found was timing as researcher did not have much time to develop all the activities. Additionally, experienced teachers who have been around a while know that the values today's students hold are not congruent with traditional course content and methods. Namely, having applied the blog activity made the students realize in which era they are (Gen Y), and made the teacher conscious of the importance of changing from time to time the traditional methodology. Additionally, all students could express what they felt when using the blog, and the majority of them agreed on the vast impact ICTs has in learning.

Table 3: Analysis of the different responses 10th grade students at Complejo Educativo Elisa Medina Viuda de Gardiner have towards the use webquests to enhance their speaking skills

subject	Category	Indicators
10 th grade students section A	Opinions 10 th grade students section A have towards the use of webquests to enhance their speaking skills	<p>At beginning of the class, student's reaction was positive toward this activity even though they presented some problems to communicate using the target language since this was the 6th class third week. They were exposed to this platform to carry out English class. For instance they said:</p> <p>They felt thrilled about using this platform!</p> <p>"Me gusta la clase usando la computadora "</p> <p>"Es interesante usar este plataforma"</p> <p>"Me gusta la clase"</p> <p>"No conocía esta plataforma para estudiar inglés"</p> <p>"Así es más fácil"</p>

Source: Completion test administered to 10th grade students section A at Complejo Educativo Elisa Medina Viuda de Gardiner 2017 Date: July 26th 2017

Today (July26th 2017) was the performance of the Webquest activity .At the beginning of the class, the researchers carried out a warm-up called "The Sharks are

coming” in which the students formed groups of the number the researcher mentioned and the ones who do not find any group has to introduce him/herself, and to provide personal information using the simple present tense. Then, the researchers used a computer, a LCD projector, speakers and an Interactive Power Point Presentation to carry out the web quest activity. Students were very interested since the majority of them seem to be thrilled what this term referred to, and participated in the warm-up activity. The majority of the students wanted to participate even though some of them stated that they couldn’t speak English (using their mother tongue all the time.) Then, the researcher began asking some questions about professions, and the majority of the students seemed to be interested in the activity, but it was kind of difficult for them to express their ideas, so the researcher began giving them some examples so that they began answering even the ones who were distracted or were working in another subject and others were simply talking among them were able to participate. The majority of the students looked for ways to communicate in English using body language and having some material such as charts and flashcards. They were interested in the innovation of the English class through technology since some of them said that they learned how to use the simple present structure when they looked for the information about professions in the websites provided by the researchers.

People learn by imitation; that is why, it is necessary to show students how to answer through a variety of examples in order that they produce the language .When students do not know what to answer the English class turns too passive since they do not want to commit mistakes. This is due to the lack of practice students present since they wanted to participate in the activity, but they did not know how to answer so that they were willing to talk among them and to work in any other subject than to be totally involved in the activity. In addition, the majority wanted to participate because they were interested in

using technology to practice the language as Davis and Tearle, 1999; Lemke and Coughlin, 1998, as cited in Yusuf, 2005 point out:

In concrete terms, ICTs can enhance teaching and learning through its dynamic, interactive, and engaging content; and it can provide real opportunities for individualized (sic) instruction. Information and communication technology has the potential to accelerate, enrich, and deepen skills; motivate and engage students in learning; it helps to relate school experiences to work practices; it helps to create economic viability for tomorrow's workers; it contributes to radical changes in school; it strengthens teaching, and provides opportunities for connection between the school and the world (p.316).

Students showed interest towards the use of technology in their English class as they looked for ways to investigate the information about the topic and to communicate their thoughts in English since technology really caught their attention.

Table 4: Analysis of the different responses 10th grade students at Complejo Educativo Elisa Medina Viuda de Gardiner have towards the use wisemapping to enhance their speaking skills

Subject	Category	Indicators
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<p>10th grade students section A</p>	<p>Opinions 10th grade students section "A" have towards the use of wisemapping to enhance their speaking skills</p>	<p>To start with the class, student reaction was kind of negative toward this since they were wondering what it was about. After the researchers explain the activity students understood the English class . For example they expressed :</p> <p>They felt thrilled using this website!</p> <p>"Esta página es muy útil para guardar el vocabulario "</p> <p>"Me gusta la clase de inglés"</p> <p>"No conocía esta plataforma para estudiar inglés"</p> <p>"Todo es más fácil así"</p>
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Source: Completion test administered to 10th grade students section A at Complejo Educativo Eliza Medina Viuda de Gardiner 2017 Date: July 31th , August 9th,2017

This day (August 9th,2017) was the development of the wise mapping activity .To begin the class, the researcher carried out a warm-up called "The hot potato" in which the students past a ball made of papers containing some questions about the daily activities they perform every day, and they had to use the auxiliary "can" to refer to the activity they were talking about. Then, the researcher explained to the students what was it about, and specify they were to use it just to organize the vocabulary they were learning so that

they could use it in order to remember all words they are acquiring. Many of the students did not seem very interested on this because they said it was kind of difficult to remember all words they were learning every day but the researcher showed them that this website can help them a personal dictionary which they can use to restore all word in order to memorize them one by one, and she explain they were not supposed to learn all words at once since it is a process. After this , the researcher provided students with a list of verbs so that they began their list of words. The majority of students actively participated, and a few of them did not what to do, so the researcher helped to them to write the first two or three words ; I n this way, this students were able to write their own line list. At the end of the class, the homework assignment was to write a list of adjectives, and send it to the researcher's e-mail.

Hincapié (2012) points out:

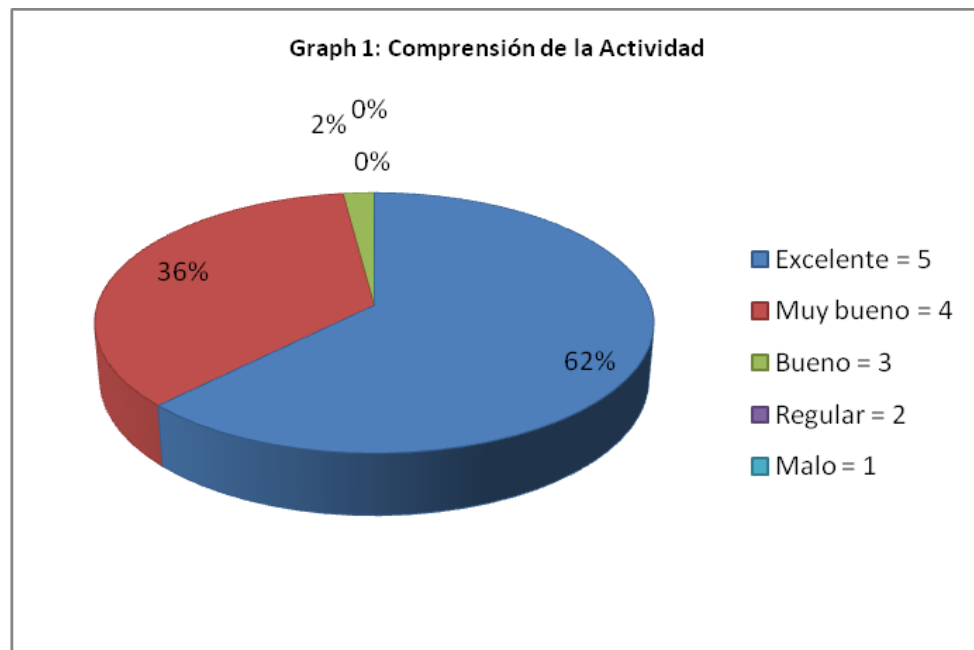
Wisemapping is a diagram used to represent words, ideas, tasks, drawings, or other concepts related and arranged about a key word and idea. It is used for the generation, visualization, structure, and classification of the ideas; it helps for the study, the planning of tasks, the organization of topics, the problem solving, the decision making or the class notes. A Wisemapping (sic) is obtained and developed concerning a word or central text, from which ideas, words and concepts stem.

To teach students what to do was easier since they love computers, and the majority were really involved using the computers to learn vocabulary a .Even though students did not know how to use this website, they were able to do it Also, the ones who had not understood were able to finish the activity since they really wanted to know how to use this tool to learn as much vocabulary as they wanted.

The traditional way is done on paper; however, students will use Wisemapping to create their own outlines before .Through the observation checklist, the researchers realized that the students had different reactions towards the use of ICTs with educational purposes.

Analysis of students' performance through the video-making activity

During the video-based activity, students were asked to make an advertisement explaining and selling the product to the researchers. Then, the researchers administered an attitude scale sheet with the purpose of gathering the students' perspective and experience of the ICTs activities. Consequently, the graphs below show the most remarkable statements the researchers found in the tool to enrich the research study and falsify or verify the hypothesis.

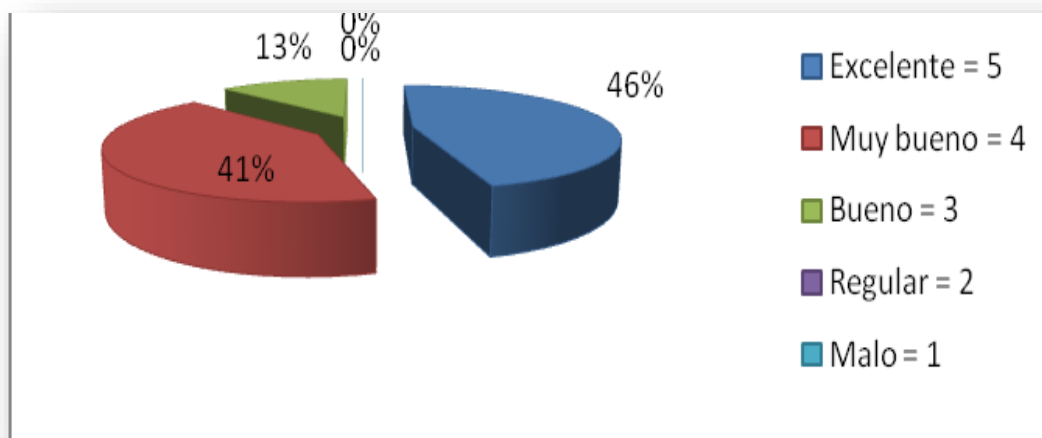


Source: Attitude scale sheet addressed to First-year students at Complejo Educativo Eliza viuda Date: July 31th , August 9th, 2017

Graph 1 shows the level of challenge the activity had; indeed, few students found it difficult since it was the first time they manipulated a video camera or a smart cell phone. On the contrary, as the percentage shows 62% of the students did not find hard to carry out the activity as they were acting in the video as if they were not being filmed. This showed the confidence they had and the little, but important, progress they made by leaving aside the fear and started to speak in English freely. It is important to remark that even though the majority of them responded positively, there is still a lot to do in order to enhance students' speaking skills. As UNESCO (2002) states: ICTs provide learning experiences when and where they are needed and allow students to progress at their own pace. This means that the progress will be seen according to the students' work pace and since Complejo Educativo Eliza Medina viuda de Gardiner students are accustomed to a slow learning pace by a traditional methodology; logically, their progress will take time but their learning experiences will increase.

graph 2

Desempeño Grupal



Source: Attitude scale sheet addressed to First-year students at Complejo Educativo Elisa Viuda de Gardiner -2017 Date: August 11th

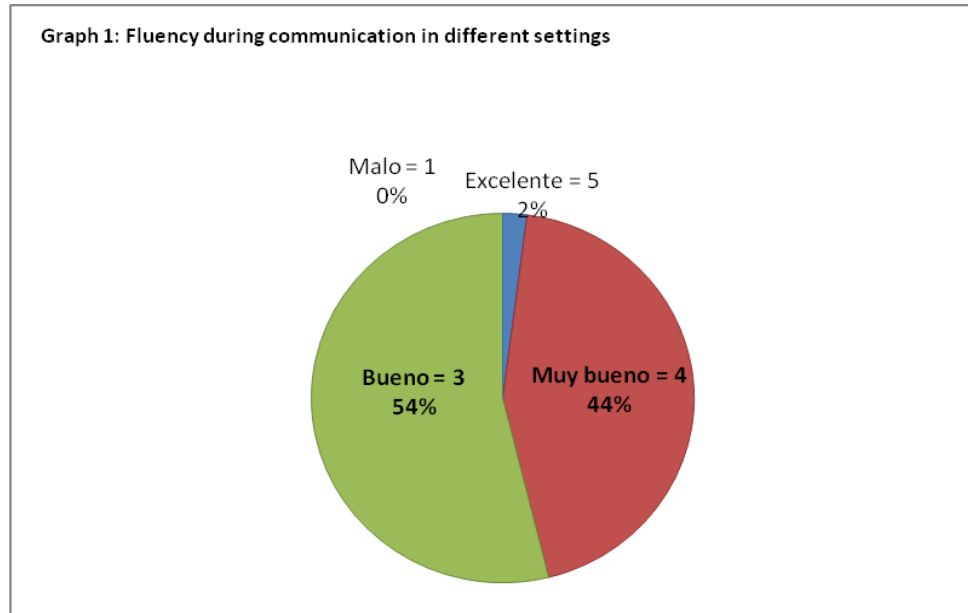
In Graph 2, the researchers could notice that students like working in groups and prefer to do it this way since they help each other and the load of work is distributed. Though the purpose of group working was to make them interact more, they only saw a common benefit which was work load. Actually, to have students working in groups has its own advantages and disadvantages. First, the teacher's time to grade can be reduced as students work in group and sometimes they are evaluated in group not individually. Also, they help each other in the group and make learning easier. However, Austin (1962) says that classroom discussion is not dominated by a minority of speaking active participants. All get a chance to speak and contributions are fairly evenly distributed. Unfortunately, this theory could not be seen in a 100% in this activity since some students expressed feeling upset because not all of them worked in the activities. So this problem might frequently

happen since some students still do not have the ability to work in group seriously. Nonetheless, this did not stopped students from being immersed in a welcoming atmosphere where the majority of them worked.

The whole point of technology is to enhance instruction. If students and teachers are frustrated, and technology becomes a hindrance, then there is very little point to technology (Spangerberg, L. 2004). Undeniably, this project demonstrates how technology can be a powerful tool to enhance students' learning or a destructive one because as the table above shows the level of difficulty students had when manipulating the devices. Essentially, the majority of the students did not find it hard to use such devices, but there is a considerable number of students who struggle to make it. This shows that students do need to be guided in the use of ICTs, but it will only be done if the teacher wants to. So, it is very important to know how to implement ICTs in both teachers and students. So at this point, the students who found the use of ICTs hard and faced hindrances should be oriented and empowered to keep on working on this type of activities to improve their skills because if not, they might get frustrated to continue learning freely how to enhance their speaking skills.

Analysis of the assessment of the students' performance when using Interactive Power Point Presentations (IPPP)

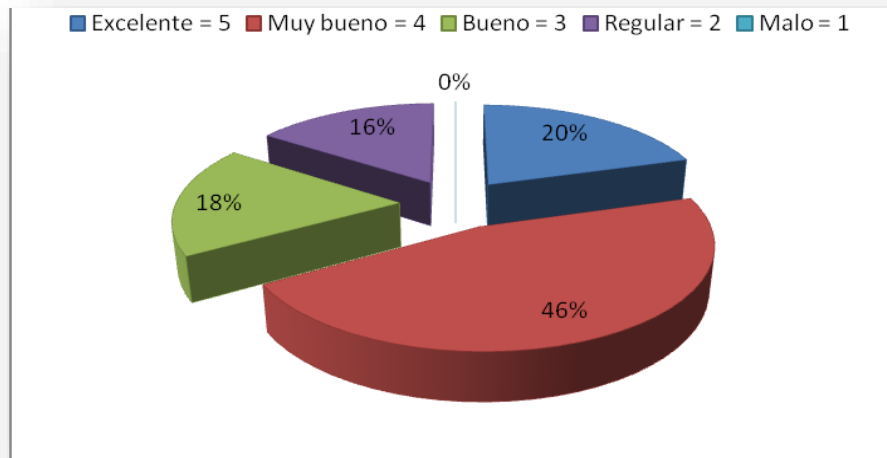
When students carried out their IPPP, they were assessed by the researchers through an evaluation sheet (**Appendix 6**) which was oriented to evaluate their oral performance on the topic they were going to present



Source: Attitude scale sheet addressed to First-year students at Complejo Educativo Eliza viuda de Gardiner -2017 Date: August 14th

As students presented their topics in the class, the researchers were able to see the students' progress in fluency since they were being evaluated in previous activities. Indeed, this activity made them feel more at ease but at the same time nervous because they expressed they had never presented a topic in English. So this experience has two main points to take into account: First, students' nervousness made them fail regarding their fluency. Despite this, a good portion of them did a good job as they reached, a 50%, what Brown (2001) states: "Sign of fluency includes a reasonably fast speed of speaking and only a small number of pauses, which indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message." This means that students go in the road to acquire fluency, at least, in the 80% since they still continue having long pauses during the speech and interferences from their mother tongue. However, this does not diminish what students did progress since they expressed feeling capable of doing this kind of activity more often.

Effectiveness to convey meaning of the message



Source: Attitude scale sheet addressed to First-year students at Complejo Educativo Eliza Viuda de Gardiner -2017 Date: August 14th

Concluding with the most important aspects of the students' performance when using Interactive Power Point presentations, the researchers believe that the effectiveness to convey the message encompasses all the previous points to achieve an effective oral production. This means, students' good fluency, pronunciation, and vocabulary will play an important role to make the meaning of the message effective and clear. So there is not more proof than what students did along the project as they enhanced their speaking skills by being more in contact with the language. Evidently, their language production in this activity was acceptable as Austin (1962) states in the characteristics of successful speaking activities "Language is of an acceptable level: Learners express themselves in utterances that are relevant, easy, comprehensible to others, and of acceptable level of language accuracy." In effect, the most common results in the graphs of this section show a range of

seven students out of ten showing good results in students' performance and this means that the activities helped to enhance their speaking skills.

FIRST WEEK, CLASS I,II

The first week of the class interventions started on July 10th, 2017 At Complejo Educativo Melissa Viuda de Gardiner. The researchers arrived 20 minutes before the English class started. Researchers had been told to use their own-built lesson plans and any type of resources they wanted; in other words, researchers were free to do any kind of activity in the class with students. The students had no idea that the English class was about to be a bit different from the usual English class they frequently had. It was the first time students were invited to go the computer lab for an English class. "Ojala este chivo" "Haber si no es para hacernos un examen" were some of the expressions researchers heard while students entered the room. As soon as the students walked into the computer lab, they noticed that the LCD projector was on and ready to be used. "Eyy al rato nos ponen una pelicula" "Quizas ni classes van a haber hoy" were some of the student's reactions.

The researcher started the class with a warm-up to make students feel at ease. It was the first time students had some sort of a game to start an English class. Students were asked to form groups of five students each. Then, Students were shown some pictures of people doing a random activity and students had to guess what the people in the pictures were talking about, then the group that guessed what the main topic of the conversation was won. At the beginning, students started the activity with a lot of energy, motivated and willing to help. They looked happy. Researchers could hear expressions like: "Hey que chivo que nos van a enseñar ingles con fotos" "Asi esta chivo que estemos jugando en las clases". Some of the problems researchers noticed were that since it was the first time

students started a class like that, they look a bit disorganized when forming groups because they started moving around looking for their friends. Others did not understand the directions they were given. Main problem during the activity was the use of Spanish. By the time, the researcher started showing the pictures, students started to shout and move around. There were just a few students who were trying to express ideas in English, but ended up giving up on it. As soon as the warm-up was over, he moved to the next activity which was a video about some crazy but funny advertisements in English. Almost all of the students were paying attention while the videos were running. Some students were taking notes, in Spanish but they showed some engagement in the activity. Just a couple of students were talking and looked distracted. As soon as the videos stopped, students started to talk about them. That showed the researchers that students were motivated. The researcher asked some basic questions like: Do you like the video? What do you remember about them? Etc. Students tried to answer in English. Some students tried hard speaking English, but some just gave up easily. Researchers noticed that even though it was a difficult task, students tried to answer in English. That showed researchers that the activity helped students to get engaged in the class and forget about some of the fears they said they had. The researcher asked students to work in threes. Students were asked to create a video in which they were to make up an advertisement. In the advertisement, students had to talk as much as possible. At the beginning students said that they were not able to do that. They expressed that they could not speak English at all. Students looked worried about it, but researcher told them that all researchers were going to get involved and help. That helped students to feel comfortable in the activity. Researchers could notice that students were asking a lot of questions to them. For example: how do you say this/that in English? How can I do this/that? Researchers could notice some great progress in students while

developing the activity. They showed confidence when doing the video. Even though, it was just the first intervention, there were a lot of things researchers wanted to improve for the following class.

SECOND WEEK, CLASS III,IV

The second intervention week interventions took place on July 17th and 19th, 2017 At Complejo Educativo Elisa Viuda de Gardiner; students arrived at the computer lab very early. “Que chivo que otra vez ellos nos ban a dar clase” “otro video talvez nos enseñan” were some of the student’s expressions. Again, the researcher started the class with a warm-up activity in groups, but this time to avoid certain problems seen in the previous class, students were give a piece of paper. There were 5 different colors, that way; students could form the groups easily and in order.

After the warm-up activity, students were shown a series of pictures of different categories; for example: animals, fruits, sports etc. Students were asked to work in pairs to discuss their answers of the question: What is your favorite____? And Why? At the beginning of the activity, students were a bit reluctant to participate because they expressed they knew how to answer the first question but the second one. That was a problem since the activity was allotted 20 minutes of the lesson plan. After that, the researcher moved to the Power point presentation activity. In this activity, students were asked to form groups of 4. Students were shown a list of topics from which each group had to choose one. After each group had chosen the topic, they were told to create a power point presentation. Students expressed to be anxious because they had never presented anything in English so that would be the first time. Researchers had the computers set in the lab so students could use them. While doing the activity, students received help from the researchers. Some of the students reactions were: “al rato ni me sale” “primera ves que tenemos que hablar en

ingles” Students got ready for their first english presentation; however, it was difficult for them because some of them got nervous and did not want to continue. Other students felt uncomfortable because they said they did not like to stay in front of people. There was something that caught researchers’ attention. There was a group that had a lot of problems when being in front of others; nonetheless, they did not speak Spanish. They prefer using gestures and sighs to try to express themselves in English. It was a hard time for everybody, but a lot of students showed improvement and expressed they liked the activity because they never thought they could use short phrases or words to present a topic in English.

THIRD WEEK, CLASS V AND VI

The researchers arrived 20 minutes earlier to set the equipment. Another researcher was in charge of classes those days. This class was taught in the lab where the students had already had a class before.

This time the researcher introduced to the students the use of social networks in this case whatsapp for learning purposes. At the beginning, the teacher did a lead-in activity to have students review some vocabulary taught first week to check if students still remember what they did last time. The researchers observed that last time class, the warm-up was sort of longer, so they advised the researcher to come up with a lead-in instead. After doing so, he asked the students to make group of 5 people to develop a video-call activity. The students did not seem to get interested in it for they thought this would be difficult, thee researcher came up with a demonstration having the research group participate as well as their English teacher to make students feel eager to participate. At the end, this plan worked and the students started getting involved little by little. He gave students some situations for the them to role play and use whatsapp. He gave them around 15 minutes for them to

get ready and comfortable before carrying out the activity. The other researchers were helping the students to come up with ideas, to check some pronunciation stuff, and to evaluate their dialogs before presenting them. The activity went a little complicating since the students were ashamed even when having the research group help. It took the students like 20 minutes to carry out the activity as they always tended to forget the information. At the end, the students collaborated even though they had problems dealing with confidence. The researcher had some problems dealing with timing because students took too much time to get ready, so in the second class, students went on with the same activity. At this time the researchers had already talked about the problems the researcher was having about timing, so he was aware of time to check the time each activity was to last.

FOURTH WEEK, CLASS VII

It was time for another intervention class in the week, the researchers had the same roles. Students arrived at the computer lab because the researcher was going to introduce the use of Blog for carrying out some activities. Some students' reactions towards the use of blog were really positive as they said some comments such as "Que bien ahora si puedo usar blog para hacer mis tareas y estudiar con mis compañeros en caso de no poder salir" "si hubiera tenido conocimiento de esta plataforma ,hubiera aprendido más Inglés" " Asi si me gusta tener clases". Along the class, the activity was working since the students were having some fun but also learning. It was still difficult for them to produce the language, but they tried. Some of them asked the researcher as well as his group how they could learn more, so we noticed how students' motivation was increasing in regards to learning English. These three classes using social networks helped students to have a *better* understanding of the language besides the positive attitude they showed when in class.

FIFTH WEEK, CLASS VIII AND IX

Today was the performance of the webquest activity, July 20th, 2017 at Complejo Educativo Melina Viuda de Gardiner. The researchers arrived 25 minutes before the English class started. Researchers had been told to use their own-built lesson plans and any type of resources they needed; this means, researchers were able to do any kind of activity in the class with students. At the beginning of the class, the researchers carried out a warm-up called "The Sharks are coming" in which the students formed groups of the number the researcher mentioned and the ones who do not find any group has to introduce him/herself, and to provide personal information using the simple present tense. Then, the researcher used a computer, an LCD projector, speakers and an Interactive Power Point Presentation to carry out the web quest activity. Students were very interested since the majority of them seemed to be anxious about this term referred to, and participated in the warm-up activity. The majority of the students wanted to participate even though some of them stated that they couldn't speak English (using their mother tongue all the time.) Then, the researcher began asking some questions about professions, and the majority of the students seemed to be interested in the activity, but it was kind of difficult for them to express their ideas, so the researcher began giving them some examples so that they began answering even the ones who were distracted or were working in another subject; others were simply talking to each other but they were able to participate. The majority of the students looked for ways to communicate in English using body language and having some material such as charts and flashcards. They were interested in the innovation of the English class through technology since some of them said that they learned how to use the

simple present structure when they looked for the information about professions in the websites provided by the researchers.

The students seemed to be anxious about using technology in the English class was since it was a bit different from the usual English class they frequently had. It was the first time students were invited to use this platform lab for an English class. Researchers were able to listen to students using expressions such as "Me gusta la clase usando la computadora", "Es interesante usar esta plataforma", "Me gusta la clase" "No conocía esta plataforma para estudiar inglés" "Así es más fácil" .. Moreover, the research group had the task of providing any assistance to the researcher during any inconvenience. Student's reaction was important towards this activity even though they presented some problems to communicate using the target language.

At beginning, students seemed to be afraid and anxious since they were not familiar with this platform, but they were interesting about knowing how to use this tool so that they started the activity with a lot of energy, motivated and willing to help. They looked interesting in participating. Researchers heard comments like: "Hey que chivo que nos van a enseñar inglés con internet" "jugando las clases son más chivas". Some of the problems researchers noticed were that since it was the first time students started a class like that, they did not want to participate since they felt ashamed of making mistakes. They started talking in Spanish with their classmates because they did not understand the directions they were given. One of the Main problems during the activity was the use of Spanish. At the time, started giving directions, students started talking to each other. There were just a few students who were trying to express themselves in English, but after the researcher gave some examples on how to use the platform the majority got involved in the class, so the researcher provided them with the links they were required to use. As soon as the

students looked for the professions asked in the activity, they were anxious asking what else they were required to do, so the researcher asked them to look for information about the simple present tense use. That showed the researchers that students were motivated. The researcher in charge asked some questions like: Do you like to use webquest? What do you like the most? Etc. Students tried to answer in English. Almost all students were able to answer speaking English. Researchers noticed that even though it was a difficult task, students tried to answer in English. That showed researchers that the activity helped students to use technology in the class in order to practice English. Even though it was hard for some of them to communicate, they were not so afraid about committing mistakes. The researcher asked students to work in pairs. Students were asked to create a dialogue in which they had different professions they had previously looked for; also, they had to use the simple present tense. In the dialogue, students had to talk as much as possible. At beginning students said that they were not able to do that. They said that they could not speak English at all. Students looked afraid of doing it, but the researcher told them that all researchers were going to get involved and help. Then, that helped students feel comfortable in the activity. Researchers observed that students made a lot of questions to them. For example: how do you say this/that in English? How can I do this/that? Researchers were able to notice many progress in students English. They showed confidence when performing the dialogue. There were a lot of things researchers wanted to improve for the following class since it was the fifth week intervention.

SIXTH WEEK , CLASS X AND XI

These were the last intervention classes in July 31th,2017. The researchers had the same roles. Students arrived at the computer lab very early. “me gusta que otra vez ellos

nos van a dar clase” “otro vez usaremos internet en la clase ”talvez nos enseñan algo nuevo” were some of the student’s expressions. Once again, the researcher used a warm up to start with the class, and students liked it. However, when the next activity was explained students reactions were kind of negative toward what they were required to do. After the researcher explained the activity, students understood the English class. For example, they expressed: They felt amazed using this website!,”Esta página es muy útil para guardar el vocabulario “ “Me gusta la clase de inglés” “No conocía esta plataforma para estudiar inglés” “Todo es más fácil así” . This day was the development of the wise mapping activity .To begin the class, the researcher carried out a warm-up called “The hot potato” in which the students pass a ball made of papers containing some questions about the daily activities they perform every day, and they had to use the auxiliary “can” to refer to the activity they were talking about. Then, the researcher explained to the students what it was about, and specify they were to use it just to organize the vocabulary they were learning so that they could use it in order to remember all words they were studying . Many of the students did not seem very interested on the activity because they said it was kind of difficult to remember all words they were learning every day, but the researcher showed them that this website can help them to create a personal dictionary which they can use to store all words in order to memorize them one by one, and she explain they were not supposed to learn all words at once since it is a process. After this , the researcher provided students with a list of verbs so that they began their list of words. The majority of students actively participated, and a few of them did not what to do, so the researcher helped them to write the first two or three words ; In this way, this students were able to find their own line list. At the end of the class, the homework assignment was to write a list of adjectives, and send it to the researcher’s e-mail.

To continue with the same topic, the researcher went on with the class on August 9th 2017. While doing the activity, The research group was helping the students to explain some of the tasks assigned by the researcher teaching that day. Some of the students reactions were” no se si pueda “que emocion ahora puedo guardar toda mi info aqui ” Students seemed to enjoy the use of technology for learning english; however, it was difficult for them because some of them got anxious and were afraid at the begining. Other students did not feel very comfortable because they did not know how to use computers. There was something that caught researcher’s attention. The group having a lot of problems at the beginning of the interventions was able to successfully perform the activity, and they did not speak Spanish. They prefer using gestures and signs to try to express their ideas in English. It was a hard time for everybody, but at the majority of students showed improvement and expressed they liked the activity because they never thought they could use diagram to order their vocabulary and information about any topic in English.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

1. The implementation of ICTs tools had a positive influence in students speaking competence. The exposure students had to the use of technology for learning English gave them new opportunities for language practice; Trying out new resources for learning purposes boosted their confidence, and as a result, students' confidence in English use increased gradually. As students approached the end of the intervention, they were less afraid of speaking English.
2. The Interactive Power Point Presentations boosted students' use of vocabulary and confidence when presenting. The good results they had when presenting shows great improvement in their English speaking skills.
3. The ICTs video making activity allowed for higher sensory stimulation, involvement with new technological devices, and higher levels of autonomy that enhanced the speaking skills of 10th grade students at Complejo Educativo Elisa Medina Viuda de Gardiner 2017

4. The use of Whatsapp for educational purposes facilitated student engagement, and increase their enthusiasm, interest, and motivation to practice and produce the target language through the use of videos, songs, pictures, and games.
5. The use of blogs raised students' enthusiasm for learning English. They stated they had worked in a more comfortable and appealing ambience as they found the ICTs activities carried out in class gratifying as they talked about things they liked.
6. The Webquest activity provided an opportunity for students to solve real-life problems, and aided them in speaking fluently and lexically accurately, accomplishing 85% of the objectives set for the task. In this activity, students were challenged to work towards accomplishing each step of the activity.

RECOMMENDATIONS

The tenth-year high school English teacher should:

- use whatsapp inside and outside the classroom for homework, remedial practice, facilitating interaction, and promoting outside the class opportunities for students to communicate
- incorporate webquest activities in classes to expose students to higher-order thinking skills development and more challenging tasks such as debates, role-plays, discussions, presentations in order to help students to further develop their speaking skills.

- guide students in the use of blogs assigning interactive activities such as performing short films, musical videos, TV shows, discussions, and presentations to increase their vocabulary, independence, and interest when producing the language.
- use Interactive Power Point Presentations assigning students different topics for them to review and build vocabulary, and improve fluency when engaging in discussions and debates to allow for use of their creativity, cooperation, and oral language production,
- have students create interactive videos to foster autonomy, creativity, collaboration, and increase motivation and develop their speaking skills.

The 10th-year high school students should:

- actively engage in all the ICT-based interactive activities (webquest-based discussions, role-plays, etc, blog-based presentations, performances, etc, role-plays, conversations, discussions, performances, etc, PPP-based presentations, and class discussion, video making-based movie creations, storytelling, etc, and so on) the teacher assigns inside and outside the classroom to improve their speaking skills,
- look for ways to use social networks, web browsers, smart phones, laptops, tablets, mp3 players, TVs, and CD players as learning resources to practice their speaking skills,
- actively cooperate and collaborate in all the steps of any ICT-activity the teacher carries for them to be more engaged in their own learning process and have more successful results in the enhancement of their speaking skills.

Complejo Educativo Eliza Medina viuda de Gardiner should:

- provide ongoing training so that English teachers' incorporate ICTs and related tools and resources such as webquests, blogs, podcasts, PPPs, video-making application or software, social networks as a regular component of their English classes.
- make ICTs readily available for English classes to give students more opportunities develop their English competence, and more reasons to engage in tasks to develop their English language skills.

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APPENDIXES

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT
THESIS RESEARCH PROJECT

QUESTIONNAIRE ADDRESSED TO THE ENGLISH TEACHER OF 10TH GRADE
AT ELISA MEDINA VIUDA DE GARDINER

ADMINISTRATOR: _____

DATE: _____

Objective: To obtain data about English teachers' usage of technology in the class

1. Do you use any technology device in class such as computers, LCD-projector, DVD-player, CD-player?

Yes No

2. If yes, what kind of technological device do you use the most?

- a. Laptop
- b. CD-player
- c. LCD-projector
- d. DVD-player

3. How often do you teach a class using any technological device such as computers, DVD-player etc.?

4. How often do you take your students to lab to have English class?

a. Sometimes b. Never c. Always d. Often e. Rarely

5. Have you ever been trained to use technology in English class?

Yes No

6. Do you bring any videos to class to have more interaction with your students?

Yes No

7. Are you given any technological device availability to teach English classes?

Yes No

8. If yes, how much time do you have for using them?

a. 30m b. 45m c. 90m

9. Do you use any platform to assess students' progress in class?

Yes No

10. Do you ever plan activities that require using technology?

Yes No

Appendix B



Universidad de El Salvador

Facultad Multidisciplinaria de Occidente

Departamento de Idiomas Extranjeros

Proyecto de Tesis

Encuesta dirigida a estudiantes de primer Año de Bachillerato en el Complejo Educativo

Elisa Medina Viuda de Gardiner

Tema: El uso de Tecnología de Información y Comunicación para Desarrollar la Habilidad del Habla del Idioma Inglés en los Estudiantes de primer Año de sección A Bachillerato en el Complejo Educativo Elisa Medina Viuda de Gardiner

Objetivo: Comprobar que tan beneficioso es el uso de Tecnología de Información y Comunicación en el desarrollo de la habilidad del habla del idioma inglés en los estudiantes de I primer Año de Bachillerato en el Complejo Educativo Elisa Medina Viuda de Gardiner

Indicaciones: Marca con una “X” o contesta completamente con sinceridad las siguientes preguntas.

1. ¿Te gusta el inglés?

1. Si_____ 2. No_____

2. ¿Tu profesora de inglés utiliza tecnología para impartir su clase?

1. Si_____ 2. No_____

3. ¿Qué tipo de recursos tecnológicos usa tu profesora de inglés en clase?

1 Computadora _____

2. T.V. _____

3. DVD _____

4. Grabadora _____

5. Cañón _____

6. Internet _____

4. ¿Cuáles recursos tecnológicos puedes usar?

1. ¿Tu profesora de inglés utiliza diversas actividades (diálogos, juegos dinámicas, etc.) para desarrollar tu habilidad del habla en el idioma inglés?

1. Si _____ 2. No _____

2. ¿Qué tipo de actividades realiza tu profesora de inglés con más frecuencia para desarrollar su clase?

3. ¿En qué idioma tu profesora imparte la clase mayormente?

1. Inglés _____

2. Español _____

3. Ambos _____

4. ¿Quién tiene más participación al hablar inglés en la clase?

1. La profesora _____ 2. Los estudiantes _____

5. ¿Tu profesora de inglés supervisa cada actividad que asigna en la clase?

6. ¿Crees que las actividades que realiza tu profesora ayudan a desarrollar tu habilidad para hablar inglés?

1. Si_____ 2. No_____

7. ¿Qué otras actividades te gustaría que tu profesora utilizara para poder desarrollar la habilidad de hablar inglés?

8. ¿Consideras que el uso de la tecnología para desarrollar la habilidad de comunicarte en inglés?

9. ¿Crees que la tecnología es una herramienta útil para poder desarrollar la habilidad de hablar inglés?

Appendix C



Universidad de El Salvador
Facultad Multidisciplinaria de Occidente
Departamento de Idiomas Extranjeros

Proyecto de Tesis

Encuesta dirigida a los estudiantes de primer Año de Bachillerato sección A en el Complejo educativo Elisa Medina viuda de Gardiner de Santa Ana, 2017

MARCA CON UNA "X" O CONTESTA CON SINCERIDAD LAS SIGUIENTES PREGUNTAS

¿Cuál es su grado de satisfacción general con el centro de cómputo?

- Completamente satisfecho Satisfecho Insatisfecho Completamente insatisfecho

¿Recomendaría usted este recurso a otras personas?

- Sí
 Probablemente sí
 No estoy seguro
 Probablemente no
 No

Que opina del ancho de banda del centro de cómputo ?

- Malo
 Regular
 Bueno
 Muy bueno

- Excelente

Teniendo en cuenta su experiencia más reciente con el centro de cómputo,
por favor, valore su grado de acuerdo o desacuerdo con las siguientes afirmaciones:

Que opina de la iluminacion del centro de cómputo?

- Mala
- Regular
- Buena
- Muy buena
- Excelente

Que le parece la calidad de las computadoras en el centro de cómputo?

- Mala
- Regular
- Buena
- Muy Buena
- Excelente

Cree que hay un ambiente cómodo en el centro de cómputo?

Si

No

Es de buena calidad del servicio que presta la institución?

Si No

¿Cómo consideras la velocidad de procesamiento de los equipos?

. a. Excelente

. b. Buena

. c. Regular

. d. Deficiente

. No sabe / No contesta

¿Cómo consideras la capacidad de almacenamiento de los equipos?

. a. Excelente

. b. Buena

. c. Regular

. d. Deficiente

. No sabe / No contesta

¿Crees que sea necesario cambiar los quipos por algunos con mejores características?

- . Si
- . No
- . No sabe / No contesta

-Cuantas computadoras tiene el laboratorio actualmente? _____

-Del total de computadoras, cuantas están habilitada para usarse? _____

-Considera que el recurso de tener un laboratorio es aprovechado al %100 en la escuela? SI _____ No _____

-Con respecto a la materia de ingles, con que frecuencia el docente encargado de dicha materia utiliza el laboratorio?

- una o más veces a la semana
- dos o tres veces al mes
- una vez al mes
- menos de una ves

-Con respecto a la materia de Ingles, cuantas horas a la semana el laboratorio es asignado para dicha materia? _____

**-EL laboratorio es utilizado siempre para dar clases de ingles en las horas asignadas?
Si _____ no _____**

-Cuando el laboratorio es utilizado por el docente de ingles, cual es su percepción acerca del desempeño de los alumnos?

- Excelente
- Buena
- Regular
- No muy buena
- Puede mejorar
- Deja mucho que desear
- mala

-Cuantos programas tienen las computadoras que estén actualmente enfocados para la enseñanza del idioma ingles?

-Que otros recursos tecnológicos tiene el laboratorio?

- DVD
- LAPTOPS
- INTERNET
- IMPRESORA/FOTOCOPIADORA
- GRABADORAS DE AUDIO/VIDEO
- CAMARA DIGITAL
- CAÑON
- T.V

APPENDIX 1



UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
LANGUAGE DEPARTMENT

THESIS RESEARCH PROJECT

QUESTIONNAIRE ADDRESSED TO THE ENGLISH STUDENTS OF 10TH GRADE AT

ELISA MEDINA VIUDA DE GARDINER

ADMINISTRATOR: _____

DATE: _____

Objective: Objective: To measure students' Basic English communicative competence

Direction: Answer the following questions with your personal information

1-What's your name?

2-What's your last name?

3-How old are you?

4-When is your birthday?

5-What's your favorite color?

6-Where do you live?

7-What's your phone number?

8-What's your address?

9-Do you have any brothers or sisters?

10-Do you have any cat or dog?



APPENDIX 2

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT

THESIS RESEARCH PROJECT

DATE: _____

ADMINISTRADOR: _____

Objective: To measure students' understanding of the verb to be applied in communicative context

Instrucciones: escribir la forma correcta del verbo "To be" usando (**am, are o is**)

1) My name _____ James.

3) John and Lucy_____ at school.

2) Mary_____ the secretary.

4) I _____ a student.

5) The boys _____ in the garden.

6) He _____ a lawyer.

7) Susie _____ a housewife.

8) She _____ a student.

9) They _____ my friends.

10) You _____ a student.

11) My mother _____ in the kitchen.

12) The pupils _____ not at school today.

13) Maria's grandmother _____ from Brazil.

14) I _____ a football fan.

15) It _____ Sunday today.

16) They _____ in the car.

17) His pencil case _____ at home.

18) you _____ from Sheffield?

19) I _____ not your friend.

20) Hey John! We _____ her

APPENDIX 3

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT

THESIS RESEARCH PROJECT



TIME: 15 minutes

DATE: _____

ADMINISTRADOR: _____

Objective: To test students' management of simple present tense for communicative purposes

Direction: Unscramble the following words to make sentences

1- She / study / every / day _____

2 my sister / parties / enjoy _____

3 my / play / brothers / basketball _____

4 brother / your / friendly / look / _____

5 David / hate / alcohol _____

6 teacher / my / like / music _____

7- Pili and Sofia / like / ice cream _____

8 I / drink / sometimes / coffee _____

9 never / I / read / a / book _____

10 go / the disco / to / we / Saturday/ on _____



UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT
THESIS RESEARCH PROJECT

DATE: _____

ADMINISTRADOR: _____

Objective: to assess students use of the auxiliaries “do” and “have” for simple present written form in communicative context

Instrucciones: Completar las siguientes oraciones usando **Do / Does / Have / Has**

- 1- Do you _____ a dog?
- 2- No, I _____ .
- 3- _____ she got brown hair
- 4- No, she _____ .
- 5- This exercise _____ 10 questions.
- 6- _____ Paul Newman _____ blue eyes?
- 7- Yes, he _____ .
- 8- _____ I _____ a lot of work to do?
- 9- Yes, I _____ .
- 10- What time _____ she have to get up?
- 11- She _____ to get up at 5:00 am.
- 12- _____ you want some ice cream?
- 13- Yes, I _____
- 14- _____ you feel tired?

15- No, I _____

16- This house _____ ten rooms.

17- My friends _____ a new computer.

18- _____ you feel happy?

19- Mary _____ two children.

APPENDIX 5

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT

THESIS RESEARCH PROJECT



DATE: _____

ADMINISTRADOR: _____

Objective: To evaluate students' vocabulary

Directions: ordenar los abjetivos en dos columnas: positivo/ negativo

Selfish	kind	patient	lazy
Gentle	romantic	pessimistic	generous
Stupid	unfriendly	energetic	aggressive
intelligent			



APPENDIX 6

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT

THESIS RESEARCH PROJECT



DATE: _____

ADMINISTRADOR: _____

Objective: To test students' use of object pronouns

Directions: Circle the correct pronoun in parentheses.

Example: I see (he, him, his) on the bus every morning.

I see (he, him, they) on the bus every morning.

1. He sits near (I, me, they, you) in the English class.
2. I go with (her, she, we, they) to the movies on the weekend,

3. You often see (they, them, he, hers) in the school.
4. I like (her , she, mine, yours) very much.
5. I know both (him , he, we, they) and his brother very well.
6. He sits close to (us, we , I, she) during the test.
7. Don't speak to (they, them, she, they) in Spanish.
8. I often go with (them , they , my , we) to the park.
9. Mario often helps (I, me, he, we) with the homework.
10. She writes many e-mails to (him , his, she, our).
11. Don't lend money to (she, her, his , I).
12. Mr. Jaime teaches (them, we , my, hers) Social Studies.
13. He gives many presents to (she, him, I, we) .
14. Please explain this exercise to (me, I , they, my).
15. The teacher always explains the lesson to (we, us, he, its).
16. Please give this book to (him, his , we, you).
17. Don't go with (they, them, their , your) to the movies tonight.
18. She wants to talk with (me, I, his , she).
19. I like (they, them, she, we) very much.
20. He rarely speaks to (us, we, she , I).

APPENDIX 7

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT
THESIS RESEARCH PROJECT



DATE: _____

ADMINISTRADOR: _____

Objective: To collect information on English teachers' classroom procedures.

Direction: Write an **X** in the box of your choice.

S/N	Affirmative perception statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
(1)	The teacher makes use of a lesson plan.					
(2)	The class is developed according to the lesson.					
(3)	The teacher includes activities aim to the students' learning					
(4)	The teacher develops activities in which the students have to speak during the English class.					
(5)	The teacher develops activities in which the students have to write during the English class.					
(6)	The teacher develops activities in which the students have to listen to conversations during the English class.					

(7)	The teacher develops activities in which the students have to read during the English class.					
(8)	The teacher uses posters or images during the English class					
(9)	The teacher uses TV or projector during the English class					
(10)	The teacher uses computers or CD players during the English class					

APPENDIX 8

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT
THESIS RESEARCH PROJECT



DATE: _____

ADMINISTRADOR: _____

Objective: To assess students' vocabulary regarding their daily routine.

Direction: match the following responds under the appropriate picture (**go to work, get up, have breakfast, finish work, have lunch, watch TV, get dressed, start work, take a shower, arrive home, have dinner, go to bed**)

What do you do every day?



APPENDIX 9

COMPLEJO EDUCATIVO ELISA MEDINA VIUDA DE GARDINER

CRITERIA TO EVALUATE STUDENTS' INTERACTIVE POWER POINT

PRESENTATION PERFORMANCE

GENERALOBJECTIVE: To assess 10th year 2017students’ performance at Complejo Educativo Elisa Medina Viuda de Gardiner when using a Power Point Presentation to enhance their speaking skills

Student’s name: _____ Overall Grade: _____

Subject: _____ Date: _____

CRITERIA	1	2	3	4	5	6	7	8	9	11
	1	2	3	4	5	6	7	8	9	0
1. Fluency during communication in different settings										
2. Accurate English Pronunciation										
3. Appropriate vocabulary for the student’s level										
4. Effectiveness to convey meaning of the message										
5. Comprehension of the situation										
6. Characterization (mastery of his/her role) and body language										
7. Discourse with coherence and details										
8. Mastery of target grammatical structures in discourse for his/her level										
9. Proper use of space and time										
10. Creativity										

11. Relevance of information										
TOTAL										

OBSERVATIONS: _____

Universidad de El Salvador

APPENDIX 10

Facultad Multidisciplinaria de occidente

Departamento de idioma ingles

Proyecto de tesis

The effects of ICTs on the development of communicative competence of 10th grade students from section“ A” at Complejo Educativo Elisa Medina Viuda de Gardiner during the year 2017

Objetivo: Identificar las diferentes actitudes que los estudiantes de primer año de Bachillerato en el Complejo Educativo Elisa Medina Viuda De Gardiner 2017 presentan acerca de la implementación de algunos recursos tecnológicos combinados con actividades interactivas para mejorar sus habilidades del habla del idioma inglés

Instrucciones: Marque con una X la respuesta más conveniente en cada enunciado de acuerdo a lo que experimentó en la actividad

1. Edad: _____

2. Género: 1.F _____ 2. M _____

Actividad: creación grupal de un video	ESCALAS
--	----------------

interactivo en inglés basado en un anuncio televisivo					
ENUNCIADOS	Excelente 5	Muy Bueno 4	Bueno 3	Regular 2	Malo 1
1. Comprensión de la actividad					
2. Dificultad de la actividad					
3. Dinámica de la actividad					
4. Aceptación de la actividad					
5. Uso del idioma ingles					
6. Desempeño grupal					
7. Desempeño personal					
8. Experiencia personal durante la actividad					
9. Relación estudiante-maestro durante la actividad					
10. Grado de motivación al hacer la actividad					
11. Manejo de la tecnología durante la actividad					
12. Relación de la actividad con su vida cotidiana					

LESSON PLANS

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
DEPARTMENT OF FOREIGN LANGUAGES**



**TIME: 90 MIN
TEACHER: Mario Rincán**

Lesson: 1

Topic: talking about countries and nationalities

Target Content: vocabulary

Target Structure: simple present verb "to be"

Objectives:

- At the end of the class, SWBAT communicate their ideas in English, based on a podcasting story
- achieve fluency by interacting with their classmates
- produce their own English language output by creating a funny end to the story
- learn English with ICTs- Activities
-

Materials:

board, markers, eraser, laptop, LCD projector, colorful charts, CD player, and speakers

15min

Warm-up "Run, Explode, and Say it" (15 minutes)

- Have the students in two groups at the back of the classroom and have two chairs too.
- Have one students of each group run to the front, take a balloon, run back to his or her chair, and burst the balloon.
- After that, tell both groups unscramble the sentence inside the burst balloon.
- If they say the sentence correctly, give a point. If not, give the opportunity to the other group.

Sentences:

1. Let's go down to the police precinct.
2. That's the most bizarre story.
3. UFOs are unidentified objects.
4. This is out of this world.
5. My father is a police officer.
6. That is a flying object.
7. I was driving home from a party.
8. I only saw the lights of an airplane.
9. The beast was running to me.

Podcast Activity “A Story to Remember” (35minutes)

Controlled Practice (10 minutes)

- **Have students work in trios taking into account the roles they chose in the podcast “A story To Remember” activity posted in the group on Facebook.**
- **Explain to them how the activity will be carried out.**
- **Provide the students with the necessary help.**

Semi-controlled Practice (15minutes)

- **Have the students listen to the podcast without the script.**
- **Play the podcast once again and now give the script to them so that they fill the blanks.**
- **Monitor that students’ work and help if necessary.**

Free Practice (45 minutes)

- **Before beginning with this phase, do “The Alphabet Game.”**
- **Have the students in two lines.**
- **Say “A” and raise your “right” hand; say “B,” get your right hand down, and raise your “left” hand; say “C,” get your left hand down and raise both hands at the time; finally say “D,” get your left hand down, and , with your right hand up, raise your “right” leg as Superman does it.**
- **Have some exercise before the game.**
- **As the students get confused and make a mistake, number the trios so that they follow the order to perform their role plays.**
- **Have the students perform their role plays and take notes of their oral mistakes.**
- **Finally, give some feedback of their mistakes and award the most creative English-oral productive trio.**

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
DEPARTMENT OF FOREIGN LANGUAGES**



**TIME: 90 MIN
TEACHER: Mario Rincán**

Lesson: 1

Topic: talking about countries and nationalities

Target Content: vocabulary

Target Structure: simple present verb "to be"

Objectives:

- At the end of the class, SWBAT produce their own English language output by talking about their favorite bands
- achieve fluency by interacting with their classmates
- sing in English a piece of their favorite band's song
- learn English with ICTs- Activities

Materials:

board, markers, eraser, laptop, LCD projector, colorful charts, CD player, and speakers

15min	<p>Warm-up "Guessing the Song" (10 minutes)</p> <ul style="list-style-type: none"> □ Have the students get together in their respective bands. □ Have a microphone on a table in the middle of the classroom. □ Play a song in English for a quick period of time so that they guess it, run to the microphone, take it, and sing if they know the song. □ At the end, award the band who guessed more songs
-------	--

Interactive Power Point Presentation Activity

("Presentation of the advertisement")

Controlled Practice (15 minutes)

- Have students work in the groups they previously created.
- Tell them to carefully read the information they have about the product they are selling in the video.
- Have them highlight the most important information about the ad and the product.
- Give students the necessary help for them to prepare the IPPP.

Semi-Controlled Practice (15 minutes)

- Give students a set of questions and points to be taken into account when presenting the ad
- Tell them to discuss with the members the best answer for each question.
- Encourage students to consciously understand the message of the ad they created and the importance of it.
- Have them practice some vocabulary before the presentation.

Free Practice (40 minutes)

- Give each group five minutes to present the video-making (ad) through the IPPP they prepared.
- Encourage students to express their ideas accurately to get a good great.
- Correct mistakes and give feedback at the end of the presentations.

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
DEPARTMENT OF FOREIGN LANGUAGES**



**TIME: 90 MIN
TEACHER: LEONARDO GARCIA**

Lesson Unit:

Topic: talking about daily routines

Target Content: vocabulary

Target Structure: simple present

Objectives:

- At the end of the class, SWBAT express in English their ideas, viewpoints
- critically defend in English their ideas from other students
- achieve fluency by interacting with their classmates
- learn English with whatsapp activities to enhance their speaking skills

Materials:

White board, markers, eraser, copies,

15min

Lead-in Activity Memory game

- me more reasons" (15 minutes)
- Have students work in groups of 4.
- Tell them to choose a representative to go outside the class.
- Then, give each group a picture of a famous person for them to describe him/her without saying the name.
- At the end, call the Ss who were outside the class to guess who the famous person is.
- Encourage students to describe the famous person with many sentences using the basic structures.
- You are provided with the pictures in the appendix section.

PRE (40minutes)

- ✚ The teacher will have students watch a video which contains daily routines activities

DURING

- ✚ The teacher will have the students pay attention and learn the new vocabulary presented in the video, so they can take notes and discuss it later.

POST

- ✚ The teacher will have the students pronounced the words presented in the video.
- ✚ The teacher will give the students create a conversation by using the new words found in the video so that they can practice the words learn.

Speaking activity (35minutes)

- ✚ The teacher will bring the students some conversations for them to practice and produce the words learned in class by using whatsapp
- ✚ The teacher will give the students fifteen minutes for them to get ready.

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
DEPARTMENT OF FOREIGN LANGUAGES**



TIME: 90 MIN

TEACHER: LEONARDO GARCIA

Lesson Unit:

Topic: talking about weekends routines

Target Content: vocabulary

Target Structure: simple present

Objectives:

- At the end of the class, SWBAT learn vocabulary and use present simple functions

Materials:

White board, markers, eraser, copies,

15min

Lead-in Activity pass the ball

- The teacher will ask the students to make a circle.
- The teacher will have the students pass a small paper ball containing some questions, so they can interact and remember the vocabulary taught previous.

Speaking activity (40minutes)

✚ The teacher will have students practice some questions:

1. What do you do?
2. What do you like doing the weekend?
3. What time do you get up on Saturday?
4. What do you do in the morning?
5. What do you do in the afternoon?
6. What do you do at night?
7. What do you like going out with your friends?

Speaking activity

- ✚ The teacher will have the students write conversations for them to remember the structures
- ✚ The teacher will give the students five minutes for them to get ready and use whatsapp to make a students' group so they record their voices to practice pronunciation and vocabulary

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
DEPARTMENT OF FOREIGN LANGUAGES**



TIME: 90 MIN

TEACHER: LEONARDO GARCIA

Lesson Unit:

Topic: talking about occupations

Target Content: vocabulary

Target Structure: simple present verb

Objectives:

- At the end of the class, SWBAT Use daily routine verbs

- Achieve fluency by actively participating in class.
- learn English with an ICT- blog Activity
- Communicate in English by spontaneously creating oral sentences

Materials:

Board, markers, eraser, laptop, LCD projector, microphone, Internet, an electric cord, and electricity

15min

Warm-up Activity Simon says

- The teacher will ask the students to make a circle.
- The teacher will have the students perform some commands so students can understand following orders and learn some vocabulary by listening

Occupations (40minutes)

PRE

- ✚ The teacher will have students watch a video which contains some common jobs and occupations

DURING

- ✚ The teacher will have the students pay attention and learn the new vocabulary presented in the video, so they can take notes and discuss it later.

POST

- ✚ The teacher will have the students repeat the words presented in the video.
- ✚ The teacher will help the students create a blog by using the new words found in the video so that they can practice the words learn.

Homework

- ✚ The teacher will have the students create a blog for them to keep practicing from home
- ✚ The teacher will post some activities on the blog so students can interact with each other. Besides they have to create a short video and upload it to the blog

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WESTERN MULTIDISCIPLINARY CAMPUS
DEPARTMENT OF FOREIGN LANGUAGES**



**TIME: 90 MIN
TEACHER: KARLA VANESSA JUÁREZ**

Lesson Unit:

Topic: talking about weekends professions

Target Content: Professions

Target Structure: simple present

Objectives:

- At the end of the class, SWBAT learn professions and use present simple functions

Materials:

White board, markers, eraser, copies,

15min

Lead-in Activity Sharks are coming

- The teacher will ask the students to make group of the number of people mention by her.
- The teacher will have to mention the number so that students make up the groups , so they can interact and remember the vocabulary previously taught.

Speaking activity (40minutes)

 The teacher will have students practice some questions:

8. Do you like to use webquest?
9. What do you like the most ?
10. Do you like it for studying?
11. Would you like to use it for studying another subject?
12. What is your profession?
13. What do you do in the afternoon?
14. What do you do at night?
15. What do you like going out with your friends?

UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
DEPARTMENT OF FOREIGN LANGUAGES



TIME: 90 MIN

TEACHER: KARLA VANESSA JUÁREZ

Lesson Unit:

Topic: The auxiliary “can”

Target Content: Professions(using can for ability)

Target Structure: simple present

Objectives:

- At the end of the class, SWBAT learn professions and use present simple functions

Materials:

White board, markers, eraser, copies,

15min

Lead-in Activity Sharks are coming

- The teacher will ask the students to make group of the number of people mention by her.
- The teacher will have to mention the number so that students make up the groups , so they can interact and remember the vocabulary previously taught.

Speaking activity (35minutes)

 The teacher will have students practice some questions:

1. Do you like to use wisemapping?
2. What do you like the most ?
3. Do you like it for studying?
4. Would you like to use it for studying another subject?
5. What is your profession?
6. What do you do in the afternoon?
7. What do you do at night?
8. What do you like going out with your friends?