UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT

UNDERGRADUATE THESIS WORK

THE USE OF ICT'S TO EXPAND 9th GRADE STUDENTS' ENGLISH SPEAKING SKILLS AT THE "COMPLEJO EDUCATIVO CATÓLICO SANTA TERESITA, ATIQUIZAYA, DEPARTAMENTO DE AHUACHAPÁN" IN 2017

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INTRODUCTION

Speaking problems among students of 9th grade, of secondary school at Complejo Educativo Santa Teresita are very common while learning the English language, especially for those students, who had little or none knowledge about this specific language.

While learning a new language the learner finds a lot of difficulties and one of those difficulties is to develop the speaking proficiency; this is due to the several problems that learners find while learning a new language in a crowded, noisy, and artificial environment such as is the case of the students of ninth grade of secondary school at "Complejo Educativo Catolico Santa Teresita in Atiquizaya, Ahuachapan."

This topic is extremely important to be carried out because affects all the generations that pass through "Complejo Educativo Catolico Santa Teresita in Atiquizaya, Ahuchapan" and sometimes stops them to get a job to support their studies, because in any job that requires English, a well developed listening proficiency is a must. Researchers did know little about this topic before this project were carried out, but they already had spotted the problem and even some of them lived it in their own skin; nonetheless, now, they see the problem as something much more complicated than just to have problems with the listening skill.

Now, the researchers see the problem as something that can be changed, through raising awareness of this problem that limits the individual, the intellectual, and work field; although, this demands more than only be aware of the problem; this research project suggests that a lot of effort, compromise, determination, extra practice and the use of technological resources are needed to develop the speaking skill properly.

Through this research project the researchers are going to go deeply into the elements that stops students to develop their speaking skill, and also into the elements that might help students to develop their speaking skill through the use of technology for learning.

This research project is focused on the Speaking skill of students of 9th grade of secondary school at "Complejo Educativo Catolico Santa Teresita in Atiquizaya, Ahuachapan in 2017."

The study is divided into five chapters. In Chapter I, Statement of the Problem, the researchers described the problematic situation they found in 9th grade of secondary school at Complejo Educativo Catolico Santa Teresita' based on a diagnostic study and researchers stated the importance of the investigation. This chapter also contains the objectives which are the aim of the investigation.

Chapter II, State of art, in this chapter, the researchers present a series of definitions of some concepts that are essential for the study and they need and how it can be used to improve the speaking of ESL learners. Second, it provides some information about how technological resources can be used inside the English classroom.

Chapter III, Methodological Design, First, it shows the paradimg and type of study the research team will use to carry out this study. Second, it describes the environment in which it research will take place, and the difficulties it can have. Third, it tells us the units of observation, the sample procedure, and the date collection instruments the researchers will use to collect reliable data. Fourth, it says how data will be processing to show the results of the study. Fifth, we have the operationalization of variables, a matrix contains the most important characteristics of the study. It shows the elements that the research team expects

to observe in 9th grade students at “Complejo Educativo Catolico Santa Teresita in Atiquizaya, Ahuchapan” in 2017 at the end of the investigation. Also, researchers describe the validity, reliability, and the importance of ethical aspects to make the the investigation trust- worthy.

In chapter IV, the results of the investigation are presented. The results of the study are divided into stages. Each stage contains the results, its analysis, and interpretation. Each of the stages represents the measure of the improvement of students along the study. The tools to measure the improvement of students, were created by the researchers and validated by experts on the field of study. This chapter also contains the interpretation of interviews addressed to the students.

Chapter V presents the conclusions of the study. It describes the results of the study, if the objectives were reached and if the hypothesys of change was confirmed or denied. Also, it contains several recommendations.

ABSTRACT

The speaking ability is one of the important skills in foreign language learning, there is plenty of research in this specific area but there is relatively little research on what resources are necessary to its proper development. The present study attempts to show the importance of the role of technology on the development of the speaking skill inside the English classroom of 9th grade students of "Complejo Educativo Catolico Santa Teresita in Atiquizaya, Ahuchapan" in 2017. The complete group of 9th grade students were selected for the study. The group consisted of 34 students. This study was conducted under the quantitative and qualitative paradigm (mixed method); to do so, the researchers based the research on the data gathered on a diagnostic study carried out in February of 2017. The research team delivered classes to the sample group to prove if the use of ICT's inside the English classroom makes students' speaking skill expand. The data was gathered by means of interviews, and observation guides. Understanding students' learning difficulties may enable EFL teachers to help students develop effective learning strategies using technology as the main source of input and most important expand their English speaking abilities. Suggestions are made addressing the use of technology inside the classroom in order to overcome speaking problems. The results of this study may also be useful for those who are interested in this field.

STATEMENT OF THE PROBLEM

The use of ICT's to expand 9th grade students´ speaking skills at "Complejo Educativo Católico Santa Teresita, Atiquizaya, departamento de Ahuachapán" in 2017.

Certainly, during the process of learning English, people find various factors that hinder the development of their English speaking skill for example, the inability to express correctly is one of the many reasons for misunderstanding what a speaker is trying to communicate. Ninth grade students at the Complejo Educativo Catolico Santa Teresita face the problem that they learn English in a synthetic environment that is to say, they are not exposed to interactive and stimulating English classes. They learn English taught in a synthetic form, they read from the text book and write in their notebooks, the methodology used to teach them English is not innovative and appropriate for an English class, as a result, the development of their English language macro skills is affected.

1.1. Description of the problem

The process of acquiring a new language involves a series of stages. As it is known, the four language macro skills (listening, speaking, reading, and writing), need to be effectively developed when acquiring a new language. Thus, for foreign language learners, the ability to communicate and transmit their thoughts orally in the target language is seemed as the main objective of their language two learning process. Communication takes place where there is speech. The importance of the speaking skill is enormous for learners of any language. Without speech, a language is reduced to mere script. Any gap in communication results in misunderstanding problems. Aamer Qureshi (n.d)

Speaking is one of the most difficult skills to develop for EFL students since to develop well such skill a huge amount of practice is required. As Nunan (2005) stated: Many people feel that speaking a new language is harder than reading, writing or listening for two reasons. First speaking happens in real time; usually, the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you say, as you can if you are writing.

. The non-native speaker lacks the genuine context and the facility or ease that a native speaker has, so the classroom is one important instance to get them nearer to that. As defined by Florez (1999), speaking is "an interactive process of constructing meaning both its form and meaning depend on the context, the participants, their experiences, the environment and the purpose of speaking". To develop successfully the speaking skill of students it is necessary to be exposed to the spoken form of the language and to different materials and resources. "Technological resources are a way of exposing learners to different modalities of language use; spoken, written, technologically mediated; and to input beyond that provided by the teacher. Traditionally, the main resource for input has been the textbook, and this may be supplemented by authentic texts from a range of sources: written text, video or audio texts, music, multimedia, etc" (scariano and liddicoat, 2009)

The educational system of El Salvador does not take English as a basic subject for the development of a student, for instance the amount of time given to English classes and the lack of resources for classes has a negative impact in the learning process; therefore, it is very difficult for a student to master the speaking skill as learning English demands. Renzo Valencia head of the education department of El Salvador during an ineterview to national newspaper La Prensa Grafica admitted that the education department of El Salvador does not

have enough money to provide the adecuated material to teach English to every single student in the public education system. He also claimed that economic problems at the educational department of El Salvador impede designing and implementing of English teaching programs from kinder kindergarten to high school. Due to the fact that the education deparment does not have money to hire English teachers. For this reason, public schools are forced to teach English from secondary school to high school and students receive only three hour- class (45 minutes) of English per week. This situation is similar to the one described by Nunam (2005) "Schools around the world hire people with no training to teach conversation, althoug speaking is totally natural, speaking in a language other than our own is anything but simple".

Taking into account the phenomenon above, the research team carried out an observation at "Complejo Educativo Católico Santa Teresita, Atiquizaya, departamento de Ahuachapan" in 2017 and they spotted several problems. It was noticed that students have difficulties to express their ideas in the EFL class. 9th grade students, lack of knowledge about grammatical structures, they lack of vocabulary to express themselves and they misspell words. Also, students do not seem to be engaged in the lesson or to have motivation to make an efford to learn the English language. Most of the students have problems to communicate basic ideas, to ask for permition, and to express simple sentences. And they ask for the word's pronunciation very often. Also, when they dare to speak English they do it in a very doubtfull way, as if they are not sure of what they are saying. Students stated in a survey (appendix a) administered by the research team that they only receive three English hours class weekly and that they do not practice their English speaking skill so often during the English class; also they manifested that English classes were bored because they only would repeat words after their teacher or they would work in the book. This is one of the main reasons students

have problems to express in English during the English class, because they are exposed to spoken English only when the teacher asks them to repeat. This represents an obstacle for students because speaking is the essence of communication among people.

Students declared that the use of technological devices in the English classroom would catch their attention and it would be a motivation to learn.

Needless to mention how fruitful the teaching of speaking can be if classroom assessment takes advantage from the pivotal role technology plays in learners' lives nowadays. Technology is fundamental for the EFL classroom because it exposes students to modalities of language use, it helps students to explore the language, it helps to create rapport in classroom, and it creates a more interactive environment, and motivates students to use technology in a more productive way. The implementation of ICT's in the classroom is indispensable for students to improve their English speaking. These classes might make a difference in the learning process, it might help researchers find out if students of ninth grade of "Complejo Educativo Catolico Santa Teresita" exposed to ICT's will expand their speaking skills.

The lack of motivation and interest for the acquisition of the English language in public schools is not a new problem, this takes place from the moment students start to receive English classes in high school and takes place because students have never been exposed to interactive and stimulating English classes. Researchers are going to carry out this study for 8 weeks, 9th grade students will be given classes using ICT's. The implementation of classes using ICT's might be undispensable to improve students speaking skill. The use of ICT's might make a difference in the learning process, it might impulse

students to make an extra effort in order to expand their speaking through the use of ICT's inside the English classroom.

Considering the relevance of the phenomenon the following questions arose among the researchers: Can 9th grade students be encouraged to use the English language inside the classroom through the use of ICT's? Can they gain a wider vocabulary through the use of ICT's? Does the use of ICT's create a more interactive environemt in the English class? And most important: Can 9th grade students expand their speaking skills at "Complejo Educativo Católico Santa Teresita, Atiquizaya, departamento de Ahuachapán" in 2017 through the use of ICT's?

1.2. Justification of the work

This study is worth bearing because it will improve the way in which 9th grade students of Complejo Educativo Santa Teresita learn the English language. It was observed that at "Complejo Eductaivo Católico Santa Teresita" the only resources used to teach the English class was an English book and a whiteboard. It was obvious that students were not paying attention to their English teacher and they were not learning the language. Students could barely communicate a few sentences in English and their motivation to overcome this situation was non existent.

The principal objective of this action research was to expand students' speaking through the incorporation of a new way of teaching English at Centro Educativo Catolico Santa Teresita based on the use of ICT's. The research team hoped to get better results in the teaching- learning process, taking students' attention and compromise to a higher level. The

research aimed to teach the language in a more interactive, more understandable way dedicating more time to the development of the speaking skill.

This project will show detailed information about the importance of the use of ICT's inside the classroom as a teaching resouce. It helped students to overcome obstacles and expand their speaking skill in order to better their communication skills when they are required to communicate in English inside the classroom or whenever they use the language in real life. It showed how technology can be used to motivate students to use the English language.

Also, the insights obtained will help the researchers to implement the use of ICT's to make 9th grade students acquire more vocabulary in order to communicate their ideas in different situations. Moreover, the gathered data will be useful to have students learn with more ease by exposing students to different modalities of the language and by giving them more speaking- practice time, with solid directions for a better understanding of the subject, and with innovative teaching supported on ICT's. A wider vocabulary, helped students to speak fluently. Students were provided with the bases for a day to day communication in differents situations of life.

The project aimed to cultivate a comfortable environment where students can speak English without the fear of being judge or becoming the mockery of the classroom. It was hoped that the use of technology helped to create a friendlier and interactive environment among students inside the classroom.

It was important for the research team to show that technology can be very effective if it is well used in the English Classroom. Technologies provide ready access to the

contemporary world and provide many resources which can be adapted readily to teaching and learning. Technologies provide not just texts for input, but opportunities to explore new ways of using language. (Scariano and Liddicoat, 2009)

This project was intended to show the advantages of using ICT's while learning a new language and the research team pretended to motivate students to use ICT's by themselves to master their English language skills.

1.3. Scope of the Work

The research was focussed on the implementation of ICT's in English classes to make 9th grade students of Complejo Educativo Catolico Santa Teresita concious of the importance of expanding their speaking proficiency. The research was carried out at the "Complejo Educativo Católico Santa Teresita, Atiquizaya, Ahuchapán" in 2017.

9th grade students were the focal point of the research. Taking into consideration that the number of students in 9th grade this year, the researchers decided to work with the entire group of 9th grade students.

The group consisted of 34 students; the entire sample was taken into account to carry out the research. The research work lasted 8 weeks, an appropriate amount of time to notice improvement in students speaking.

1.4. Research questions

After the observing the problematic situation 9th grade students of Complejo Educativo Catolico Santa Teresita were facing, the researchers set the following questions:

- Can 9th grade students expand their speaking skills through the use of ICT's
- at "Complejo Educativo Católico Santa Teresita, Atiquizaya, departamento de Ahuachapán" in 2017?
- Can 9th grade students be encouraged to enhance their speaking of the English language inside the classroom through the use of ICT's?
- Can 9th grade students gain a wider vocabulary through the use of ICT's?
- Does the use of ICT's create a more interactive environment in the English class?

1.5. Objectives

1.5.1. General objective

- To expand 9th grade students´ speaking skills through the use of ICT's at "Complejo Educativo Católico Santa Teresita, Atiquizaya, Ahuachapán" in 2017

1.5.2. Specific objectives

- To encourage 9th grade students to use the English language inside the classroom through the use of ICT's at "Complejo Educativo Católico Santa Teresita Atiquizaya, Ahuachapán" in 2017.
- To have 9th grade students gain a wider vocabulary language inside the classroom through the use of ICT's at "Complejo Educativo Católico Santa Teresita, Atiquizaya, Ahuachapán" in 2017

- To create a more interactive environment in the English class at 9th grade through the use of ICT's at "Complejo Educativo Católico Santa Teresita, Atiquizaya, Ahuachapán" in 2017.

1.6. Hypothesis of Change

If 9th grade students are exposed to ICT´s inside the classroom, they will expand their speaking skill at "Complejo Educativo Católico Santa Teresita, Atiquizaya, Ahuachapán" in 2017.

STATE OF ART

Since the beginning of human race, the man has been using tools in order to make his life simpler and to achieve better results and proof of so, is the evolution of these human ages: pre- mechanical age (between 3000B.C. and 1450A.D), mechanical- age (between 1450 and 1840), electromechanical- age (between 1840 and 1940), and electronical age (between 1940 and present). The man and his necessities have changed a lot through the time hereby is necessary to take advantage of ICT for teaching, not only for teaching a second, third or even fourth language but for making learning in general easier. This is not about teaching classes supported only by ICT's but by integrating ICT´s at school; it is proven that ICT classes help to create a more interactive environment and also provide a vast number of activities either for teaching or learning.

2.1. A brief history of ICT

Information and communication technology has been around for a long, long time. Basically, as long as people have been around, information technology has been around because there were always ways of communicating through technology available at that point in time. There are 4 main ages that divide up the history of information technology

Pre- mechanical age: The pre- mechanical age is the earliest age of information technology. It can be defined as the time between 3000B.C. and 1450A.D. We are talking about a long time ago. When humans first started communicating they would try to use language or simple picture drawings known as petroglyphs which were usually carved in rock. Early alphabets were developed such as the Phoenician alphabet.

Mechanical age: The mechanical age is when we first start to see connections between our current technology and its ancestors. The mechanical age can be defined as the time between 1450 and 1840. A lot of new technologies are developed in this era as; there is a large explosion in interest with this area. Technologies like the slide rule (an analog computer used for multiplying and dividing) were invented. Blaise Pascal invented the Pascaline which was a very popular mechanical computer. Charles Babbage developed the difference engine which tabulated polynomial equations using the method of finite differences.

Electromechanical age: The electromechanical age can be defined as the time between 1840 and 1940. These are the beginnings of telecommunication. The telegraph was created in the early 1800s. Morse code was created by Samuel Morse in 1835. The telephone (one of the most popular forms of communication ever) was created by Alexander Graham Bell in 1876. The first radio developed by Guglielmo Marconi in 1894. All of these were extremely crucial emerging technologies that led to big advances in the information technology field.

Electronical age: The electronic age is what we currently live in. It can be defined as the time between 1940 and right now. The ENIAC was the first high-speed, digital computer capable of being reprogrammed to solve a full range of computing problems. This computer was designed to be used by the U.S. Army for artillery firing tables. This machine was even bigger than the Mark 1 taking up 680 square feet and weighing 30 tons - HUGE. It mainly used vacuum tubes to do its calculations.

Technology has brought vast improvements in teaching and the availability of classroom equipment that empowers teachers and enhances student learning, in only 20 years.

Twenty years ago, a classroom still consisted of a blackboard, television and VCR equipment, calculators, and very limited Internet connectivity. Plus, the number of students that owned a computer was not as prevalent as it is today.

DEFINITIONS

Encourage: to make someone more likely to do something, or to make something more likely to happen.

Enhance: to improve the quality, amount or strength of something.

Use: to put something such as a tool, skill or building to a particular purpose.

English: the language that is spoken in the UK, the US, and in many other countries.

Language: a system of communication consisting of sounds, words and grammar, or the system of communication used by the people of a particular country or profession.

Inside: the inner part, space or side of something.

Classroom: a room in a school or college where groups of students are taught.

Promote: to encourage the popularity, sale, development or existence of something.

Interest: the feeling of wanting to give your attention to something or of wanting to be involved with and to discover more about something.

Work: an activity, such as a job, which a person uses physical or mental effort to do, usually for money/ the material used by someone at work, or what they produce.

Themselves: reflexive form of 'they', sometimes used for emphasis.

Communicative: relating to communication.

Skill: an ability to do an activity or job well, especially because you have practiced it.

Create: to make something new, especially to invent something.

Interactive: involving communication between people.

Environment: the conditions that you live or work in and the way that they influence how you feel or how effectively you can work.

Provide: to give someone something that they need.

Wider: having a larger distance from one side to the other than is usual or expected, especially in comparison with the length of something; not narrow.

Vocabulary: all the words which exist in a particular language or subject.

ICT: information and communication technology: a school subject in which students learn to use computers and other electronic equipment to store and send information.

All the concepts were taken from Cambridge advanced learners 3rd edition dictionary.

ETIMOLOGY

Enhancement: mid- 15c., empowment "profitable use, management of something for profit. "From Anglo- French emprowement, from emprouwer "turn to profit". Meaning "betterment;" act of making better, amelioration" is from 1640s. Meaning "production of something better, something better (than something else)" is from 1712. Meaning "buildings, etc. On a piece of property" is from 1773. Related: improvements.

Speak: old English specan, varian of sprecan "to speak utter words; make a speech; hold discourse (with others)" (class V strong verb; past tense spraec, past participle spraecen) from proto- Germanic *sprek-, *spek- (source also of old Saxon sprecan Old Frisian spreca, Middle Dutch spreken, Old High Germanic sprehham, German sprechen "to speak" Old Norse spraki "rumor, report"), from PIE root *spreg- (1) "to speak" perhaps identical with PIE rppt *spreg- (2) "to strew," on notion of speech as a "scattering" of words.

The –r- began to drop out in Late West Saxon and was gone by mid- 12c., perhaps from influence of Danish spage "crackle, " also used in a slang sense of speak" (ccompare crack (v.) In slang senses having to do with speech such as wisecrack, cracker, all it's cracked up to be). Elsewhere, rare variant form without –r-r are found in Middle Dutch (speken), Old High German (spehhan), and dialectar German (spächten "speak".

Not the primary word for "to speak" in Old English (the "Beowulf" authors prefers mabelian, from maebel "assembly, council," from root of metan "to meet;" compare Greek agoreou "to speak, explain," originally "speak in the assembly, from agora "assembly").

Skill: late 12c., "power of discernment, "From Old Norse skil "distinction, ability to make out, discernment, adjustment, "related to skilja (v.) "to separate; discern, understand, "from Proto- Germanic +skaljo- "divide, separate" (source also of Swedish skäl) "reason, "Danish skjel " a separation, boundary, limit, "Middle Low German schillen "to differ, "Middle Low German, Middle Dutch schele "separation, discrimination; "from PIE root *skel- (1) "to cut" "Sense of "ability, cleverness" first recorded early 13c.

Exposure: c. 1600, "public exhibition, "from expose (v.) + -ure. Sense of "situation with regard to sun or weather" is from 1660s. Photographic sense "act of exposing to light" is from 1839. Indecent exposure attested by 1825.

Class: c. 1600, "group of students," from French clase (14c.), from latin classis, a division; army, fleet, "especially "any one of the six order into which Servius Tullius divided the Roman people for the purpose of taxation, "traditionally originally "to call (to arms), "from PIE toot *kele- (2) " to shout. "In early use in English also in Latin from classis.

School and university sense of "course, lecture" (1650s) is fron the notion of a form or lecture reserved to scholars who had attained a certain level. Natural history sense is from 1753. Meaning "a division of society according to status" (upper, lower, etc.) is from 1772. Meaning "high quality" is from 1847. Class- consciousness (1903) is frim German Klssenbewusst.

ICT (Information, Technology and Communication)

Information: late 14c., informacion, "act of informinf, communication of news, "from old French informacion, enformacion "advice, instruction, "from Latin informationem (nominative informatio) "outline, concept, idea, "noun of action from past participle stem of informare " to train, instruct, educate; shape, give form to (see inform). The restored Latin spelling is from 16c.

Meaning "knowledge communicated concerning a particular topic" is from mid- 15c. The world was used in reference to television broadcast signals from 1937; to punch- card operating systems from 1944; to DNA from 1953. Information theory is from 1950; information technology is from 1958 (coined in "Harvard Business Review"); information revolution, to be brought about by advances in computing, is from 1966. Information overload is by 1967.

Communication: late 14c., from Old French communication (14c., Modern French communication), from Latin communicationem (nominative communicatio), noun of action from past participle stem of communicare "to share, divide out; communicate, impart, inform; join, unite, participate in, "literally "to make common, "related to communis "common, public, general".

Technology: 1610s, “a discourse or treatise on an art or the arts, “from Greek tekhnologia “systematic treatment of an art, craft, or technique, “originally referring to grammar, from techno + logy. The meaning “study of mechanical and industrial arts” (Century Dictionary, 1902, gives examples of “spinning, metal- working, or brewing”) is first recorded 18569. High technology attested from 1964; short form high- tech is from 1972.

ACTUAL SITUATION OF THE PROBLEM

According to the rating Level in English, launched by Education First (EF EPI), El Salvador is in position 53 of 60 countries evaluated.

The English language is taught as a mandatory subject in public institutions for five years. According to the curriculum, English is taught from seventh grade through eleventh grade for three hours-class per week. Public schools in El Salvador teach English as a foreign language (EFL). The distinction between EFL and ESL is based on the communicative context that the student once has outside the English classroom (Brown, 2001).

When leaving the classroom, what language predominates? In English as a foreign language (EFL), the student finds a social, cultural and linguistic context in which English is barely present or not at all and therefore does not need it to interact and survive in that context. Teaching English in El Salvador falls into this category, as well as teaching English in any country where English is not the language of everyday use.

Teaching English as a foreign language has curricular, pedagogical and teleological implications. Teaching EFL or ESL is commonly based on a communicative competence approach. This dimension of the communicative competence of the language currently guides

the teaching and learning processes, although its impact and implications have been felt in the curriculum, pedagogy and evaluation during the last 30 years.

There is little information and knowledge about how English is taught in public schools in El Salvador. It is not known how effective the teaching methods and strategies are, how much and how well students learn English, and the ownership and effectiveness of evaluative processes. This is because what happens in the English classroom lacks study. The fact is that there is no research, analysis, systematization of experiences, or debate on this topic. Standardized tests are not applied to students of public institutions to measure the development of communicative English language skills. Therefore, there are no data or results that indicate the level of dominance or that show indications about such learning. There is no supervision, support, monitoring or systematic evaluation of the performance of the English teacher. The English program, as a curriculum guide that guides English language learning processes, has remained in use and unreview since it was implemented in 1996 (Ministry of Education, 1996).

2.2. ICT for education

The use of technology in education has provided students and teachers with an unlimited number of options for classroom learning. When you consider the history of technology in education, there are some very interesting facts that have led us to where we are today.

Universal education is included among the main objectives of many countries in the world. However, it is directly associated to the fact of providing everyone with effective learning at any time, something which is not easy. At this point, the importance of ICTs is

obvious and a growing number of educators believe that new technologies can be a useful tool so as to achieve this goal. (Haddad, 2007)

According to Haddad (2007), the main problem related to the introduction of new technologies in the learning process has to do with the fact that we still think that education is limited by barriers of space and time. Consequently, it is necessary that we think 'radically and differently'.

The using of ICT in the teaching and learning has become an established activity worldwide. Ezza et al (2011) mention that education authorities have reacted to the proliferation of the internet in academia in a variety of academic department a deanships to cater for e-learning within traditional tertiary institutions, and establishment of whole e-universities, among other things. At the same time, a new discourse has emerged indicating that the use of internet accommodates both traditional learning and e-learning, contrary to some hardline views that see them as adversaries (cf Al-Awar, 2011). For instance, when such terms as webology and e-university suggest that e-learning is distinct from traditional learning, it is by no means the case that these forms of learning are mutually exclusive. For example, traditional learning employs terms like e-library, Wikipedia, Wiktionary, etc. As for the Saudi context, most tertiary institutions use an online system termed *edugate* to post students' and professor's time table, students lists, exam results and assessment of professors performance. Additionally, Alebaican (2011) proposes a hybrid form of learning for Saudi Universities that integrate both traditional learning and e-learning, which is technically known as *blended learning* (BL). She says that this is needed to address, inter alia, problems arising from having male professors on female campuses. Since the educational system strictly prohibits the physical presence of male professor on female campuses, blended

learning is assumed to provide an alternative space for academic communication. Regardless of classroom learning modes, the relevant literature confirms that ICT significantly improves students' performance and positively influences their attitude toward the material being taught (Fairman, 2004; Ololube, 2006; Khirdwadkar, 2007). A relevant question to as in this context is what renders and ICT- based educational environment more conducive to learning than a traditional one. Different researchers answer this question in a variety of ways. First, unlike puretraditional learning, it is suggested that an ICT- based education environment (**Using Technology in Foreign Language Teaching** edited by Rahma Al-Mahrooqi, Salah Troudi pagina 66)

2.3. Integrating ICT into EFL classroom

Accommodates all types of learners, i.e. visual learners, auditory learners, kinesthetic learners (Borden, 2011), since it presents the same educational material multy- modally by integrating sound, pictures, motion, etc. (Al-Jarf, 2005). Second, ICT is seen as enhancing student's participation and communication by reducing the fear that occurs in traditional learning environments. Third, a conference report of the directorate General of Education and Culture in Europe (DGEC) (2003) concludes that using ICT in EFL classrooms exposes learners to authentic language, enables them to communicate with the outside world and fosters their learning autonomy. So, learner-centered teaching, which was widely advocated in the 1970's and 1980's, has received further reinforcement by the integration of ICT into classroom practice. In fact, student familiarity with ICT enables them to access more course information than the textbooks prescribed by the teacher, suggesting that learning can take place without the teacher's involvement or even in spite of it (Dowling, 2003; Al-Jarf, 2005; Ismail et al, 2010).

The integration of ICT into classroom practice is argued to have far reaching consequences for the teacher's role and curriculum instruction. The teacher has traditionally been seen as "someone who dispenses knowledge, someone who lectures, tells, feeds, disseminates, covers the materials.

The students sit passively when the teacher is on show" (Huntington University Webpage, 2011, par 1). This view of the teacher's role has been challenged by the facts reported above concerning the students' familiarity with digital technologies which enables them to access educational material over which the teacher has no control. Thus, rather than being "omniscient". The teacher has assumed such ICT- oriented roles as facilitator, collaborator, learner, motivator, researcher, and participant (Harden & Crossby, 200; Carballo- Calero, 2001; Magdalena, 2002; DGEC 2003, Fairman, 2004).

As to the effect of ICT on curriculum structure, Andrews (1999, p. 22) points out that there are opportunities to reshape and reconfigure the curriculum in such a way as to maximize learning potential and enable the current generation of learners "to find their multiple identity" According to Prensky (2009), these learners are no longer the people the (traditional) "educational system was designed to teach". Instead, he proposes a situation that integrates what he terms *legacy content and future content*, viz. traditional syllabus and digital technology, so that digital natives can have their educational needs satisfied. Traditional tertiary institutions worldwide are adding e- content to support their regular academic transaction both pedagogically and administratively.

2.4. Expanding speaking skills using ICT

To develop oral skills through the use of ICT (Information and Communication Technology), a wide variety of tools available through the Internet and new emerging Web

2.0 technologies and applications can be found to be used in different types of learning environments, such as distance learning1, e-Learning2, blended learning3, mobile learning4, online learning environment5, etc. (Patrick, 2009). But not all of them are appropriate for every situation; so it the instructional designers´ responsibility to investigate which tools offer the best solution for the different tasks in synchronous and asynchronous interactions and collaboration (Beldarrain, 2006).

As West (2009) suggests, the combination of several online tools can be much more powerful to match the strengths and features of each with the requirements of the activity at hand. So the use of one of them does not mean that you have to abandon other useful tools. According to this idea, we think that every tool that has been developed fulfills with the requirements for which it has been designed. There are different applications, but all of them are somehow useful and the election depends on the type of activity that you want to design.

Useful tools in developing oral skills with the help of ICT

1. Videos

We begin with digital videos. The use of audio with video makes it more appealing and motivating to learners, especially to train in L2 listening comprehension skill. Digital videos do not provide benefits per se, but the activities of pre, while and post-listening that are designed with them. Videos are a powerful tool because they provide not only context, but also authenticity, motivation, interest and confidence, the sociolinguistic and pragmatic level of language, nonverbal features, such as gestures and body language, active involvement and participation, and real vocabulary acquisition. (Blasco, 2009).

We can improve both listening and speaking skills of students through the use of videos. They are excellent materials for post-discussion speaking activities. Students can work together to answer questions and discuss listening strategies. And they can also use the video camera and create their own videos, recording and then watching to see how they can improve their performance. They can record role plays or presentations or even include subtitles which also have the potential for language learning, such as achieving a better comprehension of the oral input, or encouraging students to think about meaning and form (Talaván, 2010).

2. Podcasts

They are also an invaluable tool to develop oral skills. Podcasts, also known as vlog, Vodcasts or Pod chips if they use video, or audio blogs if only audio is used, are audio recordings on any topic that interests you, and that can also include music. You can download them to your computer or portable listening device such as an MP3 player (Barber, 2007) and listen to or watch them whenever you want to. And learners also have the option of producing their own podcast using different platforms and tools.

Podcasts can be used for a number of different things, such as talk shows, music shows, interviews, storytelling, tutorials, directions, commentaries, sportscasts, etc. And ESL podcast sites have been developed for different purposes: vocabulary and grammar topics, idioms and slang, business English, world news and current events, limericks and jokes, songs, and poetry. And they are especially useful for practicing pronunciation, stress, rhythm and intonation, and accuracy; but also to study basic structures like phrasal verbs, past forms, modals, listening comprehension quizzes, and more (Peterson, 2010).

3. VoIP tools

But it is not until the fourth generation of online learning (1990-2000), also called Flexible Learning model, when VoIP (voice over IP) is introduced as a way of managing the delivery of information over the Internet. And it is now when we can talk about synchronous communication in the teaching and learning of languages (Jordano, 2011). Using this protocol, we can talk about oral interaction in real-time.

Open source technologies can increase real-time collaboration between learners, and among instructors, staff, and students, especially in courses that are fully asynchronous (Beldarrin, 2006). Synchronous interaction such as social networking, discussion groups, live meetings or chats, live presentation tools, videoconferencing, voice conferences, voice blogs or journals, online tutor (synchronous real-time conversation), etc., offer the opportunity for full real-time collaboration and interaction, and also for participating in the exchange of knowledge and reflection (Beldarrain, 2006).

Since the time devoted to developing oral skills in class is clearly insufficient, and acquisition would only occur through wide exposure to practice and repetition, we should consider the development of consistent online toolsof autonomous learning, (Blasco, 2009). With the appropriate use of technology, learning can be made more active, motivating, and learner-centred, especially with such internet-based resources as audio-video, podcasts, video clip tools or virtual worlds developed with MOOs (Multi-oriented Objects) (Jordano, 2011).

Technologies evolve rapidly and the Net generation will likely continue to be at the forefront of technological change. Thus, educators should continue to find new ways to exploit the students´ skills and direct the learning experience of their learners (Barnes, 2007).

2.5. Promoting English language self- practice using ICT's at home

In a knowledge- based society, lifelong learning has become a necessity for personal and social fulfilment, and for successful performance in an ever changing labor market. The acquisition of learning to learn skills and autonomy are crucial to enable lifelong learning, since "learning to learn" supports all learning activities and autonomy is a precondition for effective learning. However, there is a lack of learner autonomy in the context of foreign language learning, which can mainly be explained by several factors such as, the predominance of a traditional instruction model and the difficulty of creating an effective context for developing autonomous learning embedded in the curriculum. To overcome the difficulties of implementing a "pedagogy for autonomy" in higher education, new technologies are a powerful ally, since they can provide catalytic conditions for development of autonomous learning elements.

In this vein, and so as to introduce a more student- centered teaching method capable of fostering autonomy and the development of learning to learn strategies by means of information- communication tools (ICT).

For Huba & Freed the main pedagogical changes to be made in higher education are connected to a shift from a teacher- centered model to a learner- centered approach that focuses on "the way in which learning is carried out, that is to say, the process of acquisition and construction of knowledge by students", and that provides more effective learning, as the student and their cognitive and metacognitive processes become protagonists in the teaching practice. In this vein, one of the most important goals of higher education should be to encourage learners to be independent and equip them with learning strategies and,

therefore a pedagogy for autonomy should be implemented for encouraging foreign language learning.

For this purpose, it is important to create an atmosphere conducive to self- regulated learning characterized by a focus on motivation, building this promotion of autonomy into the curriculum, providing sources to be used, developing skills for seeking and evaluating data, and by the pedagogical use of scaffolding with teacher assistance throughout the whole process. In this sense, the development of self- regulation, namely control of the planning, evaluation and monitoring of the learning process, is a key concept, and one that connects self- improvement and effective learning. Additionally, in order to foster autonomous learning, students should develop self- awareness and self- assessment skills such as, "evaluation of personal difficulties and learning strategies" and awareness of the gap between the knowledge already acquired and that to be acquired.

2.6. Using ICT's for enhancing EFL's vocabulary

Since the development of information and computer technology (ICT), teaching and studying activities become more varied, especially when dealing with vocabulary. According to Dudenney (2000), Chapelle (2001), Young (2003), and Melor Md Yunus (2007), the use of technology as a tool to develop the different language skills has received great attention, so that teachers are frequently exposed to new materials.

As a media of education, ICT can provide many solutions for teachers. As any teachers know, whenever a teacher presenting a new topic with a small or large number of new words, students are supposed to learn, understand and memorize those words. However, many teachers also realized that there is only small chance to make students learn all the necessary, at best, they will learn them by heart mechanically, parrot them back at us and

write some test and then probably forget the new vocabulary. To activate the new vocabulary and to use the new words in the context, the teachers need some new techniques which will be able to interact and satisfy the students who live in the era of ICT now. That's way the meaning of ICT tools become more important. It's a valuable tool to improve teaching and learning vocabulary, not only for students but also for teachers. For teachers, ICT is a professional resource to explore many methods of teaching vocabulary and for students, ICT provides opportunities to develop their vocabulary by doing many activities. The integration of ICT in teaching and learning is considered as a medium in which a variety of approaches and pedagogical philosophies maybe implemented.

According to Hulstijn (2003; 349), there are two approaches to learn vocabulary. They are implicit learning paradigm and explicit learning paradigm. In implicit learning paradigm, words can be developed in normal way by repeated experience in many different kinds of language contexts with reading as the main source of input. It can also be means as the process of acquiring vocabulary and grammar through meaning focused communicative activities such as reading and listening. While in explicit learning paradigm, contexts is the main source for acquiring vocabulary, besides learners also need extra help to build up enough vocabulary and develop the strategies to manage with the vast reading context (Coady, 1997).

In explicit learning paradigm, the approaches are divided into two categories; explicit instruction and strategy instruction. In explicit instruction, students should be taught vocabulary by using various means including direct memorization techniques. (Coady, 1993; Nation, 1990, 2001). However, there is more concern with low level learners who do not have enough vocabulary to read extensively. Nation (2001) suggested that high frequency

(2.000 words level) and low frequency level should be treated differently. High frequency level can be attained by direct teaching such as teacher explanation or peer teaching, direct learning such as using word cards, while in low frequency level, students should be taught in more varied way, such as through music, video or animation.

As one of the tool in teaching vocabulary, ICT has some significant benefits. It has the capability to control presentation, increase variety and creativity, provide feedback on learning activity, and it can also adapt easily with any materials.

When presenting a new word, students should be given an interesting material to attract attention. Unlike books and dictionaries which have fixed presentation, computer can combine visual with listening materials, texts with graphics and pictures even movies. For the lower level learners, these learning activities are interesting and challenging. Instead of reading and memorizing, students can directly involve into the activity. Through watching videos, students are introduced with many new vocabularies in a fun way. Those vocabularies are presented directly in the real context with the real images. So, students will remember it easily.

Computer programmes can be adapted by teachers to suit their students' need and level of language knowledge. Unlike books, which are produced in a single uniform format and need to be taught irrespectively of students' problems. Computer programmes are more learner-friendly.

With the using of hypermedia, the methodology of learning language has developed to a new way. Hypermedia can provide the language teacher and language learner with multimedia resources, such as animation, sounds, movie, games, video, etc. Hypermedia offers an environment which combines listening with seeing.

As for vocabulary acquisition, Chun & Plass (1996) found significantly higher scores for words that were annotated with pictures plus text than for those with video plus text or text only. (Chun & Plass, 1996a) Their research involved second- year German students using a hypertext program Cyberbuch (within- subjects design). It should be noted, however that verbal ability was not considered in this study. On the other hand, Knight (1994) suggests that verbal ability is an important factor on electronic dictionary access. She found that there was substantial correlation between reading comprehension and access to an electronic dictionary with a low verbal ability group, and low correlation for a high verbal ability group. This suggest that an electronic dictionary may be more beneficial for beginning learners, In a study with L2 learners of German, Chun (2001) confirmed the role of verbal ability. The data suggests that the low verbal ability group benefited more from access to glosses and and online dictionary than the high verbal ability group.

To deal with the issue of multiple glosses using different media, Plass, Chun, Mayer & Leutner (2003) conducted a study with 152 college students in second- year German who read an authentic story in German. The story was 762 words in length, 35 of which included hypermedia annotations (textual, photo or video). Students were divided into treatment groups consisting of various types of annotations: verbal only, visual only, verbal and visual as well as a control group.

Students in the treatment group were instructed to access each annotation before they could move to the next page in the story. Results from this study suggest that when providing textual annotation to students, "learner should have option for using study material in both a visual mode and a verbal mode, but should not be forced to select and process both types of information" (Plass et al., 2003). Forcing students to select all the annotations may lead to

increased cognitive load, which may result in less effective learning for some learners. In addition, "multiple representations of information do not always help learning. Indeed, they may hinder learning in low- ability stydents when they experience high cognitive load as it is imposed by the requirement to process visual information" (Plass et al., 2003).

2.7. ICT to increase English vocabulary

As literacy educators, we need to use the tools that 21st-century technologies afford us (International Reading Association, 2009). Nearly 100% of schools in the United States have Internet access (Wells & Lewis, 2006). In 2010, we can assume that access to information and communication technologies (ICTs) will continue to improve with the increased availability of inexpensive mobile devices and inclusion of technology in education reform (USA National Education Technology Plan, 2010).

Although the pervasiveness of ICTs in all aspects of 21st-century life is quite clear and well accepted, it is less clear how teachers might successfully integrate technology into literacy instruction and specifically vocabulary instruction. Improving students' vocabulary is an area of urgent need if we are to develop the advanced literacy levels required for success in school and beyond (Biancarosa & Snow, 2006; Graves & Watts-Taffe, 2008). Vocabulary is also an area where teachers are asking for guidance on instructional approaches, strategies, and materials (Berne & Blachowicz, 2008). We believe that digital tools and media are available in most schools that teachers could harness now to improve vocabulary learning, tools that capture the interest of students and that provide scaffolds and contexts in which to learn with, and about, words more profitably.

Despite the ubiquity of technology and media, it is not on teachers' priority lists of vocabulary instruction strategies and materials (Berne & Blachowicz, 2008). Technology,

when used flexibly in response to students' varied needs and interests, can and should be part of the solution to the vocabulary gap.

Teaching and learning vocabulary

eVoc strategy 1: Learn from visual displays of word relationships within text

Developing breadth and depth of vocabulary depends on building connections between words and developing elaborate webs of meaning (Boulware- Gooden, Carreker, Thornhill, & Joshi, 2007). Graphic organizers and visual displays highlight the relationships between words (Baumann & Kame'enui, 2004). Two of our favorite word mapping tools that support visual representation are Wordle and Wordsift.

eVoc strategy 2: Take a digital vocabulary field trip

In the original vocabulary field trip (Blachowicz & Obrochta, 2005), the teacher begins with a large poster of a topic, such as weather. Students are seated on the carpet, and the teacher leads a field trip that includes having students observe and record what they saw as they read books and other materials. As students volunteer weather words, the teacher records them on sticky notes or tag board and puts them up beside the poster. After the observations are concluded, the teacher returns the students' attention to the words, repeating them and linking them to the poster. Next, students sort the weather words into conceptually related groups and engage in other semantic activities.

eVoc strategy 3: Connect fun and learning with online vocabulary games

No list of technology applications for vocabulary would be complete without mention of the vocabulary games that are available for free on the Internet. Games include crossword puzzles, picture-word matches, word scrambles, and 8 Letters in Search of a Word (a game

that can draw you in unexpectedly as you race to create as many words as possible from eight letters within the time limit). The games are supplemented with themed word lists, test preparation items, and activities on prefixes and suffixes. These sites can be bookmarked for students' independent practice and can provide a basis for whole-group instruction.

eVoc strategy 4: Have students use media to express vocabulary knowledge

The previous eVoc strategies all require student interaction, from manipulating a visual word map to taking an online vocabulary field trip. This strategy focuses on students' vocabulary representations in multiple modes-writing, audio, graphic, video, and animation (Nikolova, 2002; Xin & Rieth, 2001). The first set of examples draws on promising research with universally designed digital text (Dalton & Proctor, 2007), suggesting the benefit of having students develop word meaning as they read a definition, view graphics, listen to the word, write or audiotape a personal connection to the word, create a caption for a graphic, and complete an interactive word map (Proctor et al., 2007; Proctor, Uccelli, Dalton, & Snow, 2009. These types of activities offer students different modes of representation and expression and can be created with a variety of composing tools and formats, such as digital stories, photo essays, podcasts, and so on.

eVoc strategy 5: Take advantage of online word reference tools that are also teaching tools

Many online word reference tools are also excellent teaching resources. For example, the Visual Thesaurus website complements its fee-based content with free information such as the Behind the Dictionary and Teachers at Work columns and teacher-created themed word lists. Many use multiple distribution platforms to reach learners wherever they are

eVoc strategy 6: Support reading and word learning with just-in-time vocabulary reference support

Whether avid or reluctant reader, we all encounter unfamiliar words in our reading and need strategies for what to do when this occurs. Rather than using print dictionaries or asking the teacher, students can learn to use online dictionaries and thesauri. When they have access to word help on demand, at the point of need, both monolingual (Reinking & Rickman, 1990) and bilingual (Yoshii, 2006) students tend to use them more often than print references and improve their understanding. Many of these Internet-based tools are free (they vary in difficulty, so try out different applications to determine the best fit for your students).

eVoc strategy 7: Use language translators to provide just-in-time help for ELLs

Successful ELs leverage first-language knowledge to develop their English (Adesope et al., 2010; Jiménez, García, & Pearson, 1996). Online dictionaries often support multiple languages (e.g., the Yahoo! Kids dictionary supports 90 languages), and EL students should be taught to look for this option. Another resource is the language translator. The value of a translator is that it supports learning words as they occur naturally in authentic text and allows students to view bilingual versions of a text side by side so that they can use their first-language knowledge to develop their English vocabulary. You can paste text into the translator field, select the input and output languages, and view the translation.

eVoc strategy 9: Increase reading volume by listening to digital text with a text-to-speech tool and audio books

A common concern among educators is the readability of websites and Internet content. One powerful strategy is to allow students to listen to text with a text-to-speech

(TTS) tool or, when available, listen to audio narration. This provides students with access to age-appropriate content and grade-level curriculum, a right mandated by the Individuals with Disabilities Education Improvement Act of 2004. For struggling readers, TTS increases their reading speed, reduces stress, and for some, but not all, improves comprehension (Elkind & Elkind, 2007).

In a digital world, knowing how to use the tools and resources available online is part of becoming a strategic learner.

2.8. Advantages of using ICT in learning teaching proccess

The use of ICT is changing teaching in several ways. With ICT, teachers are able to create their own material and thus have more control over the material used in the classroom than they have had in the past. Rather than deskilling teachers as some scholars claim, it seems that technology is requiring teachers to be more creative in customizing their own material. Also, using Web pages to enhance an activity demonstrates that technology can be used to complement other aspects of good teaching rather than replace them. It is evident that involving students in the creation of useful material as a part of a learning exercise is a way to make school more meaningful for students. While the use of Power Point presentations have been criticized by some, teachers at this school provide examples of how it helps them with their teaching. The use of peripheral devices on computers to help with physics experiments again shows how ICT can be used to aid the learning process and help students focus on higher level concepts rather than less meaningful tasks.

2.9. Students role in ICT

ICT has a significant role to play in supporting and enhancing students learning process. It was also suggested that they see the use of ICT as potentially going well beyond the use of the Internet to search for resources and the use of email to stay in touch with tutors and fellow students. Luambano & Nawe (2004) investigated the internet use by students of the University of Dare es Salaam. Findings revealed that majority of the students were not use internet due to the inadequacy of computers with internet facilities, lack of skills in internet use and slow speed of computers. It was also revealed that most students who used the internet did not use it for academic purposes. It was suggested that more computers connected to the internet should be provided and training should also be given to the students on the use of internet (p. 16). Njagi & Isbell (2003) assessed the students' attitudes towards web-based learning resources. The study addressed the differences in attitude change, towards computer technology, for students using web-based resources and those using traditional textbooks.

It was pointed out that the majority of the students in both web-based and the traditional textbook groups had owned personal computers and had Internet accessibility at their homes; it is therefore possible that computer use was equal for all groups. Crawford (2003) searched out the use of electronic information services by students at Glasgow University. The study pointed out the insufficient numbers of PCs for students, problems with password notification and insufficient technical support. A need for sophisticated network was also found (p. 35).

2.10. Conventional methods vs Unconventional methods

Despite that the conventional methods of teaching have been more or less similar around the world, the adaptation of teaching strategies and styles to different social, economic and educational contexts has been always an issue for consideration. The tremendous growth of technology and computer applications affected almost every aspect of everyday life, worldwide. This is also the case in the field of education; the latter has changed dramatically by endorsing applications that help students improve their written and verbal abilities as well as help them develop new skills that broaden their potentials.

The main methods of contemporary teaching include video watching and role playing, while students are encouraged to attend and participate in lectures via interactive whiteboards, too (Cottel & Millis, 1993; Bonner, 1999). Different functions of the virtual learning environment such as chat rooms and self-assessment encourage essential communication skills and interaction among members of the digital educational environment. Indeed, the application of technology creates a virtual environment that, according to Love & Fry (2006) and Potter & Johnston (2006), has the potential to motivate students by allowing mutual learning and facilitating cooperation.

Teaching through the use of Information and Communication Technologies (ICT). It shown that students prefer ICT applications as a supplementary rather than the main teaching method (De Lange et al., 2003). Students prefer this method as an auxiliary strategy, which –according to them should not completely replace traditional teaching (Wells et al., 2008). Hybrid teaching models include both traditional face-to-face interaction among students and teachers and alternative teaching methods. They seem to be quite popular, especially among female students (Dowling et al., 2003).

METHODOLOGICAL DESIGN

In this chapter, the research team will present the steps that were followed in order to carry this research study: The Use of ICT's to improve 9th grade speaking skills at "Complejo Educativo Católico Santa Teresita Atiquizaya", 2017. The research team describes as accurately as possible the different tools, steps, methods and techniques that were applied in the execution of this action research study.

3.1. Paradigm and Type of study

To implement this action research, the researcher team needed to do it under the mixed- method research paradigm since the information was gathered from the activities and the participant observations that were used to describe students' improvement of the speaking skill, and students' motivation for learning the target language by themselves while being assisted by the research team using ICT's and a more student- centered methodology.

This action research consisted in the incorporation of ICT's in the English Classroom at "Complejo Educativo Católico Santa Teresita Atiquizaya, in 2017" to fulfill all the learning styles that were present in the English Classroom, and it consisted in the application of activities oriented to the development of the speaking skill. Students were taught to realize and to approach the benefits of using technology for learning a new language; with this, the researchers tried to create a deeper level of understanding and compromise with the acquisition of the target language, not limited to the classroom but to student's lives. Students were provided with more interactive and student- centered classes based on the use of ICT's, in order to promote the use of the target language as much as possible in class and to get

students attention by satisfying all students learning styles, this stage of the action research consisted of three stages starting in the first week of july 2017 and finishing the last week of August 2017.

This research was carried out with the 9th grade students at "Complejo Educativo Católico Santa Teresita Atiquizaya, Ahuachapán, 2017" every Thursday from 8:25 to 9:15 and the same Thrusday from 10:05 to 10:55 from July to August 2017.

The researchers' sessions took place in the same classroom that 9th grade students receive all the rest of their subjects; their classroom is a little small for the amount of students enrolled in 9th grade but it is well decorated and clean which makes the classroom very convenient for teaching since it is not necessary to speak too aloud to get students' attention; besides everybody has assigned a determined seat which helps the teacher to have a better classroom management.

3.2. Description of the Environment

This research took place at Complejo Eductaivo Catolico Santa Teresita, located at Avenida 5 de Noviembre y 6ta calle poniente, Atiquizaya, Ahuachapan with ninth garde students during 2017. In addition, this study took place in the 9th grade classroom. It is a little difficult to carry out some activities because the classroom is not big enough. This classroom is narrow and the desks do not let enough space for students to develop activities which involve movement, and also the classroom does not count with enough ventilation despite it has many windows; it is full of, also the surrounding of the classroom is very noisy because students from other groups are always yelling and running around.

3.3. Units of Observation

The research in the 9th grade was meant to show the outcome of students if they are expossed to the use of ICT's inside the English classroom to enhance their speaking skills at the Complejo Educativo Catolico Santa Teresita. This research project included all the students of 9th grade during 2017 of Complejo Educativo Catolico Santa Teresita no matter their gender, age or academic performance. The only requirement for them is to be an active student of the 9th grade of Complejo Educativo Catolico Santa Teresita. The group consists of thrirty four students.

3.4. Sampling Procedure

The researcher team included all the 9th grade students; the target population of the research consisted of 34 students of the ninth grade of Complejo Educativo Santa Teresita at Atiquizaya, Ahuachapan in 2017. Since the specific objective of this work is "To expand 9th grade students´ speaking skills through the use of ICT's." The research team considered that would be more significant if all 9th grade students were included because all of them were under the same sessions based on ICT's; besides, speaking is one of the skills in which the mutual collaboration is essential for achieving a better control on such skill.

To choose one of the three grades of middle school (7th, 8th and 9th), the researchers used the random sampling method; the researchers cut nine pieces of paper and numbered three of them with 7th, another three with 8th and the last three with 9th then the researchers took out one by one, three pieces of paper and choose the most repeated number, in this particular case 9th grade.

Once the researchers had observed the selected group, they choose the technological tools and resources to use with the target group.

3.5. Preliminary Phase

In this phase the researchers carefully described how they approached the field of study that lead them to develop the diagnosis study and so, to define and to describe the problem founded at last, it will be presented a well detailed description of the problem to obtain a better understanding of it.

3.5.1. Approaching the field of study

The researcher talked to the principal of "Complejo Educativo Católico Santa Teresita" at the end of December 2016, and talked about the possibility of allowing the researchers team to conduct an observation with the students of middle school at "Complejo Educativo Catolico Santa Teresita" to realize if they show problems with the development of their speaking skill in the English language; English is imparted in this institution from kindergarten to high school; researchers observed 7^{th}, 8^{th} and 9^{th}, the problem was spotted in the three grades. The three grades' students present problems when trying to communicate even simple commands in the English language; the researchers could observe that the methodology used to teach them could be improved and that could be improved through the use of ICT's since students show that they are into the technological age.

The lack of speaking time for students in class and the lack of technological resources for teaching is keeping them away of developing a good English proficiency. The researchers conducted a written diagnostic test and students expressed that they have problem while communicating in English and after the students answered that test, the researchers were

allowed to interact for a while with students to make an observation and take some notes. Therefore, the researchers concluded that it was necessary to incorporate ICT's in class and to create a more student- centered classroom.

3.5.2. Diagnostic Study

To begin with the diagnostic study, the researchers designed a checklist (appendix A) to observe and to identify the factors that were influencing the poor speaking skill that "Centro Escolar Católico Santa Teresita, municipio de Atiquizaya, 2017" 9th grade students show. This checklist was designed to measure the development that these students present compared to the ideal level that they should manage.

Additionally, the researchers designed a questionnaire (appendix B); this questionnaire was designed to evaluate if the students were able to interact in the English language. This tool contained six questions, one of them demanded frequency in ordinal numbers and the other five were "yes- no" questions.

Finally, the researchers agreed with the "Centro Escolar Católico Santa Teresita, municipio de Atiquizaya, 2017" 9th grade teacher to hold an interview that contained six open questions (appendix C).

3.5.3. Definition of the problem

The outcome of the diagnostic study was of great importance to find out the factors that were affecting the development of students speaking skills. The results determined the problems that 9th students of "Complejo Educativo Católico Santa Teresita, Atiquizaya, Ahuachapán 2017" have to overcome in order to enhance their English oral competence during the 9th grade English course.

Through observation researcher identified some factors that affect student's competence for developing a well English proficiency such is the case of extrinsic motivation, a more student- centered class, and the use of technology to create a better classroom environment and teaching- learning process.

During the month of March, a non- participant observation was also carried out with the 9th grade students of "Centro Escolar Católico Santa Teresita, Atiquizaya, Ahuachapán 2017" to realize if there was any problem related to their speaking proficiency. Consequently the objectives of this research were elaborated aiming to discover if the implementation of classes based on ICT's and a more student- centered classroom could help 9th grade students of "Centro Escolar Católico Santa Teresita, Atiquizaya, Ahuachapán 2017" to develop a better speaking skill and for instance to have a better role as English students inside the classroom, to internalize vocabulary with ease, to promote students' interest to work in their communicative skills by themselves, and to create a better classroom environment.

3.6. Planning phase

During this phase the researchers planned how to carry out the project. It was of great importance to understand and interpret the problematic situation. To know more about the phenomenon, the researchers read other research projects, books, online sources and articles related to the topic for recollecting data for supporting their objectives and for making a change in 9th grade students' speaking skill. Besides the researchers operationalized the variables in order to design the data collection instruments that were administered along the investigation process; this instrument was validated by experts on the research field in order to be reliable.

3.6.1. Literature review

In order to build a reliable literature review, the researchers asked experts on the field of study for help. The experts recommended useful books about the phenomenon. The state of art is based on those books. Moreover, the researchers looked for relevant information on the internet, making sure the data gathered belonged to organizations, government and universities websites to get trustworthy and reliable information.

Among the documents gathered from the sources mentioned above were projects, articles and eBooks. It is worth to state that the information in the state of art was carefully review, analyzed and organized to bring more specific information about the research project.

3.6.2. Operationalization of variables

The variables were taken out of the hypothesis of change and a deep analysis was made to check if the variables were coherent with the investigation. After the analysis of the variables the researchers looked for their meaning. The indicators were taken out from the variables. Each indicator was used to create the instruments to collect the required data.

Operationalization of variables

General objective	Specific objectives	Hypothesis of change	Units of observation	Variables	Definition of variables	Indicators	Instruments	Time (number of hours of observation)
To expand 9th grade students' speaking skills at "Complejo Educativo Católico Santa Teresita, Atiquizaya, Ahuachapán" in 2017 through the use of ICT's.	1. To encourage 9th grade students'to use the English language inside the classroom at "Complejo Educativo Católico Santa Teresita Atiquizaya, Ahuchapán" in 2017. 2. To have 9th grade students gain a wider	If 9th grade students at "Complejo Educativo Católico Santa Teresita, Atiquizaya, Ahuachapán" in 2017 are exposed ICT's inside the classroom, they will expand their speaking skill.	9th grade students of "Complejo Educativo Católico Santa Teresita, Atiquizaya Ahuachapán	Independent variable: 9th grade students' speaking skills Dependent variable: The expantion of 9th grade	The capacity of being able to speak a particular language The action of becoming greater and improving student's capacity to communica	Students effective utterance of the language Students participate in classes. Students pay attention to the classes.	Observation guides Interviews	During all the interventions 50 min

	vocabulary at "Complejo Educativo Católico Santa Teresita Atiquizaya, Ahuchapán" in 2017. 3. To create a more interactive environment in the English class at "Complejo Educativo Católico Santa Teresita Atiquizaya, Ahuchapán" in 2017.			students speaking skills. The use of ICT's.	te orally in any language. To supply students with different technological devices to enhance their speaking skills	Students use the target language in classes.	Observation guides Interviews	During all the interventions 50 min

3.6.3. Data collection instruments

The researchers went to “Complejo Educativo Católico Santa Teresita, Atiquizaya, departamento de Ahuachapán” in order to talk with the authorities of the school and to ask them for permission to carry out our thesis in their institutions. After the researchers explained their project, the authorities allow us to do so.

The principal and the English teacher allow us to develop a series of sessions with the 9th grade students to achieve the objectives of this action research study, to prove the questions research and to prove or discard our hypothesis.

The researchers designed an observation checklist “Centro Escolar Católico Santa Teresita, municipio de Atiquizaya, 2017” 9th grade students to measure the development that these students present compared to the ideal level that they should manage (appendix B).

Furthermore. The researcher designed a five yes-no question to evaluate if the 9th grade students from Complejo Educativo Católico Santa Teresita, Atiquizaya, departamento de Ahuachapán, 2017” were able to interact while receiving English classes (appendix A).

In addition, the research team had a meeting with the teacher of the English subject of the 9th grade from Complejo Educativo Católico Santa Teresita, Atiquizaya, departamento de Ahuachapán” in order to have a better inside of the development of the students and also to know student’s behavior about the English subject. The questionnaire contains 6 questions that were recorded and also reproduce in an interview sheet, this interview opens the doors to have a better inside of student’s needs and what can be implemented in the future.

Finally, during the interventions. The researchers also used audio recording to keep track of students' improvements, pictures were taken with the finality to serve as a feedback for the researchers when having analysis in their meeting.

3.6.4. Validation of Data collection instruments

The elaboration of the instruments took into account all the elements established in the indicators that were included in the variables. In order to collect data with certainty, the researchers elaborated the research tools taking into account the previous observation made. Each research tool was validated by experts from the Foreign Language Department at the Western Multidisciplinary Campus of the University of El Salvador. These tools contained aspect that were aimed to be analyzed during the research. The researchers took all the recommendation made by the assessor and the teacher who is in charge of the subject. The instruments were valid and reliable see (appendix D). The instruments were validated by experts of the Foreign Language Department at the Western Multidisciplinary Campus of the University of El Salvador, these were administered to the population of 9th grade from Complejo Educativo Católico Santa Teresita, Atiquizaya, departamento de Ahuachapán".

3.6.5. Validity and Reliability

The purpose of the validity and reliability is to make sure that the information that was gathered is reliable, in order to make the whole research process reliable and trust worthy. To make the instruments were valid, the criteria used in the tools was properly adapted and suitable for the best performance of the research project. In such way, the data collected by the use of these tools is trust-worthy and reliable.

Content validity: the researchers will make sure that the vocabulary used in the tools was clear and understandable for students, also the researchers made sure that the vocabulary was proper for the level of French of students.

Construct validity: The researchers checked carefully and constantly the objective and the items of each tool to make sure the tools were appropriate for the aiming of the investigation.

Reliability was about the consistency of the instruments through the whole investigation process. It means that during the different periods of the investigation the data gathered was consistent.

The reliability of this research project was based on the data by means of data collection during whole research process.

In order to validate the instruments, use in each intervention, the research team met after each session to check the results gathered and to discuss the activities carried out and how each activity works. The efficacy of the activities and the response of students were discussed during these meetings. Also, the efficacy of the instrument was checked. If the efficacy of an instrument does not meet the requirements of the research, the researchers did the necessary changes in the instruments, methods, strategies in order to make the research as reliable as possible.

Descriptive validity: is a research term that refers to the accuracy and objectivity of the information gathered.

The research team used descriptive validity to collect all the information from the participants, the researchers will record all the activity and comments among students

towards the intervention sessions. All the member of the research team payed carefully attention to students during the class and they pointed out the most relevant details. The different points of view of each member of the team provided the research a wide range of objective and accurate information of the performance of students and their improvement.

Interpretative validity: Degree to which the research participants, viewpoints, thoughts, intentions are accurately understood by researcher. How well they are portrayed in the research report.

Baseline and evaluation: the researchers will make a detailed description of each class. They described all the activities carried out during the classes and the reactions of students to the activities, their interest in the exercises and the outcome of each activity. Each member of the research team will describe what they observe during the interventions. The researchers described everything they observed to have record of the improvement along the classes.

3.6.6. Ethical aspects

Ethical aspects are of great importance in research, the reasearch team was willing to respect them along of this research. The target population was a key for the study, and the researchers were commited to respect their integrity of each member of the study. Confidentiality and professionalism played an important role in the research process. Also the researchers were respectfull, polite and carfeul during the development on the study.

3.6.7. Action plan

In this part of the research some tables will be built in order to organize the objectives and activities that are going to the place during the intervention in the classroom with the

students from 9th grade students “Complejo Educativo Católico Santa Teresita, Atiquizaya, departamento de Ahuachapán”.

Throughout the action plan, the researchers created a series of strategies and task specifically design according to student’s major issues regarding their speaking skills and by the implementation of innovative strategies and the use of ICT’s activities students were able to have a better reproduction of the English language. Researchers chose activities that were going to be enjoyable regardless of the topic in this way students took great advantage of the ICT method and discovered how easy was to take action from their own when they finished the implementation.

The researcher assigned different topics to each intervention in order to accomplish their objectives and created a new set of skills and suitable environment for the learning of English language.

First Stage

Implementation schedule

PURPOSE	IMPLEMENTATION ON ACTIVITY	RESOURCES	INSTRUCTOR/S	DATA GATHERING ACTIVITY	RESEARCH TOOL	RESPONSIBLE PERSON	TIMELINEBEGINNING/ ENDING
To make students use the target language as much as possible during the English class	Meeting 1 Warm up (broken telephone 10 min) Listening Practice (fill in the blanks activity 10 min) Karaoke time (30 minutes)	Lesson plans, projector, laptop, speakers, photocopies with the lyrics of the song, markers, a box, numbered pieces of paper	Pedro Xavier Torres Garcia	Participant observation		María José Arriaza Abrego	

Implementation schedule

PURPOSE	IMPLEMENTATION ON ACTIVITY	RESOURCES	INSTRUCTOR/S	DATA GATHERING ACTIVITY	RESEARCH TOOL	RESPONSIBLE PERSON	TIMELINEBEGINNING/ ENDING
To have students exposed to English talked by native speakers about everyday situations	Meeting 2 Warm up hot potato (the one with the ball will have to form a sentence using a word given by the teacher 10 min) Podcast listening activity/ taking out the main ideas (15 min) Answering questions orally and little debate (25 minutes)	Lesson plans, projector, laptop, speakers, white pages for taking out the main ideas, markers.	Pedro Xavier Torres Garcia	Participant observation		María José Arriaza Abrego	

Second Stage

Implementation schedule

PURPOSE	IMPLEMENTATION ON ACTIVITY	RESOURCES	INSTRUCTOR/S	DATA GATHERING ACTIVITY	RESEARCH TOOL	RESPONSIBLE PERSON	TIMELINEBEGINNING/ ENDING
To make students use the target language and learn more vocabulary to communicate their ideas fluently during the English class.	Warm up Call My Bluff (10 min) Ask students to write 3 statements about themselves on a paper, two of which should be lies and one which should be true. Students ask questions about each statement and then guess which one is the truth. If they guess correctly then they win. Listening Practice (Questionnaire activity 15 min)	Lesson plans, projector, laptop, speakers, photocopies Pencils Notebooks	María José Arriaza Abrego	Participant observation		Jaime Jose Vigil	

	A video of a conversation of two persons describing their daily routines and hobbies. After listening to the podcast the teacher will ask students to answer a set of questions about the video. Speaking activity (30 minutes) Students will be set up in pairs and they will create a conversation describing their daily routines and hobbies. Each pair will go to the front of the class and perform their conversation.						

Implementation schedule

PURPOSE	IMPLEMENTATION ON ACTIVITY	RESOURCES	INSTRUCTOR/S	DATA GATHERING ACTIVITY	RESEARCH TOOL	RESPONSIBLE PERSON	TIMELINEBEGINNING/ ENDING
To get students acquire more vocabulary to describe people and places.	Meeting 4 Warm up Back to back (5 minutes) Put the students in pairs. They will run around the room. the teacher will shout out "back to back" and they must find their partner and stand back to back Speaking activity (20 minutes) Students will work in pairs and they will be given the picture of a famous person each pair will describe the person of the picture in front of	Lesson plans, projector computer Pictures Notebooks	Maria Jose Arriaza Abrego	Participant observation		Jaime Jose Vigil	

	the classroom and the rest of the group will guess who is the person described. Writing activity (25 minutes) The teacher will take a series of images in sequence ask students to create a story using vocabulary related to the topic. Students will tell their story and the most creative will be the winner						

Third stage

Implementation schedule

PURPOSE	IMPLEMENTATION ON ACTIVITY	RESOURCES	INSTRUCTOR/S	DATA GATHERING ACTIVITY	RESEARCH TOOL	RESPONSIBLE PERSON	TIMELINEBEGINNING/ ENDING
To have students exposed to different cultures in order to familiarize with English language speakers.	Meeting 5 Warm up 10 categories The students will mention 10 names from a specific category given by the teacher 10 min) Video about different nationalities and their culture (15 min) Discussion about the video, and activity (25 min)	Lesson plans, projector, laptop, speakers, white pages for taking out the main ideas, markers.	Jaime José Vigil	Participant observation		Pedro Xavier Torres Garcia	

Implementation schedule

PURPOSE	IMPLEMENTATION ON ACTIVITY	RESOURCES	INSTRUCTOR/S	DATA GATHERING ACTIVITY	RESEARCH TOOL	RSPONSIBLE PERSON	TIMELINEBEGINNING/ ENDING
To have students reproduce the language by given mini presentation about different cultures	Meeting 6 Warm up the golden rule (the students will write action that they want their classmates to perform 10 min) The teacher will give a mini presentation as an example of the culture activity (10 min) Mini presentation about cultures from the students (30 minutes)	Lesson plans, projector, laptop, speakers, white pages for taking out the main ideas, markers.	Jaime José Vigil	Participant observation		Pedro Xavier Torres Garcia	

3.7. Execution phase

The execution phase contains the data collection procedure and a detailed description of the process that the researchers conducted in order to expand 9th grade students "Complejo Educativo Católico Santa Teresita, Atiquizaya, departamento de Ahuachapán" through the use of ICT's. Since this action research was carry out taking into account the mixed method paradigm all data gathered was processed and analyzed after finishing the two last part of this phase which are data processing and data interpretation and analysis.

3.7.1. Data collection procedure

The researchers elaborated and validated instruments taking into account the different indicators stated in the operationalization of the variables. Each member of the group developed a specific role to register everything that happened inside the classroom. For this, the researchers used an observation checklist (Appendix A) to determine a number of factors that were going to be in control during class, the tools were administer to students from 9th grade at "Complejo Educativo Católico Santa Teresita, Atiquizaya, departamento de Ahuachapán".

In addition, a general meeting was scheduled with the entire group of the participants of the project. The researchers evaluated students by a checklist (Appendix A) at the beginning of the study. After the three stages, the researchers administered another interview (Appendix B) with a criterion for evaluating their main issues regarding their speaking skills. The criterion contains elements pronunciation, fluency. This helped the researchers to determine, analyze and reflect if the incorporation of Information and Communication Technologies (*ICT*) helped students expand their speaking skills.

The researchers processed the information obtained during the interviews and during the interventions in the classes through the use of a checklist (Appendix E) in 9th grade students´ speaking skills at "Complejo Educativo Católico Santa Teresita, Atiquizaya, departamento de Ahuachapán" in 2017.

At the end of this study teacher from Complejo Educativo Católico Santa Teresita, Atiquizaya, departamento de Ahuachapán" obtained a list of specific strategies in order to enrich future students speaking skills in the subject of English.

Finally, the results were analyzed according the students' reality, this will demonstrate how much impact and how important is the use of Information and Communication Technologies (*ICT*) in today's education.

3.7.2. Data Processing

During the data processing the researchers made use of Microsoft windows software to classify and organize all the data obtained through the process. In addition, the data obtained from the students was organized using the program Excel. This program was necessary to the researchers to organize the data when using tables and graphs in order to analyze, interpret and reflect about the results obtained in the different tasks that the students developed through the research.

Finally, the researchers processed the information proportionate by students from 9th grade from "Complejo Educativo Católico Santa Teresita, Atiquizaya, departamento de Ahuachapán" in 2017. Researchers kept a record from all task for later demonstrating a learning improvement.

3.7.3. Data Analysis and Interpretation

The collected data was classified, organized, and analyzed. The data was gathered from "9th grade student at "Complejo Educativo Católico Santa Teresita, Atiquizaya, departamento de Ahuachapán" in 2017. The researchers analyzed the checklist and interviews that were administer to students. All the information was interpreted and analyzed by all the researchers with the help of graphs and tables for a better understanding of the results. Every activity developed through the research was analyzed, and interpreted to see if the objectives were being accomplished. The results were paramount to test the hypothesis of change stated by the researchers.

The collected information was of major support in order to make the comparison of all the factors, this lead the researcher to their final conclusions. Results were described in a detailed way. The results of the interview and the checklist were analyzed and interpreted by all the members of the group to see if the implementation worked or worked not. It is important to mention that to fulfill the analysis and interpretation, the researcher will take into account the objectives and the research question with this the hypothesis was proven.

3.8. Timeline

ACTIVITY	RESPONSIBLE	January	February	March	April	May
Choosing the group	Research team					

Definition of the project's name	Research team					
Approaching the field of study	Research team					
Diagnostic study	Research team					
Building the state of art	Research team					
Revision of the project proposal	Advisor					
Methodology	Research team					

3.9. Budget

BUDGET	
EXPENSES	COST
Bus fare	$20
Printings	$15
Food	$30
Bond paper	$5
Markers	$4
Internet	$35
TOTAL	$109

ANALYSIS AND INTERPRETATION OF DATA

This chapter includes the analysis of the data gathered through observations, focus group and interviews administered to 9th grade students at "Complejo Educativo Católico Santa Teresita, Atiquizaya, departamento de Ahuachapán" in 2017, in order to facilitate the interpretation of data, researchers organize all the information obtained in tables and graphics. These tables and graphics contain the improvement students had each stage. Finally, some opinions provided by students during the reflections at the end of each intervention were analyzed in order to take in to account students perceptions at the exposure of ICT strategies.

4.1. Global analysis of the interventions.

General objective

- To expand 9th grade students´ speaking skills through the use of ICT's at "Complejo Educativo Católico Santa Teresita, Atiquizaya, Ahuachapán" in 2017

STUDENT'S CRITERIA ABOUT THE ADVANCES IN THE THREE DIFFERENT STAGES.

Criteria	Stage 1	Stage 2	Stage 3
Students use few, very familiar words and phrases	5.5	6.5	7.5
Students produce short, isolated	4.5	5.0	6.5

expressions, interacting in a simple way.			
Students use the simplest everyday language correctly.	5.0	6.0	6.0
Students pronounce words clearly enough for understanding.	6.0	7.0	7.5
Students' pronunciation problems lead to misunderstanding	4.0	4.5	5.5
Students make frequent errors of grammar and word order that occasionally obscure meaning	4.0	5.0	5.5
Students participate in predictable, face-to-face interactions?	4.5	5.5	6.0

Students have sufficient vocabulary to express basic communicative needs	4.5	5.5	6.5
Total	4.75	5.625	6.4

Table 1 shows the global grades of each intervention made to 9th grade students at "Complejo Educativo Católico Santa Teresita, Atiquizaya, departamento de Ahuachapán" in 2017, According to the results obtained through direct observation, it proves the improvement students had from the beginning of the first intervention until the last one.

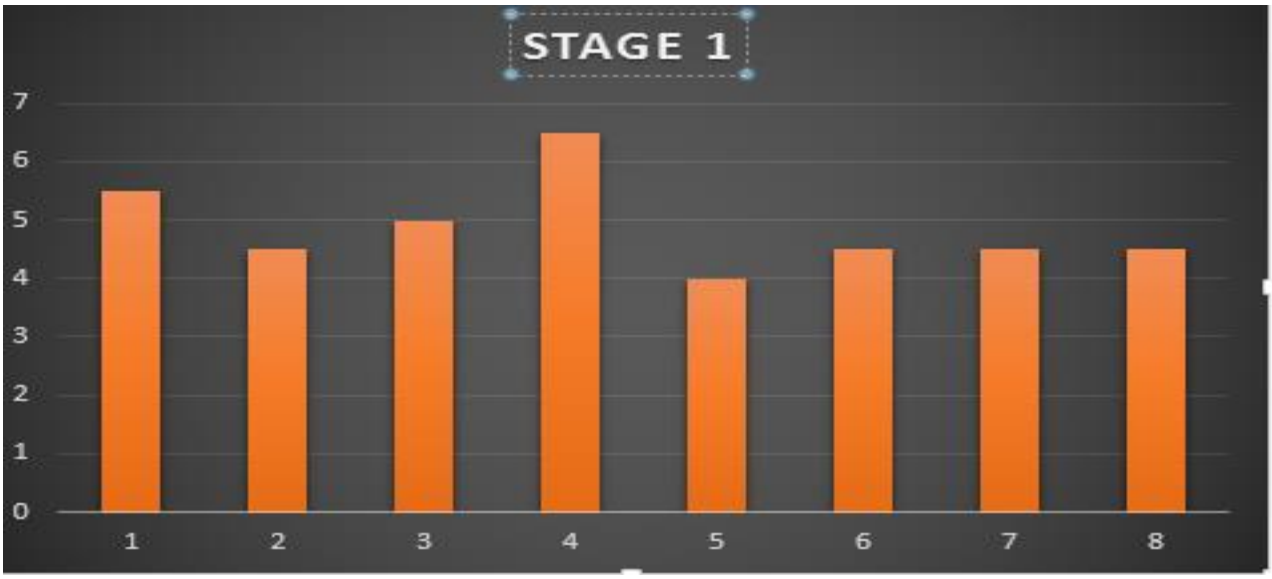
With the obtained results, researchers could confirm that ICT strategies really help to improve students' speaking skills because it develops not only the accuracy of the language but also the fluency of the language. Both aspects become important for the development of the speaking skill in a person.

Criteria	**Number assigned to each question**
Students use few, very familiar words and phrases	1
Students produce short, isolated expressions, interacting in a simple way.	2

Students use the simplest everyday language correctly.	3
Students pronounce words clearly enough for understanding.	4
Students' pronunciation problems lead to misunderstanding	5
Students make frequent errors of grammar and word order that occasionally obscure meaning	6
Students participate in predictable, face-to- face interactions?	7
Students have sufficient vocabulary to express basic	8

4.2. Analysis of Stage 1

Encourage 9th grade students to use the English language inside the classroom.



SOURCE. Researchers' findings

During the first stage of classes of the intervention, researchers presented the classes based on the simple present which it wasn't new for them, even though some students were familiar with topic, and some others still had lots of doubts. The simple present is a familiar topic and the students had already seen this topic in other lower grades.

The researchers initiated the intervention with the grammar structure of the simple present tense in order to get students comprehend in full regard, all forms of the simple present (the affirmative form, the negative form and interrogative form). After the explanation of the tense, students still struggled with the creation of sentences in the oral way due to the fact that students were still having some doubts, but they improved as the minutes went by.

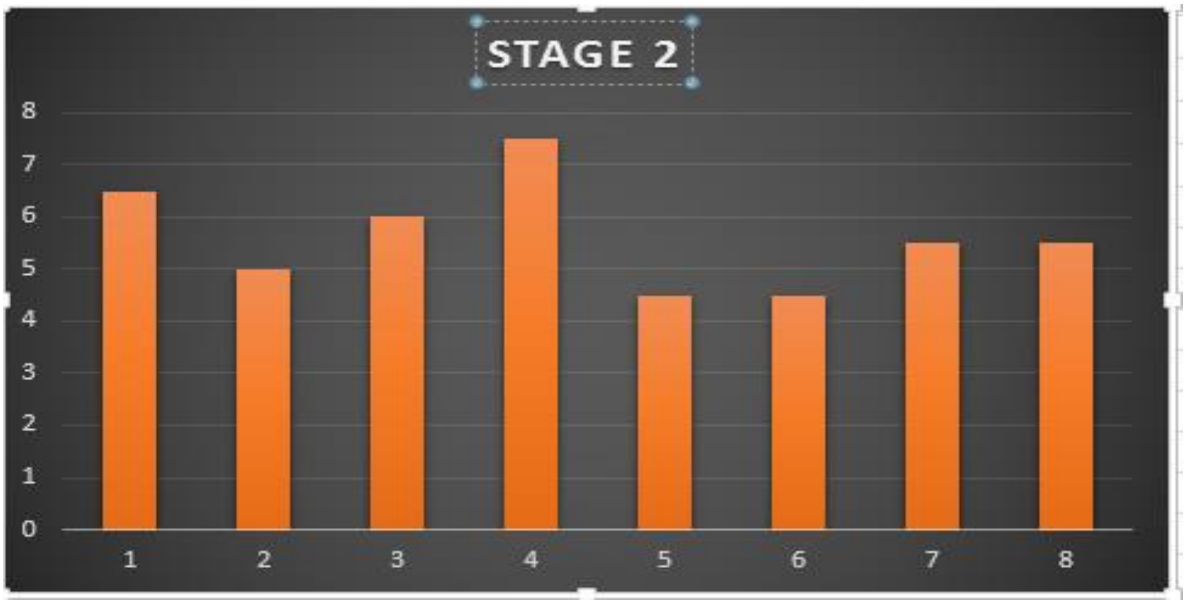
Researchers came out with a set of criteria to evaluate students learning process when using the simple present tense orally. The criteria contained the following aspects: Students use few, very familiar words and phrases, Students produce short, isolated expressions, interacting in a simple way, Students use the simplest everyday language correctly, among others. During the first week of intervention, researchers could observe that students were committing mistakes in all the criteria areas. Grammar was one of the areas they did better mainly because the structures were taught in the very beginning of the first class, but areas like, variety of vocabulary and expressions, voice projection, and intonation were yet far to be acceptable.

Pronunciation was a difficult task for them because students were unfamiliar with the right pronunciation of the verbs. All areas of the criteria were not acceptable, but these encouraged researchers to emphasize and prioritize the eight areas of the criteria.

In addition, the students showed a positive attitude in the classes; they showed excitement in learning the simple present tense in a way when speaking was the main task in every class. The students mentioned that they felt free when speaking, and that they were engaged in the different activities.

4.3. Analysis of stage 2

- Creating a more interactive environment in the English classroom.



SOURCE. Researchers' findings

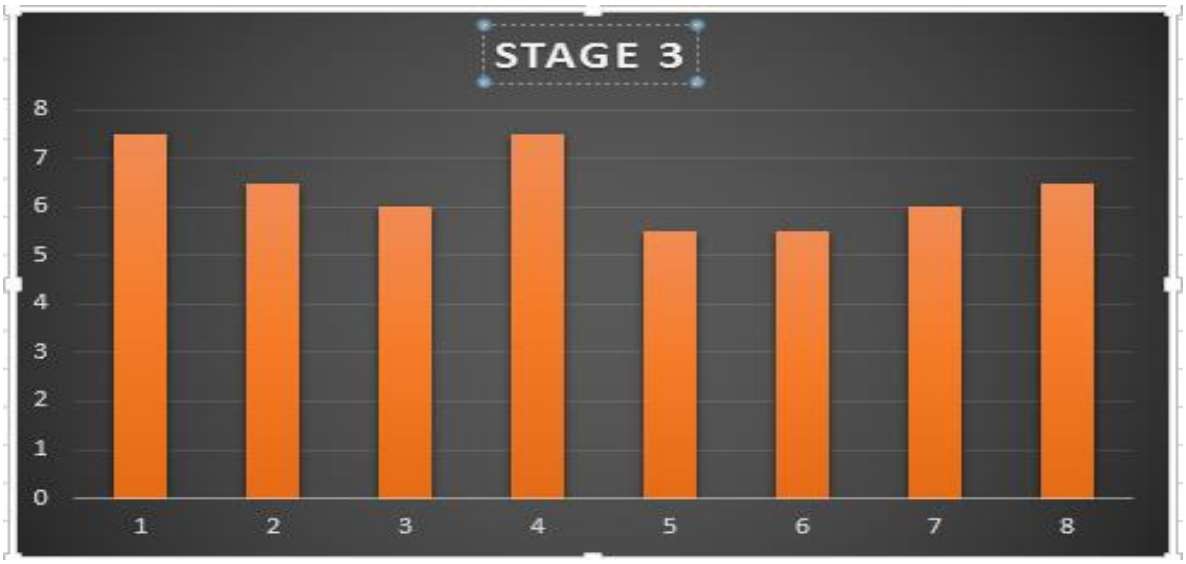
During the second stage of classes, the topic was the simple past tense because it was observed that the students struggled the regular and irregular verbs in the past tense. The students were taught the difference between the regular and irregular verbs. In addition, the researchers came out with a list of the most popular verbs and useful verbs in order to increase their vocabulary. The students created sentences in oral way using the regular verbs and irregular verbs.

The results of the graphic showed that pronunciation improved because the class from week 2. Vocabulary was another area that they improved in a notable way. The main concern in this second class was grammar and pronunciation because students were committing mistakes when making sentences and pronouncing the regular verbs endings. In this section, the students added new vocabulary using the regular verbs. At last, students showed that they

were very unfamiliar with pronunciation due to the fact this aspect of English is new for them. The researchers implemented the pronunciation and vocabulary about the simple past tense because they noticed some difficulties when speaking. By giving them some brief knowledge about pronunciation and by acquiring new vocabulary.

4.4. Analysis of stage 3

- Acquiring a wider vocabulary inside the classroom.



SOURCE. Researchers' `s findings

During the Implementation of the third stage, the researchers' objective was to develop the class about the use of future structures. The researchers needed to work in all areas from the criteria, so for this stage, students were able to present mini presentations using the future tense, with this the area of Students participate in predictable, face-to- face interactions was assessed.

When using future tenses like the future going to. At the beginning of the class, researchers made a short review of the grammar to check student's improvement during the

process. It was seen that students showed more confidence and were more engaged on the task.

The results of the graphic showed that the Interaction face to face increased due to the presentations.

Student's vocabulary improved in a notable way because students were more engaged to the material presented for the researchers in the class. In this section, the students added new vocabulary by watching videos and reading the list of vocabulary presented in all three stages. The students showed interest in the classes, the students participate and helped each other in order to answer the question and to work in the tasks from every class. Most of them expressed that since they were not familiar with the ICT strategies, it was difficult at first, but later they could see the great advantages of the ICT.

Diagnostic observation:

First, the researcher carried out an observation in order to spot if 9th grade students' speaking skill was the ideal for their level, or if there were a problem or problems that were affecting 9th grade student speaking skill. The researchers found that the students practiced very little the target language during their English class, and that most of the time the ones who spoke in English were the same three or four. The rest of the students did not participate in the class or were reluctant to participate.

The class itself was not interactive at all; the classroom environment was boring and the teacher was not able to include the rest of the students due to their unwillingness to participate in the English class.

When the teacher asked certain students, some of them did not want to participate, some others participated reluctantly, these last shown with their participation that they had a very poor English knowledge and their speaking skill was by far under the average.

Then the researchers were allow to interact for a while with the class and for their surprise more than the half of the 9th grade class was not able to answer simple questions as for example:

- What is your name?
- How old are you?
- What time is it?
- Where do you live?
- What is your favorite color?

This, clearly indicates that their speaking skill was very poor because they did not know what to answer and some others shown even a more complicated problem because they did not even understand what the researchers were asking them.

The researchers found the two most prominent problems; first, the methodology the teacher was using, and second the poor speaking skill that most of the students have.

The researchers designed a working plan based on the use of ICT to improve both 9th grade students speaking skills and classroom environment.

Oral Interview results

With the purpose of assessing the use of ICT's to expand 9th grade students´ speaking skills at "Complejo Educativo Católico Santa Teresita, Atiquizaya, departamento de Ahuachapán" in 2017, the researchers designed and carried out oral interviews with grading

scales that contain a range that goes from 1.00 to 10.00. The following table shows the results that were gotten after the four sessions the researchers carried out with the 9th grade students at "Complejo Educativo Católico Santa Teresita, Atiquizaya, departamento de Ahuachapán" in 2017.

Range	1.00-2.99	3.00-4.99	5.00-6.99	7.00-8.99	9.00-10.00	**Total of students**
No. students		4	20	6	4	34

The results show that there was an improvement on 9th grade students' speaking skills most of the students passed from under the average to over the average. This was achieved by switching from a teacher centered class to a student centered class; however, this was thanks to the use of ICT and the implementation of several activities oriented to the development of the students speaking skills such pre and post activities using videos, audios and power point presentations. Students were constantly asked to work in group for maximizing speaking time in the target language and to promote cooperative learning.

The use of ICT for teaching 9th grade students at "Complejo Educativo Católico Santa Teresita, Atiquizaya, departamento de Ahuachapán" in 2017 promoted a productive teaching- learning environment where students were able to speak freely, fluently and accurately incorporating to their lexicon new vocabulary, new phrases and new structures.

Students felt confident and eager to participate in strategies provided by the ICT approach because these activities were designed specifically for them.

Students' Feelings and Reactions toward the Use of well Selected Strategies of ICT Approach

One of the main findings of this research is that students form 9th grade "Complejo Educativo Católico Santa Teresita, Atiquizaya, departamento de Ahuachapán" in 2017 felt confident when participating in strategies provided by the ICT approach. Students felt encouraged to participate and eager to speak; hence, participation was indispensable in the implementations. Every implementation was focused on helping students to develop their speaking skill.

Students stated that during the implementations they all had the chance to participate in every activity something that they did not have in their English classes due to the fact that most of the classes were grammar oriented and there was not room for participation and interaction. The enthusiasm of the group of students was one of the factors that lead them to participate, ask and be corrected by the researchers. Students expressed that the project was a great opportunity for them to practice, and to try other ways for learning the English language. Students also said that during the implementations they could speak more and to correct some error in pronunciations among others because the classes were speaking oriented and there was more time for them to participate so for that the project was the great help for students.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

At the end of the research, the information gathered through the research "Complejo Educativo Católico Santa Teresita, Atiquizaya, departamento de Ahuachapán" in 2017 displayed that ICT can be integrated successfully in the English class at schools for helping students to acquire a better speaking skill. This is noticeable through the achievement of a series of objectives set by the researcher team at the beginning of this grade work, these objectives were the following: to encourage 9th grade students to use the English language inside the classroom through the use of ICT, to have 9th grade students gain a wider vocabulary language inside the classroom through the use of ICT, to create a more interactive environment in the English class through the use of ICT, and to promote 9th grade students interest to work in their speaking skills by themselves through the use of ICT, all this took place at "Complejo Educativo Católico Santa Teresita, Atiquizaya, Ahuachapán in 2017".

9th grade students' speaking skills at "Complejo Educativo Católico Santa Teresita, Atiquizaya, Ahuachapán" in 2017 improved significantly thanks to the commitment received from the students with the project.

One of the most difficult task for a teacher is to encourage students to use the language inside the classroom, this is less difficult when teaching is supported on ICT, thanks to the availability of activities that can be develop in class; the teacher has an advantage getting students attention because ICT includes pictures, motion and audio getting the attention of the different types of learners kinesthetic, visual, auditory and reading and writing learners.

Teachers can include actual topics or topics of interest in their class in order to keep students motivated and open to in class discussions in order to maximize students' target language production and also to maximize the students' exposure to the language.

Vocabulary acquisition is essential for having a good speaking skill. Human beings learn vocabulary through their lives but when learning a second language vocabulary needs to be taught. The teachers can use ICT to provide their students with a more appealing class oriented to teach- vocabulary. This can be through a projection of text, an image or if the students are more advanced, through a video or podcast of native English speakers interacting from a routine situation to a specific situation (technical, business, etc.) ICT allows teachers to use their creativity for designing activities; when using ICT for creating activities sky is the limit. Visual students need to see the physical form of the word to store it in their minds, kinesthetic learners learn through the gestures of a person while articulating some phrases and expressions, this can be given to students only by integrating ICT in class. If the teacher already got his or her students' attention what he or she needs to keep them in track are well designed quality activities.

A good teaching- learning environment is necessary to have a successful classroom. A good teaching- learning environment is that one centered on the students, where the teacher worries to get to all students learning types; where the idea is that all the students can learn, providing them a space free of critics, violence, and bullying for practicing the language. A good classroom environment is that one that is relevant to the students' lives. Based on the information recollected in this research project including ICT on 9th grade students at "Complejo Educativo Católico Santa Teresita, Atiquizaya, Ahuachapán" in 2017 ICT helps the English teacher to create a more interactive environment focus on students' learning.

ICT provides a lot of tools not only for teaching but also for learning. Nowadays in the urban area most of the homes have access to internet; it would not be a bad idea to teach students to work on their second language learning using online resources. The researcher team did so and discover that students get more motivation and that motivation is reflected in class.

5.2. Recommendations

To future students

- ✓ To use the target language in class for communicating with others.
- ✓ In class, to participate in in- class discussions.
- ✓ To practice their speaking skill with their friends outside the classroom.
- ✓ To make podcasts.

To teachers

- ✓ To include ICT in their classes.
- ✓ Adapt the material to the age we are living, to get students more involved in the class.
- ✓ Provide the student with techniques for self-practice the language at home using ICT.
- ✓ Increase the amount of time dedicated to the development of students' speaking skill.

To future researchers

- ✓ It is important to schedule previously all the evaluated activities and days off students may face during the process.

- ✓ It is extremely important to have a good relationship with the authorities of the school or institution.
- ✓ It is important to be as objective as possible with the research.

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Appendix 1

UNIVERSIDAD DE EL SALVADOR

FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE

DEPARTAMENTO DE IDIOMAS EXTRANJEROS

Santa Ana 6 de febrero de 2017

Hermana Reina Lidia Lemus Flores

Directora del Complejo Educativo Católico Santa Teresita

Presente

El departamento de Idiomas Extranjeros tiene el agrado de dirigirse a usted, con el motivo de solicitar la debida autorización para que los bachilleres María José Arriaza Abrego carnet n° AA07089, Pedro Xavier Torres García carnet n° TG06004 y Jaime José Vigil Figueroa carnet n° VF08010 para realizar un trabajo de tesis en la materia de Inglés en 9° grado a cargo de la profesora Sulma Yaneth Ramos López.

Consiente de su compromiso con la educación y crecimiento académico de la población salvadoreña, seguros estamos de su receptibilidad para fortalecer los procesos de formación pedagógica de los futuros docentes de la nación.

Gracias de antemano por su atención

_____

Lic. Juan Francisco Hidalgo Sandoval

Asesor de trabajo de tesis

Appendix A

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT

UNDERGRADUATE WORK: THE USE OF ICT'S TO EXPAND 9TH GRADE STUDENTS' SPEAKING SKILLS AT "COMPLEJO EDUCATIVO CATOLICO SANTA TERESITA, ATIQUIZAYA, AHUACHAPÁN" IN 2017.

CHECK-LIST ADDRESSED TO NINTH GRADE "COMPLEJO EDUCATIVO CATÓLICO SANTA TERESITA" STUDENTS.

Date: _____ Time: _____

Researcher(s):

MARÍA JOSÉ ARRIAZA BREGO

PEDRO XAVIER TORRES GARCÍA

JAIME JOSÉ VIGIL FIGUEROA

Objective: To evaluate 9th grade students speaking skill at "Complejo Educativo Católico Santa Teresita, Atiquizaya, Ahuachapán" in 2017 in order to realize if there is a problem concerning their speaking skill.

Grade / Item	1	2	3	4	5	6	7	8	9	10
Students use of English in class										
Students vocabulary										
Students pronunciation										
Students fluidity										
Students' English understanding										
Students' voice projection										
Students proper use of grammar										
Total										

Appendix B

UNIVERSIDAD DE EL SALVADOR

FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE

DEPARTAMENTO DE IDIOMAS

Atiquizaya, jueves 10 de febrero de 2017

Administradores: María José Arriaza Abrego

Jaime José Vigil Figueroa

Pedro Xavier Torres García

Objetivos: evaluar los conocimientos sobre inglés de los estudiantes de noveno grado del Complejo Educativo Católico Santa Teresita, municipio de Atiquizaya, departamento de Ahuachapán.

Indicaciones: Responda honestamente las preguntas que se le plantean a continuación.

Sexo: M F

1. ¿Cuantas veces a las semanas recibes la materia Ingles?

2. ¿Practicas mucho el inglés de manera oral en tus clases?

3. ¿Eres capaz de dar o pedir la hora en inglés?

4. ¿Eres capaz de pedir o dar una dirección en inglés?

5. ¿Eres capaz de mantener una conversación básica con otra persona en inglés?

6. ¿Eres capaz de preguntar a tu profesor de inglés algo que no entendiste en el idioma inglés?

Appendix C

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT

UNDERGRADUATE WORK: THE USE OF ICT'S TO EXPAND 9TH GRADE STUDENTS' SPEAKING SKILLS AT "COMPLEJO EDUCATIVO CATOLICO SANTA TERESITA, ATIQUIZAYA, AHUACHAPÁN" IN 2017.

Atiquizaya, February 10, 2017

Interview addressed to the responsible teacher of 9th grade students at "Complejo Educativo Católico Santa Teresita, Atiquizaya 2017".

English teacher's name: Sulma Yaneth Ramos Lopez

1. HOW IS THE GENERAL ATTITUDE OF THE STUDENTS TOWARDS ENGLISH?

2. WHAT ARE SOME DISVANTAGES ABOUT TEACHING IN THIS PLACE?

3. MENTION SOMETHING POSSITIVE ABOUT THE STUDENTS?

4. WHAT ARE SOME AREAS TO IMPROVE?

5. WHAT ARE SOME PROBLEMS THAT YOUY HAVE FACED?

6. WHATS IS THE BIGGEST SATISFACTION ABOUT BEING A TEACHER HERE?

Appendix D

VALIDATION SHEET FOR THE TOOLS TO BE EVALUATED

Name of Validator: Roxana Leonor Trigueros

Degree: Master

Position: Teacher

Number of years in teaching: _____

To the evaluator: Please check the appropriate box for your ratings.

Scale: 1- Poor 2- Needs Improvement 3- Good 4-Very Good 5-Excellent

ASPECTS TO VALIDATE / SCALE	1	2	3	4	5
1. Clarity and directions of items The vocabulary level, language, structure and conceptual level of participants. The test directions and the items are written in a clear and understandable manner.	✓				
2. Presentation and Organization of items The items are presented and organized in logical manner.	✓				
3. Suitability of items The items appropriately presented the substance of the research.	✓				
4. Adequateness of the Content The number of the items per area is a representative enough of all the items needed for the research.	✓				
5. Attainment of Purpose The instrument as a whole fulfills the objectives needed for the research.	✓				

Remarks: You need to improve your research tools.

Signature: RTG

Appendix E

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT

UNDERGRADUATE WORK: THE USE OF ICT'S TO EXPAND 9TH GRADE STUDENTS' SPEAKING SKILLS AT "COMPLEJO EDUCATIVO CATOLICO SANTA TERESITA, ATIQUIZAYA, AHUACHAPÁN" IN 2017.

Observation guide addressed to measure the development of 9th grade students at "Complejo Educativo Católico Santa Teresita, Atiquizaya 2017" during the undergraduate work the use of ICT's to expand 9th grade speaking skills at "Complejo Educativo Católico Santa Teresita

Responsible: _____

Date: _____ Starting time: _____ Stopping time: _____

	1	2	3	4	5	6	7	8	9	10
Students use a few, very familiar words and phrases										
Students produce short, isolated expressions, interacting in a simple way.										
Students use the simplest everyday language correctly.										
Students pronounce words clearly enough for understanding										
Students' pronunciation problems lead to misunderstanding.										
Students make frequent errors of grammar and word order that occasionally obscure meaning										
Students have sufficient vocabulary to express basic communicative needs										

Appendix E1

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

DEPARMENT OF FOREIGN LANGUAGES

Under graduate work: The use of ICT's to enhance 9th grade students' speaking skills at "Complejo Educativo Católico Santa Teresita Atiquizaya, Ahuachapan" in 2017.

Researchers: María José Arriaza Abrego

Pedro Xavier Torres García

Jaime José Vigil Figueroa

Advisor: Juan Francisco Hidalgo Sandoval

Schedule: from July 2017 to August 31st, 2017.

COURSE DESCRIPTION

This course is designed to assist 9th grade students at "Complejo Educativo Católico Santa Teresita, Atiquizaya, Ahuachapán, 2017" to develop their speaking skill using ICT's inside the classroom. This course provides students with the fundamentals of English as a foreign language focused on the development of their speaking skill. This course will prepare students by building the everyday use speaking skill. The students will be exposed in every class to a series of activities oriented to work specifically on 9th grade students' speaking skill. The course will consists of two classes per week, during six weeks. During this classes the students will develop the four macro skills listening, speaking, reading and writing but this course is designed to make special emphasis on the speaking skill.

REFERENCES

MasterMind (Mickey Rogers, Steve Taylore-Knowles, Dorothy E.Zemach)

Let's Speed Up

Good Job (Pearson Logan)

Techniques and knowledge learned through the five years of the major

COURSE OBJECTIVES

General Objective:

At the end of this project students will be able to communicate in English orally using various basic structures of the English language.

Specific Objectives:

Learn the use the present tense.

Learn the use the past tense.

Learn the use the future tense.

Learn to transmit their ideas with easiness.

Learn to hold a basic conversation in the English language.

COURSE CONTENTS
LESSON ONE: WE ARE… **TARGET STRUCTURE: THE VERB TO BE, AFFIRMATIVE, NEGATIVE AND INTERROGATIVE STATEMENTS.** **TARGET CONTENT: GREETINGS, PERSONAL PRONOUNS, ADJECTIVES, ORDINAL NUMBERS, SELF INTRODUCTION, PROFESSIONS, NACIONALITIES, DESCRIBING EMOTIONS, DESCRIBING PEOPLE.** **PEDRO XAVIER TORRES**
LESSON TWO: WE DO… **TARGET STRUCTURE: PRESENT SIMPLE, AFFIRMATIVE, NEGATIVE AND INTERROGATIVE STATEMENTS.** **TARGET CONTENT: GREETINGS, SELF INTRODUCTION, ORDINAL NUMBERS, DAILY ROUTINE, LIFESTYLES (FOOD AND SPORTS).** **PEDRO XAVIER TORRES**
LESSON THREE: WE WERE… **TARGET STRUCTURE: VERB TO BE PAST TENSE, SIMPLE PAST (REGULAR VERBS), AFFIRMATIVE, NEGATIVE AND INTERROGATIVE STATEMENTS.** **TARGET CONTENT: DESCRIBING APPREANCE AND EMOTIONS, VACATIONS, A DAY IN HISTORY, DISTINGUISHING BETWEEN CURRENT EVENTS AND HABITUAL ACTIONS.** **MARÍA JOSÉ ARRIAZA ABREGO**

LESSON FOUR: WE DID…

TARGET STRUCTURE: SIMPLE PAST IRREGULAR VERBS, AFFIRMATIVE, NEGATIVE AND INTERROGATIVE STATEMENTS.

TARGET CONTENT: VACATIONS, MODES OF TRANSPORTATION, ACCIDENTS, ILLNESSES, PETS.

MARÍA JOSÉ ARRIAZA ABREGO

LESSON FIVE: WE WILL…

TARGET STRUCTURE: FUTURE WILL, AFFIRMATIVE, NEGATIVE AND INTERROGATIVE STATEMENTS.

TARGET CONTENT: FUTURE PLANS, MAKING OFFERS, REQUESTS AND ASKING FOR FAVORS, TRAVEL ABROAD, ADRESSES, PLANS FOR CHRISTMAS.

JAIME JOSÉ VIGIL FIGUEROA

LESSON SIX: WE ARE GOING TO…

TARGET STRUCTURE: FUTURE "GOING TO" AFFIRMATIVE, NEGATIVE AND INTERROGATIVE STATEMENTS.

TARGET CONTENT: PLACES TO VISIT IN THE FUTURE, PREDICTIONS ABOUT THE FUTURE, THE WEATHER, FORTUNE TELLER, PLANS FOR THE WEEKEND.

JAIME JOSÉ VIGIL FIGUEROA.

Appendix E2

"COMPLEJO EDUCATIVO CATOLICO SANTA TERESITA ATIQUIZAYA, AHUCHAPAN 9TH GRADE 2017"

Lesson Plan:	1
Unit:	4
Topic:	Verb to be
Students' grade:	Ninth Graders
Skills:	Speaking, listening
Time:	90 minutes (2 classes of 45 minutes each)
Objectives:	At the end of the class, SWAT: Talk about different professions and also to provide descriptions about people and places.
Materials:	Teacher's book, markers, projector, laptop, board.
Target structure:	Verb To Be Present tense/ affirmative/ negative/ Interrogative
Vocabulary:	Adjectives and professions
Teaching resources:	Sheets of paper

Warm up: The broken telephone (10 minutes)

- ✓ First, ask students to stand up and divide them in two groups, they will have to form two lines.
- ✓ The last person from each line will be told a sentence by the teacher, he/she will have to whisper the same sentence to the next person, and so on, until the message arrives to the first person from the line.
- ✓ The first person of the line who is the last one in receiving the message will have to write it in the board.
- ✓ The group with more sentences correct will be the winner.

Greetings (10 minutes)

The teacher will explain and put into practice the different English expressions used when you arrive or leave a place.

Español	Inglés
Hola	Hello/ hi

Buenos dias	Good morning/ morning
Buenas tardes	Good afternoon
Buenas noches	Good evening/ good night
Adios	Good bye- bye bye- bye
Hasta luego	See you
Hasta pronto	See you soon
Hasta mañana	See you tomorrow
Hasta la noche	See you to night

Grammar to be (70 minutes)

(15 minutes)

The teacher will show the students a chart (power point presentation) with the seven personal pronouns, next to it there will be the three possible forms of the verb to be in present and affirmative form.

The teacher will ask students to guess which form of the verb "to be" match with each pronoun.

After they have matched the verb to be with its corresponding personal pronouns, a set of nationalities will appear in order to form affirmative sentences.

Personal Pronoun	Verb to be	Nationality
I	am	English
You	are	Guatemalan
He	is	Turkish

(10 minutes)

After the students have made several sentences using nationalities, the teacher will switch the activity; the teacher will explain how to turn an affirmative sentence into a negative sentence.

Now students will use professions for building up affirmative sentences and negative statements, a chart will also be provided as reference. The teacher will also explain the use of a, an, and some as part of the lesson.

Affirmative sentence	Negative sentence
You are a doctor	You are not a doctor
She is a singer	She is not a singer

(20 minutes)

The teacher will also explain the possessive adjectives for helping the students to acquire more fluency while speaking.

Español	English
Mio	My
Tuyo	Your
De el	His
De ella	Her
De algo	Its
Nuestro	Our
De ustedes	Your
De ellos	their

Pronoun	Verb to be	Adjective
I	am	tall
You	are	smart
His father	is	Very young
Her mother	is	beautiful
Their grandparents	are	Intelligent

Now, the students will apply their recently acquired knowledge for building up sentences for describing a person. Once again a chart will be provided as reference for them to learn new vocabulary.

Spanish	English
Cabello negro	Dark hair
Piel blanca	White skin
Piel morena	Brown skin
Ojos café	Brown eyes
Nariz grande/ nariz pequeña	Big nose/ small nose
Cejas anchas/ angostas	Wide eyebrows/ Narrow eyebrows
Cabello liso/ cabello colocho	straight hair/ curly hair
Ojos grandes/ ojos pequeños	Big eyes/ small eyes
Manos grandes/ pies pequeños	Big hands/ small feet
Hombros anchos	Wide shoulders

(10 minutes)

This time the teacher will ask them to describe the person who sit next to them and provide some physical details about that person.

(10 minutes)

Then, they will be asked to try to describe a place, using the adjectives and grammar structures that they have just taught.

(15 minutes)

Using a sentence provided by the students the teacher will ask another person to transform it into a negative sentence, if that persons makes it well, the teacher will teach them to make questions. This dynamic will be repeated several times until the majority of students have participated.

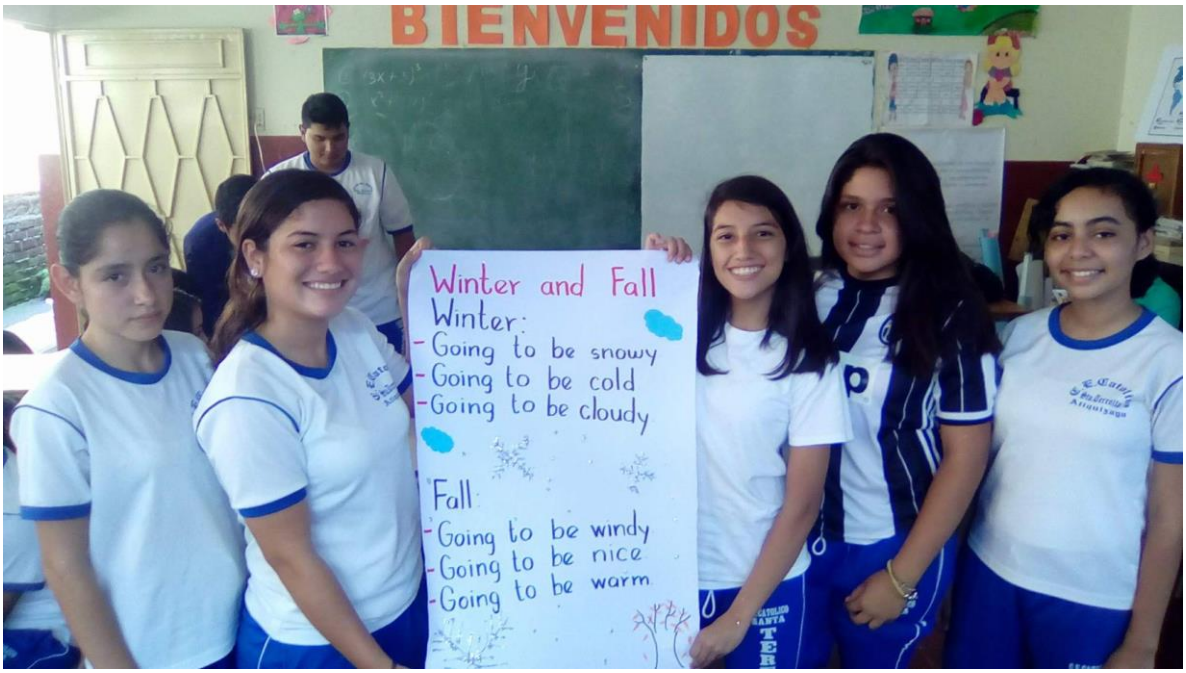
Appendix F

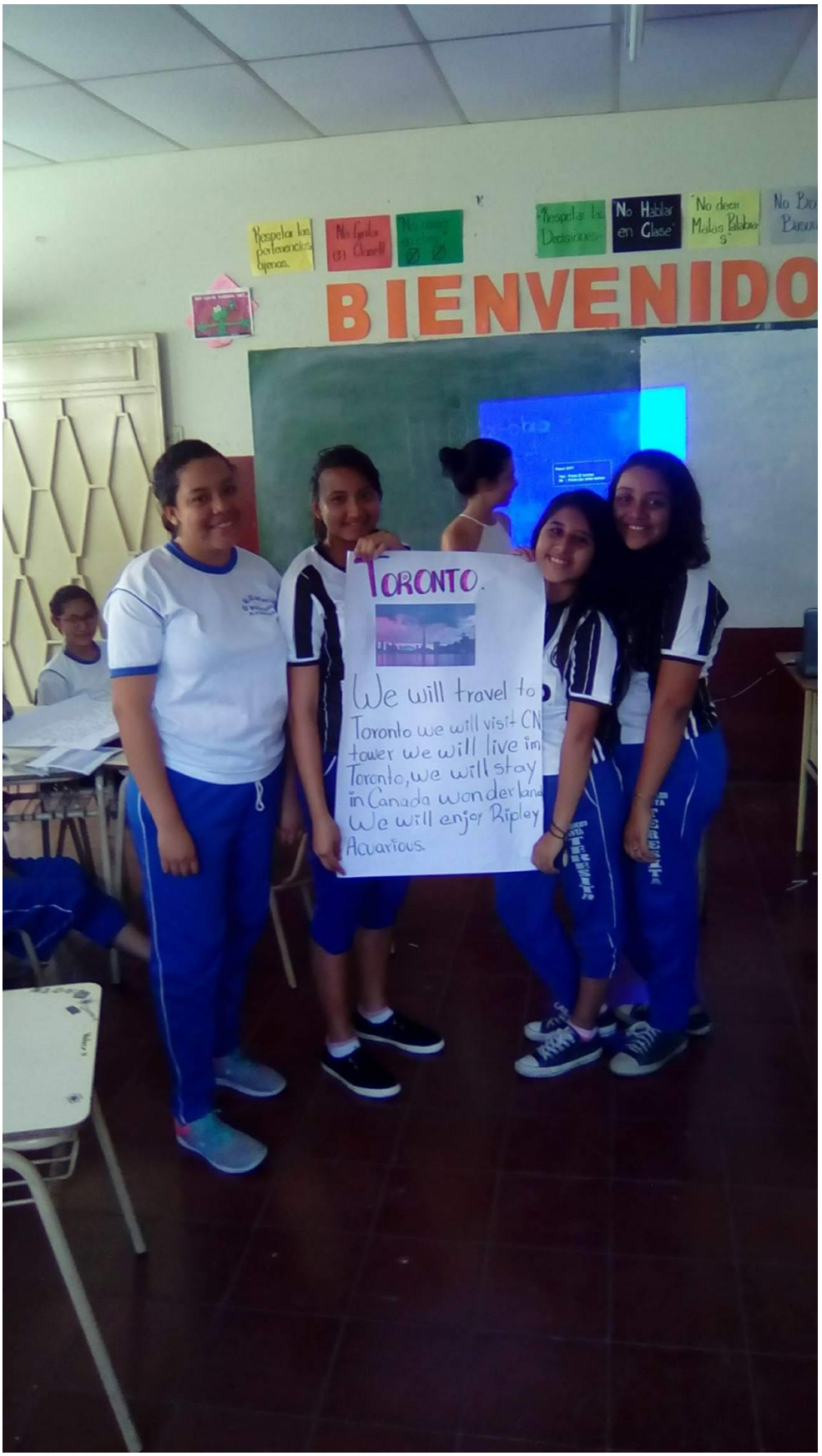
Spring
Spring is sunny
Summer
Summer is hot

Fall!
-It's goins to be Windy in fall.
-In fall, leaves are goins to fall from trees.
Winter.
-It's winter is going to be cloudy
-It's goin to be rainy

BIENVENIDOS
No Hablar en Clase
No decir Malas Palabras
No Botar Basura
BEATO MONSEÑOR ROMERO
London
The next year we will travel to London, we will visit the london eye and The Big ben. It's Something amazing We will eat Snail in the brasier restaurant and we will stay in the brenche hotel and also we will it pretzel We will buy some tea that create the Queen...

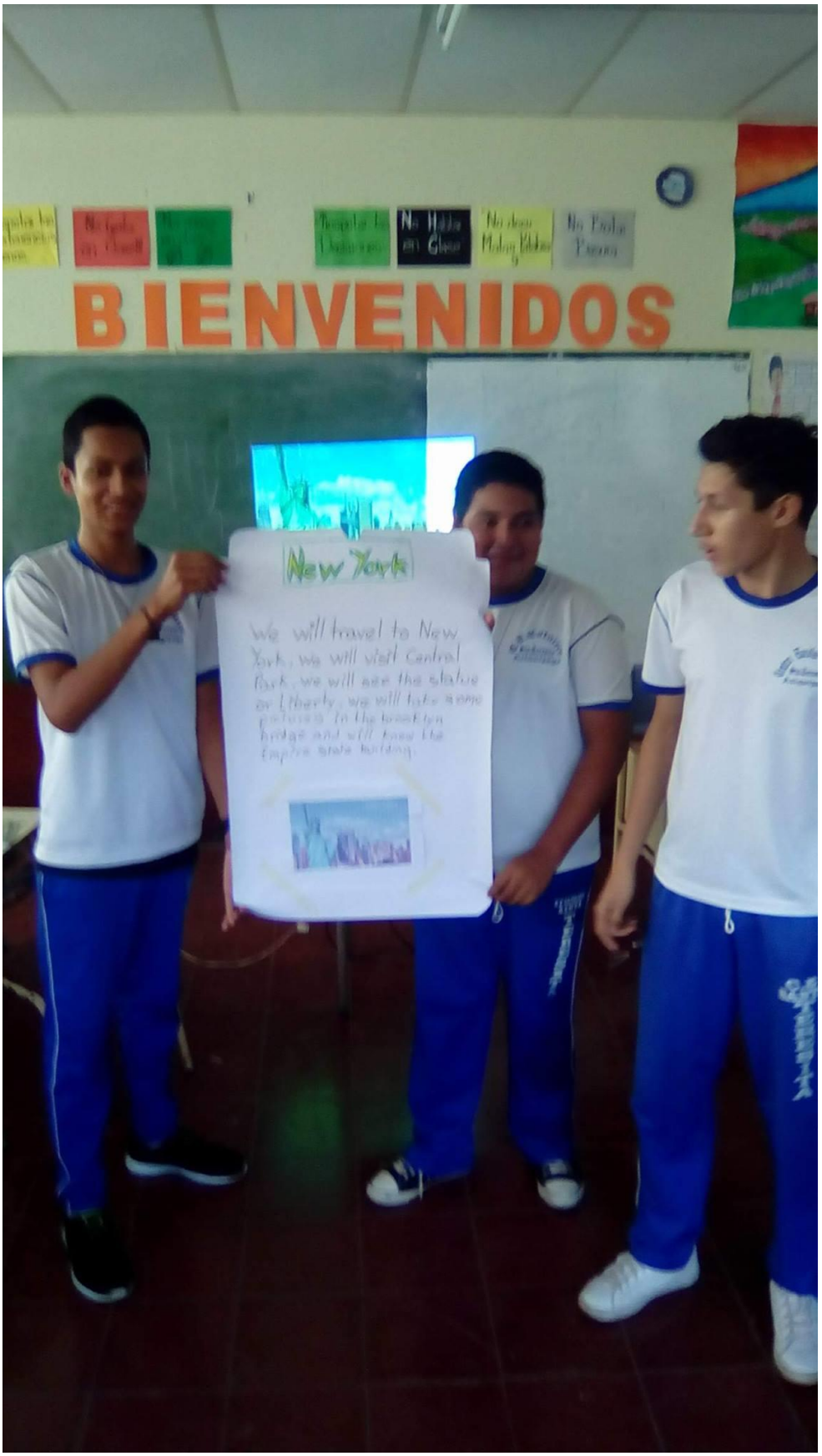
BIENVENIDOS
Spring!
The weather is going to be nice next sunday
The weather is going to be fine tomorrow
Summer!
It is going to be hot tomorrow
It is going to be sunny and windy


BIENVENIDOS
Winter and Fall
Winter:
-Going to be snowy
-Going to be cold
-Going to be cloudy
Fall
-Going to be windy
-Going to be nice
-Going to be warm

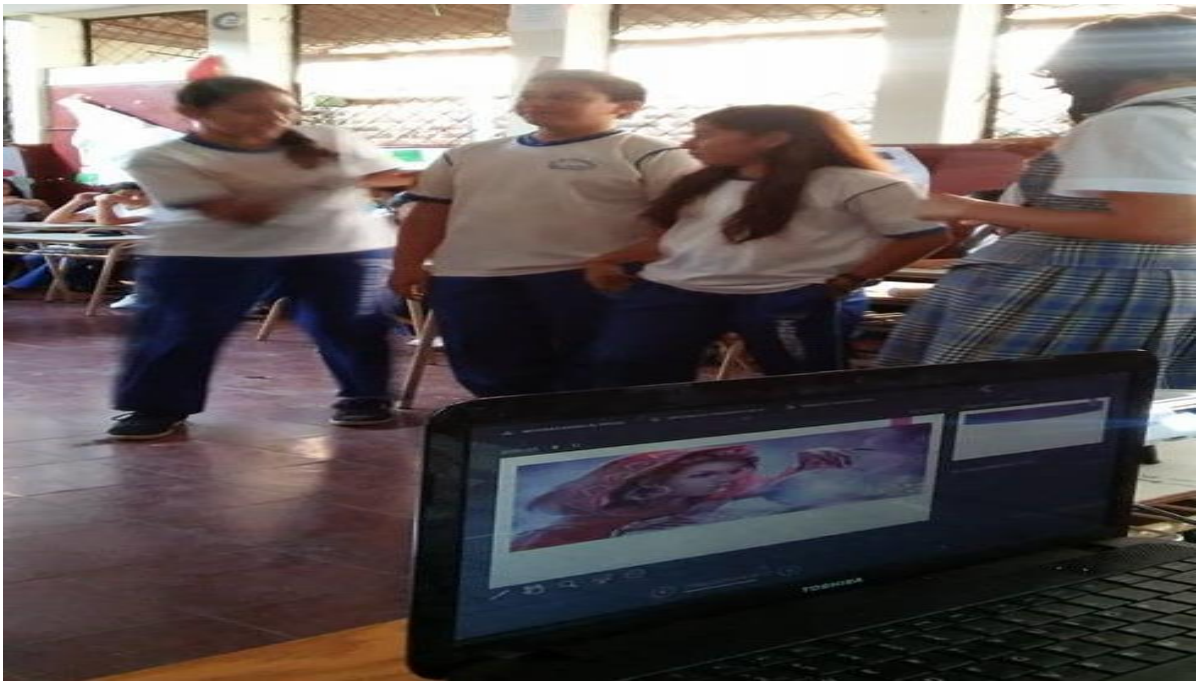

Respetar las pertenencias ajenas.
No Hablar en Clase
BIENVENIDO
TORONTO.
We will travel to
Toronto we will visit CN
tower we will live in
Toronto, we will stay
in Canada wonderland
We will enjoy Ripley
Acuarious.

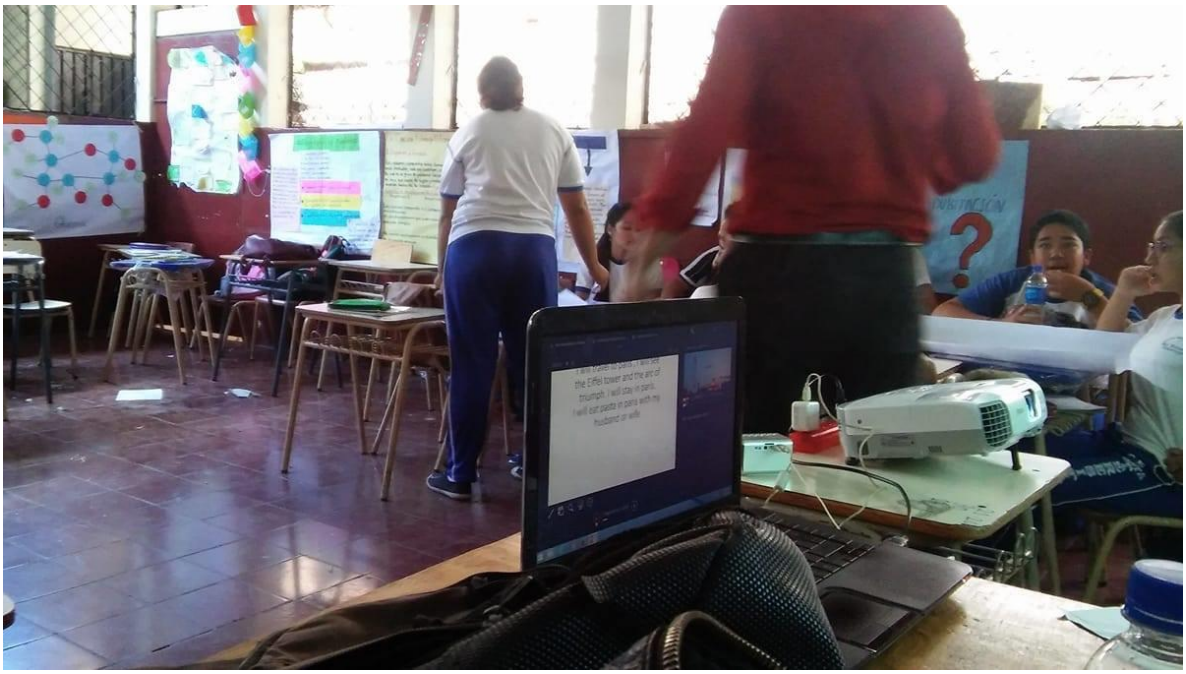
Respeta los pertenencias ajenas.
No Hablar en Clase
No Botar Basura
BIENVENIDOS
PARIS
We will travel to "PARIS"
Notre Dame Cathedral
Arc of triumph
French Bread
Eiffel Tower
+Notre Dame+

No Hablar en Clase
No decir Malas Palabras
No Botar Basura
BIENVENIDOS
Rome - Italy


BIENVENIDOS
New York
We will travel to New York, we will visit Central Park, we will see the statue of Liberty, we will take some pictures in the brooklyn bridge and will know the Empire state building.

Spring
In sprins the flowers are going to Blossom Is going to be nice today
Summer
Is going to be hot today This season We are going to vacations and majority of people are going to the beach





My morning routine