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SOCIALES**

**CARRERA DE LICENCIATURA EN LINGÜÍSTICA
APLICADA AL IDIOMA INGLÉS**

**TRABAJO DE TITULACIÓN, PREVIO A LA OBTENCIÓN
DEL TÍTULO DE LICENCIADO EN LINGÜÍSTICA APLICADA
AL IDIOMA INGLÉS**

**TEMA: “DIGITAL STORY TELLING, AND ITS IMPACT IN THE
DEVELOPMENT OF SPEAKING SKILLS OF ENGLISH
LANGUAGE IN THE STUDENTS OF THIRD YEAR OF
BACHILLERATO AT INSTITUTO LOS ANDES DURING THE
SCHOOL YEAR 2015-2016”**

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I, Director Mag. Silviana Maricela Madrid González certify that the research work “DIGITAL STORY TELLING, AND ITS IMPACT IN THE DEVELOPMENT OF SPEAKING SKILLS OF ENGLISH LANGUAGE IN THE STUDENTS OF THIRD YEAR OF BACHILLERATO AT INSTITUTO LOS ANDES DURING THE SCHOOL YEAR 2015-2016”, developed by Mr. *WIMPER HUMBERTO RIVERA FREIRE*, has been revised thoroughly and analyzed by the antiplagiarism software, which comply with the theoretical requirements, scientific, technical, methodological and legal established by the Universidad de las Fuerzas Armadas ESPE, thus I let credit and authorize to Mr. *WIMPER HUMBERTO RIVERA FREIRE* to sustain overtly.

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DEDICATORY

God has been my supreme power to give me wisdom and let me to arrive to this moment in my professional career.

I dedicate the present work to my family because they have guided and accompanied me in all the moment, in order to comply with my responsibilities. They were my inspiration and give me the opportunity to demonstrate who perseveres to reach the objectives.

To my parents because they are always showing me the importance of life, they are my motivation, and fill my life with happiness; and because they support my projects with demonstrations of loyalty and confident.

To my brother and sister for the greatness in their heart accompanying me in all the moments of my life, they are encouraging me to follow ahead, also to my dead brother that from the heaven is guiding my steps.

To my wife, my son and daughter for the love and support for finishing my Career.

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ABSTRACT

El Instituto Los Andes is located in Pillaro town in the province of Tungurahua; it is a public educational institution, in which there are 1600 students from the elementary until the third year of Bachillerato. The objectives of this research project have been built with the help of technology as the Digital Story Telling in order to get an integral solution to the low development of the speaking skills in the English foreign language classroom with the students of third year of Bachillerato. The problems with the speaking skills are inhibition, nothing to produce in the English; in this case, there is no production of speaking and writing skills of this foreign language; low participation, and native language use.

In the same way, it will help to build a virtual learning environment that will be applied in the learning teaching process, in which there are, strategies to increase the knowledge of the speaking skill of the English language by the use of the social nets. The results obtained in the research work let to know that the students use social nets but they cannot apply as an educational tool, or as a virtual learning environment to facilitate the learning teaching process.

In the first part, it presents a brief description of the problem, the participants in the research project and the objectives. After this, the information about the virtual learning environment, advantages in the educative process are described. The speaking skills are explained in some stages to understand the problems that the students have in the ability. The data collection in this research was done to evaluate the speaking skills. Here it shows the results obtained, and finally it shows the importance in education.

KEY WORDS:

- DIGITAL STORY TELLING
- SPEAKING SKILLS
- ENGLISH LANGUAGE
- BACHILLERATO.

RESUMEN

El Instituto Los Andes está localizado en el Cantón Pillaro de la provincia de Tungurahua; es una institución de educación pública, en la cual hay 1600 estudiantes que están desde la educación general básica elemental hasta el bachillerato. Los objetivos de este Proyecto de investigación han sido construidos con la ayuda de la tecnología como el Narración digital de historietas, con el propósito de alcanzar una solución integral al bajo desarrollo de la habilidad productiva oral en el inglés como lengua extranjera con los estudiantes del tercer año de bachillerato. Los problemas con la habilidad oral son la inhibición, nada de producción en inglés; en este caso, no hay producción de las habilidades oral y escrita de este idioma extranjero; baja participación y el uso de su idioma nativo. De la misma manera, esto ayudará a construir un medio de aprendizaje virtual que será aplicado en el proceso de enseñanza aprendizaje, en el cual hay estrategias para incrementar el conocimiento de la habilidad oral del idioma inglés mediante el uso de las redes sociales. Los resultados obtenidos en este trabajo investigativo permitirá conocer que los estudiantes usan de las redes sociales pero no podrán aplicar como una herramienta educativa, o como un medio de aprendizaje virtual que facilite el proceso de enseñanza aprendizaje. En la primera parte, se presenta una breve descripción del problema, los participantes del proyecto de investigación y los objetivos, Después tenemos la información acerca del medio de aprendizaje virtual, las ventajas en el proceso educativo son descritas. La habilidad oral es explicada en algunas partes para entender el problema que los estudiantes tienen en esta habilidad. La recolección de datos en esta investigación fue realizada para evaluar la habilidad oral. Aquí nos demuestra los resultados alcanzados, y finalmente nos indica la importancia de la habilidad oral en la educación.

KEY WORDS:

- NARRACIÓN DIGITAL
- HABILIDAD ORAL
- IDIOMA INGLÉS
- BACHILLERATO

PART ONE

RESEARCH PROBLEM

1.1. Problem identification.

In Ecuador according to The National Institute of Statistics and Census (2012, p.10), the access of a computer at home reaches a figure of 40.30% being higher to 2009 with a significant variation 7,9%, which is an indicator that the use of technology at home has an exponential growing. Nowadays, it is different and the average is higher than the last years. In the same way, the application of the technology in an educational process is more common nowadays.

On the other hand, it is important to know that learning a foreign language is very significant because it covers an important role in the society; it means that it gives new opportunities to grow up in communication, education, business, technology and so on.

The necessity to learn English as a foreign language has become a compulsory law in education, where the government guide to the institution to establish the teaching of English Language with a certain number of hours in all levels of education. Villalva & Rosero (2012), says that the importance of the English Language as a tool which equips individuals to understand people and cultures beyond linguistics and geographic boundaries.

In our country, there are many difficulties to use the English language in its four basic skills; especially it happened in the production of the speaking skills. In the Instituto Los Andes, it is not the exception to face this problem. The students confront this problem especially in fluency, pronunciation and limitations in the correct use of vocabulary and grammar. This problem is argued with the low grades of the students at the end of the school year. Without any doubt, the time inside the classroom is not enough to get a good level of English at the end of an academic period. In the high school there are maximum 5 hours per week, with an average of 40 students in the classroom and with a consideration of 40 minutes each academic hour, these are the factors that guide to see a big problem in the production of the English Language.

English speaking skill has a low practicing by the students of the high school and it has some reasons, so Sharma (2006) thinks that more exposition to the English Language leads to quicker learning, but here there are some aspects, which permit to identify the real problem:

Students do not practice this language out of the classroom; they do only in the class in a limited time and obliged by the teacher. Limited time in the classes per week, where in the public educational institutions have an average of 5 hours per week. Teachers work with an approach, which is not according to the goals of learning a language, it means that the students are not allowed to participate in an active role.

The lack of time for practicing the speaking skill in and out of the classroom is the problematic; in contrast to this, scientists have created on line programs or technological resources for being used in the production of speaking skills. One of them is the Digital Story Telling, which gives to the students more confident and security to produce the speaking skill. McDougald (2005) noted that technology and internet implementation in the classroom enable students to use their communicative skills with other people apart from their teacher and classmates and let them interact with technology. He also stated that the use of the computer and internet in class provide learning opportunities, interactive activities and language through context.

Furthermore, students can get low performance and low achievement in the English subject; it is due to all the problems mentioned before. In Ecuador, students must achieve specific English levels, and they are according to the Common European Framework. Utreras (2007) went on to say that a good reason to study English is to study abroad; however, in Ecuadorian universities knowing English is an inescapable requirement and students must pass a number of levels before graduation.

In this era, the development of the knowledge and technology has been increasing, especially in the students from high schools, who have much information and knowledge, that allow to apply for many purposes and of course for selecting a correct university career, so they must be stand out the digital natives that begin in 1990. According to Piscitelli, who loves the velocity when deal with the information and

fascinates to make many things at the same time and everybody is multitasking and in many cases multimedia (2005 p.3).

The application of a virtual classroom in the education for the development of the named "digital natives" has created a high impact, which should be integrated to the students, teachers and parents, and lastly they should allow interacting with students from other cities and countries.

Finally, the combination of technology with the production of the English language can be a good tool for improving of use of it.

Problem setting

Research Problem Identification

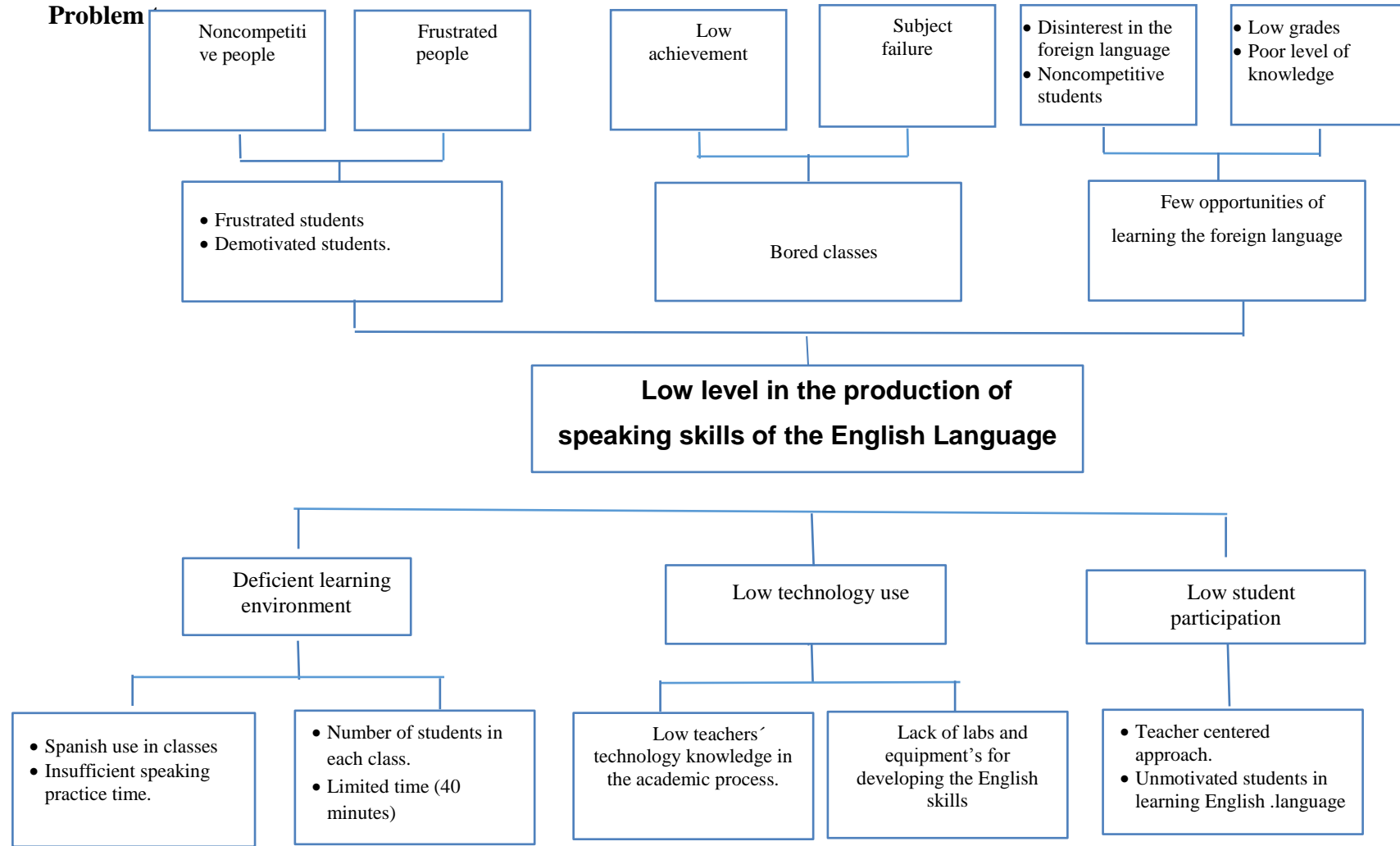


Figure 1: Problem Tree

1.2. Problem formulation

The students from sixth course from Instituto Los Andes have a problem that is affecting in a meaningful way in the development of speaking skills of the English Language.

Firstly, the deficient learning environment appears as one of the main cause for the low level in the production of speaking skills of the English Language. It is a consequence of the use of L1 in this case Spanish in classes, where the students and teachers do not have enough time to develop and practice these English skills, especially the speaking one. According to British Council (2015), students mentioned that they cannot practice because in their homes any person speak English, in the same way some of them are not interested in learning English and they are only for completing the learning as a requirement to pass the academic year.

Technology is without any doubt the ideal tool for getting a good result in learning English as a foreign language. M. Swain said that digital technologies are ideally placed to help teachers working with learners working independently. The low technology use can become another problem that exist in the institution, because the low teachers' knowledge in the academic process is present, they use an old methodology and do not have new strategies for being used in the teaching – learning process of the language. In the same way, it is important to recognize that the institute does not have labs and equipment for developing the English Language. Both needs are causes for getting a low level of English in the students.

By last, the deficient training in the virtual learning environment of teachers make students have lack of an active and participative methodological process, where there is not any kind of motivation for the students in order to reach a high level of speaking production in an adequate and efficient way .

On the other hand, the traditional approach impacts in a lack of metacognitive strategies for learning English as a foreign language. In addition, it provokes low student participation and in large process, students are unmotivated to learn English Language.

All of these aspects give effects in the learning of English as a foreign Language in the Institute Los Andes; thereby, at the end there are frustrated and demotivated students, who have low performances and few opportunities of learning the foreign language in a good way. Just like that problems, there are many ways of solution or give a reinforcement in the process of learning this language.

Dexway (2016) affirm that 90% of students have access to some type of computer or mobile device, and they are used at home, school or any place. In the same way, technology integrated classroom systems have become popular for language learning. However, all of these become ineffective if teachers do not apply efficiently with the students.

Question of research

How does the Digital Story Telling impact in the development of the speaking skills of the English Language in the students of the third year of Bachillerato at Instituto Los Andes during the year 2016?

1.3. Variables matrix

Independent variable: Digital Story Learning

Dependent variable: Speaking Skills

Table 1: Variables Matrix

variable	Conceptualization	Dimensions	Indicators
Digital Story Telling	<p>Digital Story Telling uses technological tools for telling stories, inside of this process is the description, document digital practices, narrations based on the use of media, programs and others tech resources. It is important to know that this includes multimedia, videos, audio, music, photos, charts and any other kind of information, which can be gotten from the net.</p>	Technological tools and resources	<ul style="list-style-type: none"> - Technological Tools. - Web in Education. - Digital Story Telling
		Processes of Digital Story Telling	<ul style="list-style-type: none"> - Components of Digital Story Telling - Pre - Production. - Pro – Production. - Post – Production. - Presentation
		Content for the Digital Story Telling.	<ul style="list-style-type: none"> - Stories. - Narratives. - Descriptions. - Biographies.

Continue



Speaking skill	It is the ability to formulate an oral message to the receptor by means of all the linguistic elements to produce a speech out.	Speaking Skill levels	<ul style="list-style-type: none"> - Common European Framework - Spoken interaction - Spoken production
		Components of the speaking skill	<ul style="list-style-type: none"> - Fluency - Rhythm - Pronunciation: <ul style="list-style-type: none"> Intonation Individual sounds Word stress Connected speech
		Speaking skill Assessing	- CEFR - PET Rubric

1.4. Objectives

General Objective

To determine the incidence of Digital Story Telling in the development of speaking skills of the English Language in the students of third year of Bachillerato at Instituto Los Andes during the year 2016.

Specific Objectives

- To determine the contents in order to get the students' interest for improving the speaking skills by the use of Digital Story Telling.
- To determine the technological tool for using the Digital Story Telling in the development of the Speaking Skills of the English Language.
- To design a study guide for the development of the speaking skills by the use of Digital Story Telling.

1.5. Justification

It is known that new technologies give benefits as economic, social, pedagogical and cultural for those who use them. The proper revolution is produced with the creation and diffusion of World Wide Web (www) because it provides information and communication.

The students make use of the new technologies out of class; for this reason, it is a good idea to use them as didactic dispositive for them to be hooked by modern devices. It is used specially in the creation of videos and any other information for developing the skills of the English language.

The evolution of the new technologies in the information and in a definite context by a society of services, presents new challenges in education. In the future, in order to obtain the goals, information must be organized according to people's needs, and of course, it will be a vital activity for the population

The teaching of English as a foreign language, give the opportunity to spread around people's lives, and it takes the development of communicative - cognitive competence, which implies expressions, interpretations and negotiation for an effective communication.

The English language in the Education National System responds to a political, economic, social and cultural status, which gives the importance of English as a foreign language in the world today, but there are difficulties with the students' motivation by the methodologies and strategies used in and out of the classrooms. This is reflected naturally in classes.

The motivation that teachers send to their students should be natural, and when an aspect is interesting, they will have reached the students desire to learn by themselves. Still the new models in education do not reach the maximum expression. In the classrooms, it is necessary to show models, do exercises, use technologies, it means to stimulate to the students to practice the different skills of the English language and

especially speaking and this permits to reach a genuine communication, and with this guarantee, learners are motivated to use English correctly.

The TIC's are producing important changes in the society. Information and communication can positively influence in the world for having modern classrooms, where the use of technological programs help the students to improve the learning process. In English language, it is true, because with the use of technology, skills can be produced effectively.

This project justifies itself because it facilitates the teacher's work and students can get a high level of knowledge after a clear process.

The students in the Institute will have significance learning by the subject, because it can guide them to create their own knowledge. It means that, students are going to build their projects, works and so on.

Positive teacher's attitudes will be promoted to achieve the goal in English with the support of new technologies and tools in order to transmit knowledge as interesting topics and information as possible.

The educative community in the Institute will have multimedia tools available for the students and teachers that facilitate the work in groups, individual or pairs, of course the use of Digital Story Telling will permit them to be creative, imaginative, and in some cases, they may be good producers of information.

Here upon, there will be a channel for communication, each presentation can be discussing in classes and the comments can be the beginning of a new exercise. As the most important aspect is to permit the communication by any way, especially the speaking skills.

PART TWO

THEORETICAL FRAMEWORK

2.1 Theoretical and Conceptual Focus

For Wang (2008), the teaching of languages is the teaching of the culture and the teachers of foreign languages are professors of a foreign culture.

That is why many researchers determine that teachers have to look for the best alternative of working in the process of teaching – learning a foreign language, where the combination of the technology with the information is a good alternative to get the academic goals of the students.

Jerome Bruner, who was an American doctor in psychology, argued that students learn by doing, by manipulating, by discovering, by perceiving with sense. He suggested challenge the curiosity and the mind (González, 2012). According to this mind, technology can give to the students the opportunity to construct their own knowledge.

In order to improve the learning of a foreign language, Vernier, Barbuzza & Giusti (2008) mentions that the most important objective to give a satisfaction to the students is to increase the level of speaking skills.

It is important to recognize the importance of the use of the technology in the different teaching learning processes. In this context, Razmi, Pourali & Nozad (2014), said that through the Digital Story Telling, the students of English as a foreign language could transform the narrations in multimedia productions in order to develop the reading, writing, listening and speaking skills. It can be used with efficiency in the

class for motivating the oral production. In this process the use of photos, music, videos, text and more information help to create a good work. As a short summarize, the technology can be the motivation that the students need to improve the different English language skills and especially the speaking one.

2.2 Digital Story Telling

Digital Storytelling can be defined as “the combination of the art of telling stories with a variety of digital multimedia, such as images, audio and video” (Robin, 2006, p. 1).

Gregori (2008) indicates that a digital story is a helpful instructing tool that consists in the production of a short video about 3 to 5 minutes long. In the video, people can share a story about themselves or any other theme, the message told in voice is reinforced with pictures, video, soundtrack and text. Furthermore, digital storytelling can also be used for different subjects and contribute to the reinforcement of a variety of skills and abilities.

There are four activities to elaborate storytelling in EFL class; these are **narrative, descriptions, biographies or persuasive speech**. Digital storytelling can also be used for subjects like literature, language teaching or scientific subjects. With Digital Storytelling, users can create videos in a simple way and share it so others can see it.

Narrations refer to the way that a story is told; it could be with true or false information. Here the narrator can be the main character of the story; it depends of how it can be developed. **Description** can be used to give details about any specific thing, place or event. In this case, it will be used to give details about the most important tourist places of Ecuador and around the world. **Biography** is an account of somebody’s life written by somebody else, complete with details of the most important parts. Our interest is to give information about Ecuadorians’ famous people, because

the students will be motivated to speak about our citizens. These videos can be played on a computer or uploaded on websites with the intention to be socialized in public websites.

For teaching and learning processes, Digital Storytelling is considered as a Powerful tool, where educators explore different ways of using digital stories to enhance students' learning experiences. This tool also provides a hands-on opportunity for learners to create their own digital stories.

2.2.1 Technological tools and resources

Many authors discuss about the best technological tools, which can be used as in academic process, and these are the most common:

- Collaborative classroom. It is a free collaborative educational platform with a high developed of discussion component.
- Prezi. It is a software that permits to zoom in and out to show the importance of ideas in-group concept together.
- Evernote. It is a way to capture, index and remember information using a computer, phone, and web.
- Gloster. It is an online interactive poster/collage maker.
- Storybird. It is a collaborative story-telling tool.

All of these technological resources can help to determine which can be more effective in the teaching learning process, according to the group, the environment and needs of the students. Any of these can be omitted because anytime can help to solve the teachers' needs.

The web in education

Pardo (2007), remarks that the web is linked to develop a toolkit of social software that have facilitated to people in the communication, on the other hand it is consider as a space for knowledge shared generation. Also, González (2011) indicates that the web 2.0 in education has a main objective that guarantee the quality of higher teaching with criteria and comparable methodologies, which increase the knowledge and learning strategies for the teachers, and of course it us considered as a new way to learn and teach, where the student will develop a role with the applications of activities with the support of technological tools that allow the development of key competences for the learning. Nowadays, it is a real situation in all the Ecuadorian institutions because the students are living with the technology all the time. The use of this technology with their processes permits them to increase their imagination and development of abilities in order to improve their English language skills, and specially the speaking one.

The tools web 2.0 has been an object of searching and explanations due to its broad outline and complexity. The net structure supports to people for connecting and communicate by chat, video call, promote information and get news (Schumacher, 2006). The researchers Fernandez and Garcia (2006), comment that the communication in the present allows to guide to people in their thoughts, to offer determined topics, expand information by means of search topics in browsers, adding ideas, giving opinions in social nets and so on. All the people around the world know this technology and of course it facilitates the use of these tools, especially in young people (students), in our case, Web 2.0 can be used with the purpose to be applied with some exercises for improving the speaking skills. The uses of videos, chat, videoconferences are the tools which get the attention of the students and for these reasons they are motivated to participate effectively.

Digital Story Telling in Education

Digital storytelling can be used in any area of knowledge; its content can be historical, thoughtful, persuasive and didactic (Maddalena & Sevilla, 2014). Robin (2006) pointed out that Digital Storytelling can be used for instruction in different subjects like mathematics, medicine, sciences, languages or humanities. He also stressed that Digital Story Telling generates interest, attention, motivation and maximize the creativity in them.

On the other hand, a Digital Story Telling includes pictures, music and narration; without any doubt, it becomes an ideal activity to different learning styles. Moreover, Robin stated that Digital Storytelling serves to enhance learning and teaching. Teachers can use digital stories to present a theme and facilitate understanding due to its multimedia structure and students can use it to share their stories.

Digital Story Telling is a multimedia tool that can be used for any subject and allows learners the development of many skills; however, for digital storytelling to be a success in the classroom, it is necessary that the teacher is familiarized with the process, technology, challenges and benefits associated with this strategy (Kajder, 2004). It means that teachers have to manage in a well way all of the process in order to create a good Digital Story, because after that, students have to be capable of learning all of the process in a correct way and not waste time.

2.2.2 Processes

How to create a Digital Story Telling

It can be done in different ways, but now let's establish it in four steps:

a) Pre – production

Writing an essay

For starting, it is necessary to write a story, which has to be interesting for the writer. After that, the writer has to reread many times as possible in order to practice the pronunciation and correct the possible vocabulary and grammar mistakes. The writer has to ensure that the language used can be understood by the audience.

Planning the project

For getting a good work, it is necessary to put all the correct elements in the correct place and in the correct time. The images, videos, music, sounds, templates and others can be selected according to the story and of course during the process can be modified. Having folders for each kind of information is much better for the development of the story.

b) Production

Gathering and preparing resources

The selection of the elements, which are going to be used in the story should be identified clearly and put in order. The music must be according to the story and of course sequence of images help to maintain the interest of the audience.

Making the voiceover

It happens when all the information is ready and all the music, sounds and other information are included in the video. The voice must be recorded with a voice that attracts the attention of the audience.

c) **Post Production**

This is the stage where all the elements of the pre-production phase are putting together. The final goal is to keep the audience attention until the end of the story. Adding images and voiceover is the first step, when that is done, other media elements can be added to increase meaning and impact. Music soundtracks are added last. In this stage, the work is modified until it is right, sources are cited and acknowledgements are added at the end of the story.

To make digital stories, it is necessary computer literacy from the author as he needs to combine images, audio, text and multimedia effects. The author also needs to know how to use video creation programs like, Windows Movie Maker, iMovie or Photo story (Gregori, 2008).

Movie Maker is a freeware video editing program created by Microsoft. It allows creating, editing and publishing videos on websites like Facebook, You tube, Flickr and others. Windows Movie Maker 2012 was launched in April 2012. It included an ameliorated voiceover recorder with an audio mixer and some free music lists.

The Layout has a storyboard and a timeline view; on it, you can organize imported video. In Windows Movie Maker, you can see the video like photographs that display each scene. In the storyboard, you can add video, images, music and credits, these at the same time can be edited or changed.

On the program, one can chose to import video and images from a camera, scanner or the user's portfolio. Any picture or clip can be placed anywhere on the timeline, it can also be duplicated, copied, edited and placed into another position.

Windows Movie Maker includes different transitions, effects, titles and credits animations. Tittles are animated text and this can be placed at the beginning and end

of the movie but also placed over the clips. Tittles and credits can be static or animated. Users can also create and custom the effects and transitions of their movies (Windows Movie Maker, 2014).

iMovie Software is an application of video editing designed by Apple Inc. iMovie works only on Mac OS X. Once the movie is created, it can be exported to iTunes so it can be watched in iPhone, iPod or iPad and it can also be published on websites like YouTube, Vimeo or Facebook.

On iMovie, one can make tasks easier only by touching and dragging. iMovie has a storyboard and a timeline. On the storyboard, the video, image or sound must be dragged and organized in the order wanted. iMovie has trailer templates like romantic, comedy, adventure, and epic drama. It also has an integrated iTunes to add music easily.

Raw video or images can be imported from the video camera or computer folders; these can be edited by adding on them titles, music, transitions and effects. Editing buttons can include color balance, color correction, cropping, volume, noise reduction, and equalizer.

iMovie not only has transition and presentation effects but also effects of color, video and sound (iMovie, 2014).

Photo Story is a free application developed by Microsoft; it allows the creation of visual stories with photos.

In the layout of Photo Story we firstly find options to create correct or reproduce a story. It also has a film strip where pictures had to be imported and arranged. The program has options to edit photos like cut, rotate, arrange contrast, correct color, correct red eyes, and apply visual effects. There is also an option to correct pictures

automatically. Titles and subtitles can be added on the presentation as well as narration, effects, transitions and background music. Music can be generated from combining themes.

Photo Story is ideal for weddings, birthdays, and other celebrations or to tell any kind of stories. Once the story is finished, it can be played using Windows Media Player. Photo story can be downloaded online without any cost (Photo Story 3 for Windows, 2013).

d) Presentation

The presentation of the digital story is the time to share experiences or ideas of individuals and groups. Stories can be shared by exporting them to email, publishing them on the web, distributing them on DVD format or sharing them by Bluetooth to other computers and cell phones (Digital storytelling, 2008)

2.2.3 Content for Digital Story Telling

Digital Story Telling can be developed in different ways and all of them will depend of the imagination and creativity of the students. Therefore and according to the purpose of this research four important topics have been selected to develop Digital Story Telling.

Stories

Storytelling allows students to demonstrate different abilities in order to speak in English in meaningful contexts. Nowadays, the stories can match the topics of the school curriculum and of course, they will be appropriate to the development needs of the children.

There are different stages for creating a simple story.

- a) Create new stories with interactive elements.
- b) Developing a unit with Storytelling as the main strategy.
- c) Creating self-developed stories and props.
- d) Creating a new ending for existing stories.
- e) Trying out simple storytelling activities.

Nowadays, it is important to develop topics, which can be considered as important and interesting for the students. It will depend of the environment; place of study, age and of course the interest of them. According to these aspects, the following will be considered as part of this research:

- a. My last vacation.
- b. The most important place I have visited.
- c. My life in the high school.

Narratives

A narrative or story is a report of connected events, real or imaginary, presented in a sequence of written or spoken, or movie images. They can be considered according to the interest of the students and can be non-fiction, historical events, fiction and imaginary narratives.

All the narratives contain the following elements, but they can change according to the interest and development of the narrative:

- Plot
- Speaker
- Characters
- Setting
- Theme
- Point of view

These characteristics will help to organize the content and create a good video narration.

Descriptions

It is one of the modes of discourse along with exposition, argumentation and narration. It can be developed with the help of pictures of things, places, people or any situation in series of events. Description of tourist places of Ecuador and others around the world will be part of the practice for the students.

Biographies

It is an account in biographical form of somebody's life written by somebody else, complete with details of the most important parts. In a real practice, students will select according the most important person in his or her life, or any famous person according to their interest.

2.3 Speaking Skills

What is Speaking Skill?

For many students the oral production in a new language is more difficult than reading, writing or listening, and this is based in two reasons:

- a. While the production of a foreign language (reading, writing, and speaking) happens in a real time; the student is usually waiting the answer.
- b. When a person is talking, he or she cannot edit or check what is telling, it is the contrary when you are writing. (Bailey and Savage, 1994).

These experiences can give the reason to use the technology as a help for improving the speaking skills. Without any doubts, students enjoy the activity with the use of technology and they create a good presentation.

The speaking skill consists of the systematic verbal production to transmit the meaning (Savage, 1994).

The teaching of the speaking skill is considered sometimes as a simple commercial process. The language institutes around the world hire people without any training to teach conversation. The oral production in other cultures is not simple to learn as mentioned Brown and Yule (1983). The learning of English as a second language and specially the speaking skills, can be practiced all the time but some aspects cannot permit, but the use of technology motivate the students to produce speaking in a better way.

Hamilton Stuart (2006) tells that the speaking skills are the integration of perspective, cognitive, linguistic skills and memory that are immerse in the communication and comprehension process in a language, developing capacity to understand the fluency and resonance in the words. On the other hand, for Pumpkin and Echeverria (2004), the speaking skills are associated with the integration of some skills as perceptive, cognitive, linguistics and memory; start by the individual word identification with its sound respective, issuing a clear message. This skill can improve in all its process, but for getting the goals, students have to increase the practice all the time in any way; and one of the forms is to combine the use of the technology in the teaching learning processes of English as a foreign language.

The author Garcia (2006) recognizes that the internal communication establishes relation in the Institute. A tool distinguishes the contemporaneous organization. Consequently, Bustinduy (2010) exposed that the internal communication is a communicative way that can be personal, through words and phrases and can be on line as e-mail, platforms that provide the income from the person to this web site and obtain information in an easy and fast way. Students have to organize their ideas according to the topics and information for the presentation, and of course, the use of technological tools can help to develop in a better way the activity.

2.3.1 Speaking Skill Levels

According to the Common European Framework, The speaking skills have the following aspects in the Speaking skills.

With the students of high school the level A2 and B1 are considered, but it depends of the number of hours and the environment where is applied. On the other hand, in the Institute Los Andes, the level A2 and all of its characteristics will be used in order to evaluate the speaking skill of the students.

**Table 2:
Common Reference Levels: Self-assessment grid**

		A1	A2	B1	B2	C1	C2
SPEAKING	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I am trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I cannot usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
SPEAKING							

Continue 

	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure, which helps the recipient to notice and remember significant points
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Source: Common European Framework of Reference for Languages: Learning, Teaching, And Assessment.

2.3.2 Components of the Speaking Skills

Speaking in a foreign language is an exigent activity for students. To speak well in English students must use appropriate words, right pronunciation and correct grammar to transmit meaning fluently and accurately. In addition, the message must be organized so it can be more understandable (Cameron, 2001).

Fluency. - It is one of the components of oral proficiency and an aspect for evaluating oral language exams. (Lennon, 2000). In the same way, it is rapid, smooth, accurate, lucid and efficient translation of thought or communicative intention into language. He also commented that fluency using L2 with native – like rapidity.

Fluency is related with four factors:

- a. The total number of words spoken in a fixed time.
- b. The number of silent pauses for thinking.
- c. The number of repetition of words, phrases or clauses.
- d. The number of repair or reformulation for correction (Breiner, Lowe, Miles, & Swender, 1999).

Good fluency includes the following aspects.

- a. An acceptable intonation and pronunciation.
- b. The own conviction that what we are saying is, unquestionably, regardless of the opinions of others.
- c. Process the information quickly and react (Vazquez, 2000).

Fluency in linguistics is also related to the capacity to talk coherently, say appropriate things in many contexts and be creative and imaginative in language use (Fillmore, 1979).

Among the activities that improve fluency are:

- a. Making students say phrases and sentences as quickly as possible, starting slowly and then fastly.

- b. Making students perform dialogues from a drama or a short story that will make them to practice features of real speaking and will help them improve their fluency (Harmer, 2001).

Rhythm. – Rhythm is both a feature of and product of the phonological structure of English. English is considered as a rhythmical language, so that a learner who can maintain the rhythm of the language is more likely to sound both natural and fluent. The two components of the system, which have the greatest influence on rhythm, are sentences stress and the various features of connected speech.

The rhythm produced by this combination of stressed and unstressed syllables is a major characteristic of spoken English and makes English a stress – timed language.

In connected speech, speed is also a factor in fluency. When the students speak quickly, they speak in groups of words, which are continuous and may not have pauses between them. Unstressed words always sound different when used in a sentence as opposed to begin said in isolation.

The most common features of connected speech are the weak forms of grammatical and some lexical words and contraction. The most common are:

- Elision (losing sounds)
- Linking (adding or joining sounds between words)
- Assimilation (changing sounds)

Rhythm is a product of sentences stress and what happens to the words and sounds between the stresses. In order to have good results in the teaching process of English language are:

- Provide natural models of new target language before introducing the written form.

- Use natural language themselves in the classroom.
- Encourage learners to listen carefully to authentic speech.
- Teach recognition before production.
- Integrate rhythm and other aspects of phonology into grammar, vocabulary and functional language lessons as well as listening and speaking activities.

It is clear that to teach phonology in the high school is not mandatory, but it is important to give some advices in order to get a good rhythm during the production of the speaking skill in the English language, and all the characteristics described before will help them to do more easily speaking activities.

Pronunciation. - “Pronunciation teaching not only makes students aware of different sounds and sound features, but can also improve their speaking” (Sárosdy, Farczádi, Poór, & Vadnay, 2006, p. 78).

Sárosdy, Farczádi, Poór, & Vadnay (2006) mentioned that the aim of teaching pronunciation should be making students work on intelligible pronunciation instead of making them sound like native speakers. They indicated that there are four main areas of pronunciation: individual sounds, word stress, intonation and connected speech.

a. Individual sounds

In the real life, some students of English Language may face a lot of problems with different sounds, they could not discriminate or identify between two sounds or do not have some sounds in their mother language. According to this, Sárosdy et al (2006) pointed some ways of dealing: One of them is showing students how sounds are made through diagrams or explanation and the other way is to show the sound to the students each time they hear it on an audio resource or in a conversation. In addition, teachers can use minimal pairs to make students aware of the difference between similar sounds.

It is also possible for problems of sound and spelling to teach different phonemes. Finally, to identify these symbols, students should listen to recordings and practice pronunciation in choral repetition first and then individually.

b. Word Stress

In Linguistics, stress is the relative emphasis that may give to certain syllables in a word, or to certain words in a phrase or sentence. Stress is typically signaled by such properties as increased loudness and vowel length, full articulations of the vowel, and changes in pitch.

“Stress is the term we use to describe the point in a word or phrase where pitch changes, vowels lengthen and volume increases” (Harmer, 2001, p.32). Stress is important because if it is shifted around, a phrase or a sentence can change its emphasis or meaning. To teach stress the teacher can ask students to underline the stressed syllable. Teachers could also set tasks where students change the stress according to the type of message (Sárosdy, Farczádi, Poór, & Vadnay, 2006).

c. Intonation

In Linguistics, intonation is a variation of spoken pitch that is not used to distinguish words; instead it is used for a range of functions such as indicating the attitudes and emotions of the speaker, where make the difference among statements, words, questions, types of questions, the message and others in order to regulate the conversational interaction.

“It is the alteration of pitch as we speak to convey a range of meanings” (Harmer, 2001, p. 28). Teachers should make students pay attention to the way native speakers use changes in pitch to convey meaning and mood. Teachers can make students utter the word ‘yes’ in many different ways or ask them to draw arrows under the utterances in English so that they can recognize the intonation patterns. The teacher can also use arrows on the board to demonstrate intonation (Sárosdy, Farczádi, Poór, & Vadnay, 2006).

d. Connected Speech

"English people speak so fast" is a complaint that many teachers often hear from their students, and often from those at an advanced level, where ignorance of the vocabulary used is not the reason for their lack of comprehension. When students see a spoken sentence in its written form, they have no trouble comprehending.

To this trouble, speech is a continuous stream of sounds, without clear-cut borderlines between each word. In spoken discourse, it adapts its pronunciation to the audience and articulates with maximal economy of movement rather than maximal clarity. Thus, certain words are lost, and certain phonemes linked together as we attempt to get our message across.

To have a good pronunciation, it is not enough to say individual words or sounds rightly, it is necessary to pronounce whole phrases well because the sounds of words change when they connect with each other. When students read a text or practice a dialogue, the teacher can help them recognize certain words linking phrases (Sárosdy, Farczádi, Poór, & Vadnay, 2006).

Digital storytelling is a tool that has the potential of enhancing oral skills. Students need to develop oral presentation skills in order to present their final digital stories, among these skills is pronunciation. Digital stories include spoken narrative and thus students get to hear how their writing sounds because they are able to record and listen to it as many times as they wish and in this way they practice pronunciation (Gregori, 2008).

2.3.3 Speaking Skill Assessing

Speaking is often one of the areas of learning English that is not usually assessed. However, speaking is an important skill for students to develop, and it is important to include activities in the English classroom that provide opportunities for students to


speak in English. These could be telling a story, a role-play, an interview or a discussion. Assessing speaking activities can tell you about students' progress in English, what they have learned, how confidently they can speak in English, or whether they are having problems speaking English.

Teachers often feel unsure as to how they could evaluate the speaking skill; some researchers give some ideas about it: criteria rather than marks, but the most effective is to establish a rubric.


According to Common European Framework, a rubric is established for each level of the knowledge of the students, and the activities are diverse.

Table 3:
Oral Assessment Criteria Grid (CEF Table 3)


	Range	Accuracy	Fluency	Interaction	Coherence
C2	Shows great flexibility reformulating ideas in different linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintain consistent grammatical control of complex language even while attention is otherwise engaged (e.g. in forward planning, in monitoring other reactions)	Can express him/herself spontaneously at length with natural flow, avoiding or backtracking around any difficult so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the join discourse with fully natural tumtaking, referencing, allusion making, etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organizational patterns and a wide range of connectors and other cohesive devices.
C1+					
C1	Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an	Consistently maintain a high degree of grammatical accuracy, errors are rare, difficult to spot and generally corrected	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural,	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own	Can produce clear, smoothly flowing, well-structured speech, showed controlled use of organizational patterns, connectors and

Continue 

	appropriate style on a wide range of general academic professional or leisure topics without having to restrict what he /she wants to say.	when they do occur.	smooth flow of language.	contributions skillfully to those of other speakers.	cohesive devices.
B2+					
B2	Has sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching of words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can cause a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.
B1+					
B1	Has a enough	Use reasonably	Can keep going	Can initiate, maintain and	Can link a series of shorter,

Continue 

	language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	accurately a repertoire of frequently used “routines” and patterns associated with more predictable situations.	comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	discrete simple elements into a connected, linear sequence of points.
A2+					
A2	Uses basic sentences patterns with memories phrases groups of few words and formulae in order to communicate limited information	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulations are very evident.	Can ask and answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation	Can link groups of words with simple connections like “and”, “but” and “because”.

Continue 

	in simple everyday situations.			going of his/her own accord.	
A1+					
A1	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations?	Shows only limited control of a few simple grammatical structures and sentences patterns in a memorized repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like “and” or “then”
Below A1					

Source: Examples of Speaking Performance at CEFR Levels A2 to C2

2.4 Digital Story Telling and Speaking Skills

The Incidence of Digital Storytelling in the Speaking Skill

Nowadays, all the technology can incidence in the academic activities, and of course, in this research, Digital Story Telling is based in some approaches and these are:

“Constructivism is an educational theory that encloses ideas about how people learn the factors that lead to learning and ideas about how curriculum should be designed to respond to educational purposes” (Taber, 2011, p. 40). Constructivism in an approach, whose theoretical framework is sustained in many psychological theories from renowned researchers like Ausubel, Bruner, Piaget and Vigotsky (González, 2012).

The Constructivist theory advocates the following ideas:

- The knowledge is actively constructed by the learner, not passively received from the outside.
- Learners come to the learning situation with existing ideas about many phenomena. Some of these ideas are unstable and others well developed.
- Learners have their own individual ideas about the world. These ideas help them understand many phenomena.
- Even though knowledge is personal, the learners also construct their knowledge through their interaction with the world, with people and in a cultural and linguistic environment (Taber, 2006).

Constructivist teaching.

The conditions necessary to promote constructivist teaching are:

- New concept is clear and different from the previous.

- New concept can be applied in real situations.
- New concept generates new questions and expectations.
- The student observes and understands the causes of his mistakes.
- The student can freely express himself without coercion or fear.
- The student has the opportunity to participate in the teaching process like the selection of activities. (Ramírez, 2006).

The role of teachers

A constructivist teacher must have the following features:

- The teacher is a mediator between knowledge and learning of his students.
- The teacher reflects about his teaching practices, makes decisions and solves problems of the class.
- Promotes meaningful learning that makes sense and is functional for students.
- Helps students taking into account their needs and interests.
- Respects the students and their opinions.
- Establishes an interpersonal relationship with students based on values like respect and tolerance.
- Avoids being a mere transmitter of information (Barriga & Hernández, 2002).

The role of the student

The student learning is the product of the interaction between the learner and the external stimuli.

Learning is encouraged by research, mental activity, moral autonomy, meaningful learning, the application of what was learnt and the processes of individualization and socialization.

The student is responsible for his learning when he thinks and acts through meaningful and contextualized content. (Ramírez, 2006).

In short, constructivism supports the active role of the student in class. The student gets involved in the learning process by doing, discovering or manipulating. To apply constructivism in class, the teacher must not place himself in front of the class and explain concepts, on the contrary, he needs to help the student participate in class and make him do activities that can help him become an effective thinker. In addition, the learner needs interesting activities and an atmosphere where he can freely express his ideas.

Digital Storytelling is a constructivist activity. Robin (2006) stated that through digital storytelling students could be active participants when designing, creating and presenting their stories. Besides, this activity encourages group work and is ideal for many learning styles. In addition, Robin noted that students could use their creativity and express their ideas and opinions when making the story. Moreover, this activity is interesting and motivating to students. Finally, Digital Storytelling is associated with the development of multiple learning skills, including inter-personal, problem solving, technological and communication skills.

2.5 Hypothesis Formulation

2.5.1 Working Hypothesis

“The use of Digital Story Telling impacts positively in the development of the speaking skill in the students attending the third year of Bachillerato at Instituto Los Andes during the year 2016.”

2.5.2 Null Hypothesis

“The use of Digital Story Telling does not impact positively in the development of the speaking skill in the students attending the third year of Bachillerato at Instituto Los Andes during the year 2016.”

PART TREE

METHODOLOGICAL DESIGN

This research is developed in the Instituto Los Andes, with the students of Third year of Bachillerato. This educational institution is located in Pillaro, town of the province of Tungurahua.

3.1 Research Type and Design

According to the purpose and objectives of the research, it is considered as a cuasi-experimental research, because there are two groups, nominated as Control and Experimental groups, and the pre-test and post-test design was applied with all the students.

“In the cuasi-experimental research, the investigator also manipulates deliberately at least one independent variable to observe its effect and relation with one or more dependent variables.” (Albert, 2007, p. 83).

In this study, it was observed the effect of Digital Storytelling (independent variable) in an English class and its incidence on the speaking skill (dependent variable) with the students of third year of Bachillerato of the Instituto Los Andes.

A pre test - post test design incorporates the administration of pre-tests to the groups that compose the experiment. A pretest is administered simultaneously to the control and experimental groups. Then, one group receives the treatment (experimental group) and the other does not (control group). Finally, a posttest is administered to both groups, control and experimental. These tests serve to analyze whether the experimental treatment had an effect on the dependent variable (Cruz, Olivares, & González, 2010).

“A quantitative research tries to test objective theories by examining the relationship among variables” (Creswell, 2008, p. 13). This research is quantitative

because its variables can be measured on instruments so that numbered data can be analyzed using statistical procedures.

The present work applies a descriptive research because by this means it allows to describe the problematic in a clear way. It can describe the virtual environments and how it influences on the development of the speaking skills in the students of Instituto Los Andes.

At the same time, it is exploratory because according to Hernandez (1991), he said that all research has to start as an exploratory. Without doubts, it can help to know the real knowledge of the students before and during the application of the pretest.

Finally, it is correlational, because in this research there are two variables and they have to be evaluated at the beginning with the pretest and then with the post - test.

3.2 Population

This population is compound for 68 students from Instituto Los Andes. The Experimental group is the class “A” with 37 students and the Control group is the class “B” with 36 students, too.

3.3 Field Work

“The fieldwork is the set of actions directed to obtaining in direct form data of the primary sources of information, that is to say, of the persons and in the place and time in which are provoked the set of facts or events of interest for the investigation” (Sabino, 1995, p. 68).

The research is developed in Instituto Los Andes; the direct participants are the students of third year of Bachillerato. This educational institution is public and it is located in the Pillaro town that is located in the province of Tungurahua. There are approximately 1200 students in all the classes.

3.4 Instruments for Data Collection

The instruments for gathering data were a pre-test and a post-test.

Test or examination. - It is an assessment intended to measure the knowledge, skill, aptitude, physical fitness or classification in many other topics. A test may be administered verbally, on paper or on a computer and these may vary in style, rigor and requirements.

For this research, a pre test and a post test were applied to the students. These will be according to a rubric, which is according to the Common European Framework of Reference (CEFR).

Prior to the experiment, the participants were measured in their speaking ability by using a pre-test. Then, a post-test was given to each participant after the experimental group used digital storytelling and the control group used storytelling aloud for a period.

3.5 Validity of the instruments.

The validity “refers to the degree to which an instrument actually measures the variable being measured” (Albert, 2007, p. 104).

This means that if an instrument was made to measure fluency. In order to confirm the validity of the instruments used in this study, the tutor of this research analyzed, reviewed and approved them prior to their application.

The following documents were considered to validation.

1. Pre-Test
2. Post-test
3. Speaking Rubric

3.6 Processing analysis

Quantitative data.

Firstly, the results of the pre - test and post - test from the control and experimental groups were applied.

Secondly, data was tabulated, analysed and interpreted by using Microsoft Excel software. The statistician for the analysis is the Z score; it permits to identify the reliability of the statistics information.

The results were interpreted making conclusions to test the hypothesis.

PART FOUR

STATISTICS RESULTS

In this research, the Pre Test was applied to all the students, they were divided in two groups: Experimental and Control groups, they were evaluated with the same rubric and with the same instructions in the presentation of the activity.

This activity was guided with the purpose to reinforce the research and know the real level of knowledge of the students in the development of the speaking skills of the English Language.

4.1 Graphical Exposition of Results

4.1.1 Analysis and Interpretation of the Pre – Test results

4.1.1.1 Experimental Group

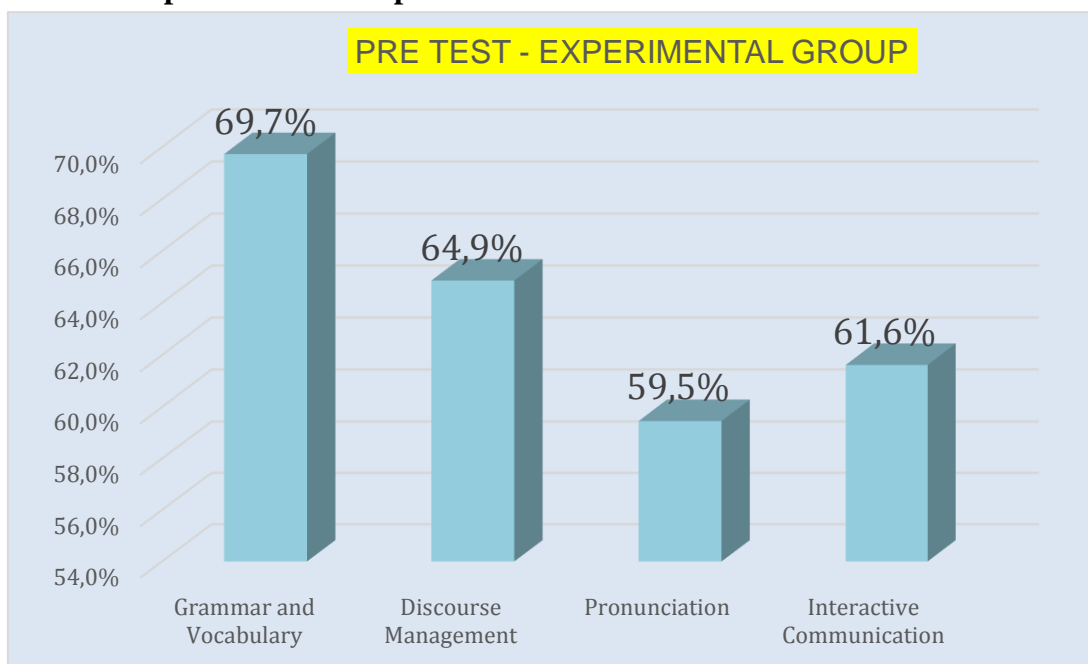


FIGURE 2: Pretest - Experimental group

According to the results, the students demonstrate that they have a low level in the development of the Speaking skill of the English Language.

In the first part, the percentage is 69.7%, which means that the students have not gotten the basic score, which is 7/10 in order to pass the test. Grammar and Vocabulary are considered in this evaluation because they are the essential part for developing a good level of English Language. The rubric indicates that the students use only a range of appropriate vocabulary to give and exchange views of familiar topics until simple grammatical forms.

The second is about the Discourse Management, in which the students has an average of 6.4/10 or they get only the 64.9% of the total score. The students produce responses, which are extended beyond short phrases despite hesitation. It means that the students have problems to communicate in an effective way.

The third point is about Pronunciation (fluency and accuracy), the 59.5% indicates that the students only get in the rubric the basic development of the language, it means: it is mostly intelligibly and has some control of phonological features at both utterances and word levels.

In the interactive communication, the students only initiates and responds appropriately, and it is based in the 61.6% of the total of points getting by the 37 students.

Table 4
Pretest Experimental Group

PRE TEST EXPERIMENTAL GROUP					
SCORE Xi	FREC fi	Xi.fi	Xi ²	f _i .Xi ²	fr %
1	0	0	1	0	0,00
2	0	0	4	0	0,00
3	0	0	9	0	0,00
4	0	0	16	0	0,00
5	1	5	25	25	2,70
6	11	66	36	396	29,73
7	25	175	49	1225	67,57
8	0	0	64	0	0,00
9	0	0	81	0	0,00
10	0	0	100	0	0,00
	37	246		1646	
	$\sum f_i$	$\sum x_i f_i$		$\sum f_i x_i^2$	

$$\sigma_e = \sqrt{\frac{\sum f x_i^2}{n_e} - \bar{x}_e^2}$$

$$\sigma = \sqrt{S^2}$$

$$= \frac{246}{37} = \frac{S^2}{37} = \frac{1646}{37} - (6,65)^2 = 0,078$$

$$= 6,65$$

$$= S^2 = 0,28$$

$$= 0,53$$

4.1.1.2 Control Group

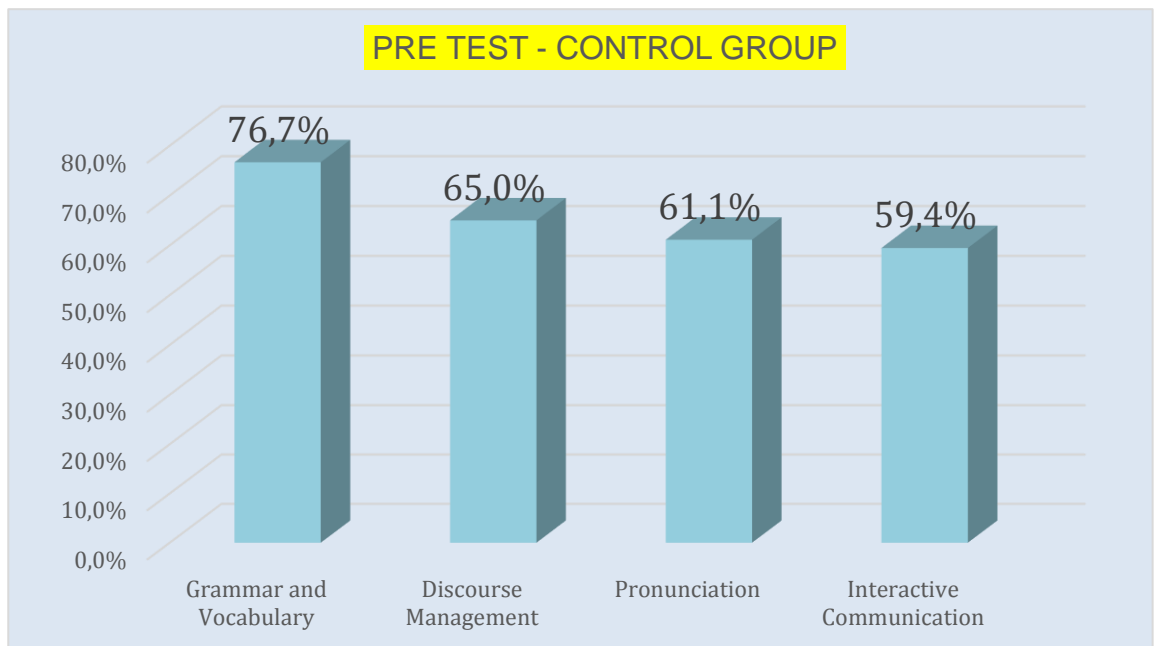


Figure 3: Pre Test Control Group

These results demonstrate that the students in this Control Group have higher grades than the Experimental Group.

In the part of Grammar and Vocabulary, the percentage is 76.7%. The rubric indicates that the students use a range of appropriate vocabulary to give and exchange views of familiar topics.

The second point is about the Discourse Management, in which the students has an average of 65.0% of the total score. The students produce responses, which are extended beyond short phrases despite hesitation. It means that the students have problems to communicate in an effective way. Some of the students get a use of range of cohesive devices.

The third point is about Pronunciation (fluency and accuracy), the 61.1% indicates that the students only get in the rubric the basic development of the language, it means:

it is mostly intelligibly and has some control of phonological features at both utterances and word levels.

In the interactive communication, the students only initiate and respond appropriately, and it is based in the 59.4% of the total of points getting by the 36 students. It is important to clarify that the students do not maintain and develop the interaction and negotiate towards and outcome with very little support.

Table 5
Pre Test Control Group

PRE TEST CONTROL GROUP					
SCORE Xi	FREC fi	Xi.fi	Xi ²	fi.Xi ²	fr %
1	0	0	1	0	0,00
2	0	0	4	0	0,00
3	0	0	9	0	0,00
4	0	0	16	0	0,00
5	0	0	25	0	0,00
6	8	48	36	288	22,22
7	28	196	49	1372	77,78
8	0	0	64	0	0,00
9	0	0	81	0	0,00
10	0	0	100	0	0,00
	36	244		1660	
	$\sum f_i$	$\sum x_i f_i$		$\sum f_i x_i^2$	

$$\sigma_s = \sqrt{\frac{\sum f x_i^2}{n_s} - \bar{x}_s^2}$$

$$\sigma = \sqrt{S^2}$$

$$= \frac{244}{36} \quad S^2 = \frac{1660}{36} \quad (6.78)^2 = \sqrt{0.289}$$

$$= 6,78$$

$$S^2 = 0,17$$

$$= 0,42$$

4.1.2 Analysis and Interpretation of the Post – Test results

The results have been considered after the application of the Digital Story Telling with the students of the Class “A”, which is the Experimental group. On the other hand, the students of the Control Group were evaluated with the same considerations; the same topics and rubric were used but they did with their own resources.

4.1.2.1 Experimental Group

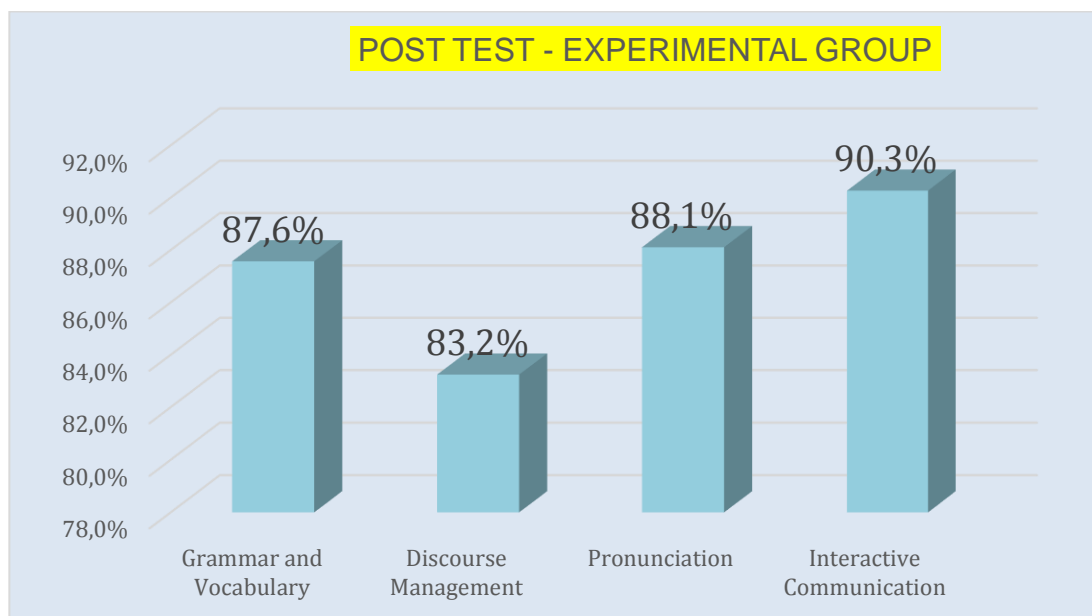


Figure 4: Post Test Experimental Group

These results can demonstrate that the students increase the level of knowledge in their different aspects.

In the first part, the use of grammar and vocabulary get a high average, it means 8.7/10, according to the rubric the students use a range of appropriate vocabulary to give and exchange views of familiar topics, and some of the students show a good degree of control of simple grammatical forms.

In the second part, there is 8.3/10 in the discourse management, in the same way the rubric indicates that the students use a range of cohesive devices and also other students produce extended stretches of language despite some hesitation.

In the pronunciation the students get an 8.8/10 and it is a good average which is justified with the accurately use of sentences and words stress, also the sounds are generally articulated clearly.

In the Interactive communication the students get the high average of the test, it is 9.0/10 and it corresponds to the interaction and appropriate answers to the teacher's needs.

Table 6
Post Test Experimental Group

POST TEST EXPERIMENTAL GROUP					
SCORE X_i	FREC f_i	$X_i \cdot f_i$	X_i^2	$f_i \cdot X_i^2$	fr %
1	0	0	1	0	0,00
2	0	0	4	0	0,00
3	0	0	9	0	0,00
4	0	0	16	0	0,00
5	0	0	25	0	0,00
6	0	0	36	0	0,00
7	0	0	49	0	0,00
8	9	72	64	576	24,32
9	28	252	81	2268	75,68

10	0	0	100	0	0,00
			37	324	2844
			Σf_i	$\Sigma x_i f_i$	$\Sigma f_i x_i^2$

$$\sigma_s = \sqrt{\frac{\Sigma f x_i^2}{n_s} - \bar{x}_s^2} \quad \sigma = \sqrt{S^2}$$

$$= \frac{324}{37} = 8,76 \quad S^2 = \frac{2844}{37} - (76,73)^2 = 0,18 \quad \sigma = \sqrt{0,18} = 0,43$$

$$= 8,76$$

$$S^2 = 0,18$$

$$= 0,43$$

4.1.2.2 Experimental Group

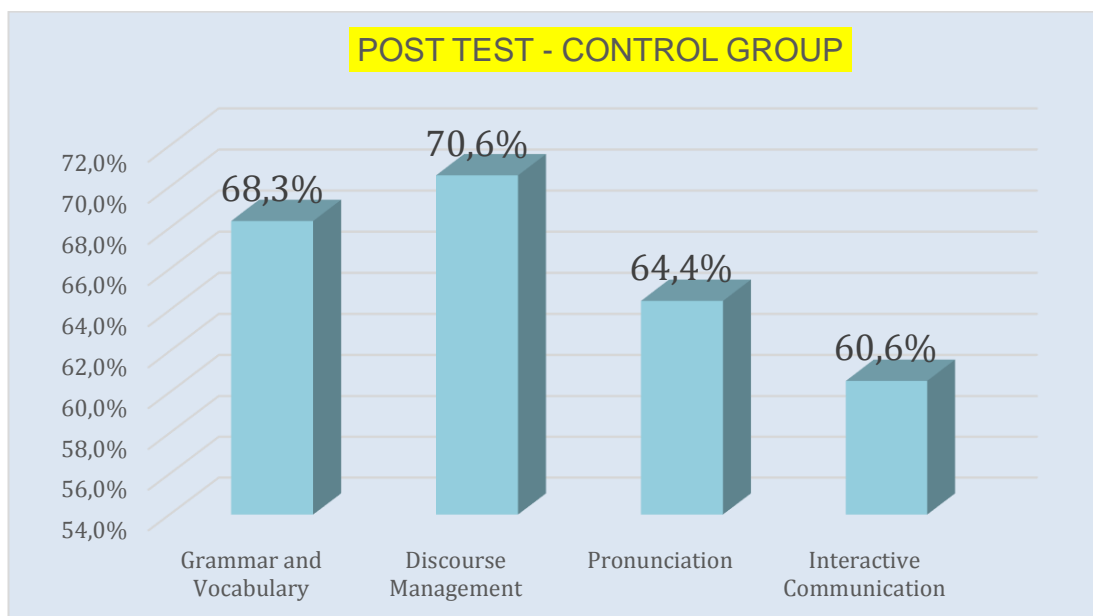


Figure 5: Post Test Control Group

In general, the students of the Control group have low average in the post test. In the first aspect, the students get only a 6.8/10 about grammar and vocabulary, which

is supported by the rubric. The rubric mentions that the students show a good degree of control of simple grammatical forms.

The second aspect is about the discourse management where the students get only the base of the score, it is 7.0/10 and it means that the students produce responses, which are extended beyond short phrases despite hesitation.

The pronunciation has a low level and it is considered in the average of 6.4/10. This average demonstrates that the students are mostly intelligible despite limited control of phonological features.

Finally the most important aspect is the interactive communication, the students get only an average 6.0/10 and it is because the students keep the interaction going with very little prompting and support.

Table 7
Post Test Control Group

POST TEST CONTROL GROUP					
SCORE X_i	FREC f_i	$X_i \cdot f_i$	X_i^2	$f_i \cdot X_i^2$	fr %
1	0	0	1	0	0,00
2	0	0	4	0	0,00
3	0	0	9	0	0,00
4	0	0	16	0	0,00
5	3	15	25	75	8,33
6	15	90	36	540	41,67
7	9	63	49	441	25,00
8	9	72	64	576	25,00
9	0	0	81	0	0,00
10	0	0	100	0	0,00

36	240	1632
$\sum f_i$	$\sum x_i f_i$	$\sum f_i x_i^2$

$$\sigma_s = \sqrt{\frac{\sum f x_i^2}{n_s} - \bar{x}_s^2}$$

$$= \frac{240}{36} = 6,78$$

$$= \frac{1632}{36} - (45,96)^2 = 0,89$$

$$= \sqrt{0,89} = 0,94$$

4.2 ANALYZIS OF THE RESULTS ABOUT THE PRE TEST AND POST TEST - "Z SCORE"

RESUME CHART			
GROUPS	N	PROM	STA. DES
Control	36	6,72	0,68
Experimental	37	7,70	0,48

$$\bar{X} = \frac{X_{Ct1 Pr} + X_{Ct Postt}}{2}$$

$$\bar{X} = \frac{X_{Exp Pr} + X_{Exp Postt}}{2}$$

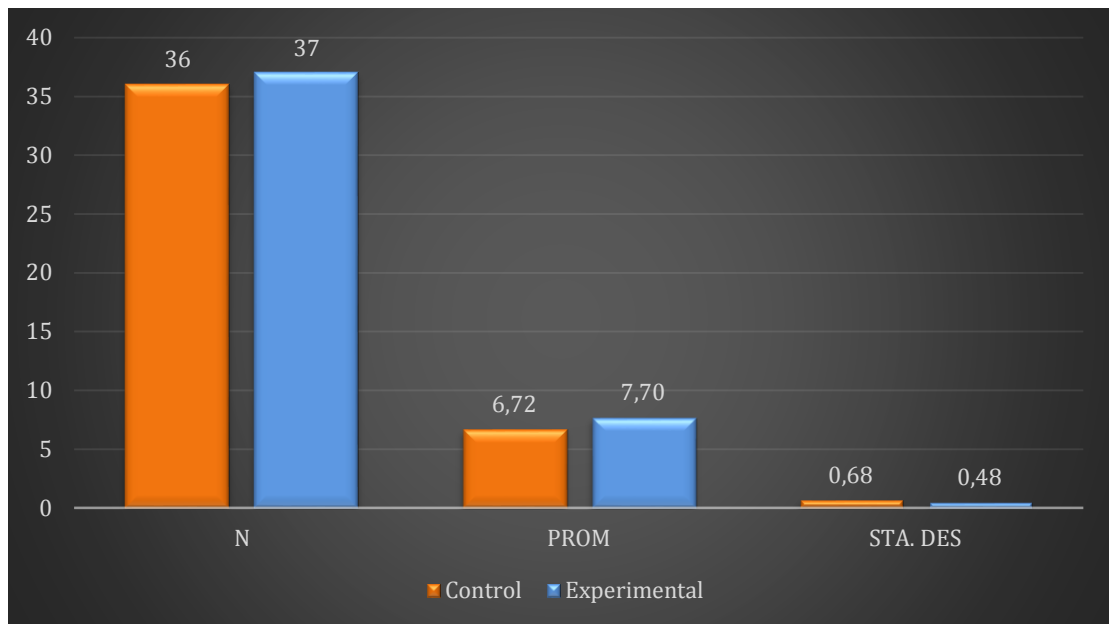


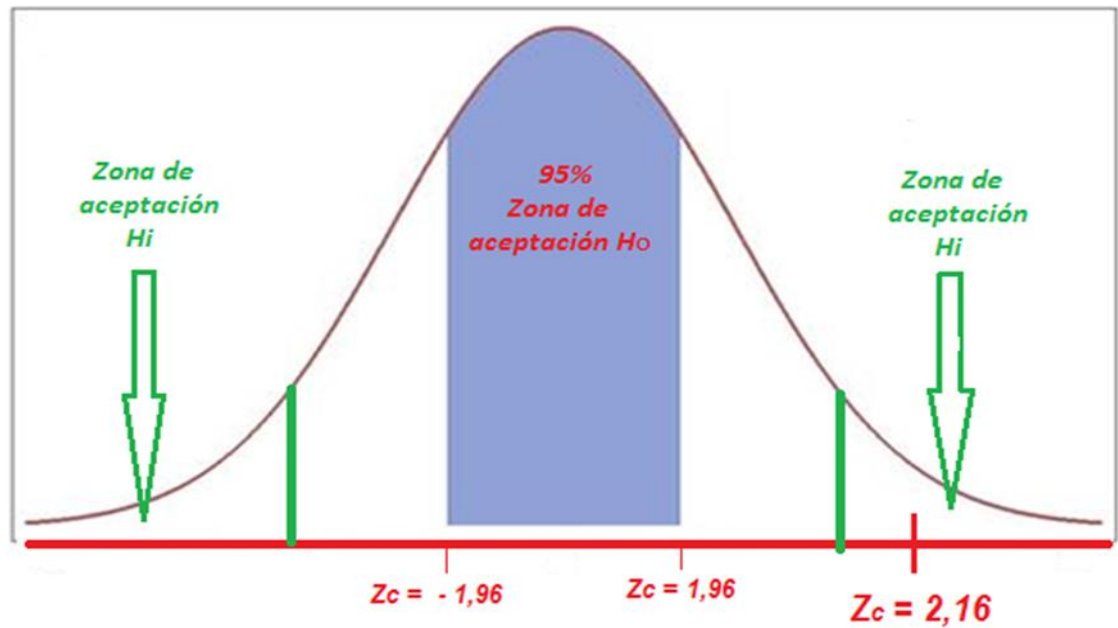
Figure 6: Pre and Post Tests Analysis

Score Z Calculation

$$Z = \frac{\bar{x}_e - \bar{x}_c}{\sqrt{\frac{\sigma_e^2}{n_e} + \frac{\sigma_c^2}{n_c}}}$$

0,98
0,02
0,14

Z =	7,10483
------------	----------------



7.104

Figure 7: Z Score Analysis

According to the statistics tool Z Score, the result obtained in the pretest and posttest in the experimental and control group, and applying all the process, it gives a final score, which is 7.10483. It means that the work variable is accepted and it is working effectively.

PART FIVE

CONCLUSIONS AND RECOMENDATION

5.1 Conclusions

The main purpose of this research has been to provide the knowledge in a more suggestive way about the teaching English, especially the oral production by a technological tool, which at the end it has a positive influence on the development of activities within and outside the classroom. In this chapter, the results obtained after carrying out the application of instruments and the analysis of them are presented.

It is known that teachers and students definitely do not know the methodological strategy Digital Story Telling, which provided to all of them expectations and became a motivation for the development of academic activities, leading students to be creative and imaginative in each of the presentations produced by the students.

According to the results of the pretest, they gave us the opportunity to conclude that the students worked according to a traditional method, such as the oral presentation in an interaction with the evaluator. Which, at the end of the evaluation of the 37 students in each group it, it made students get tired, drab, boring and without any expectations to the other fellow.

In the development of the intervention with the experimental group, where was the implementation of the strategy Digital Story Telling, using the Movie Maker or any other program, it was evident that there is improvement in the production of the speaking ability, where the creativity and imagination to include sound, environment, pictures, music, and so on, created in all the participants expectations and attention to the explanation they gave to the auditorium.

In Instituto Los Andes, where this research was conducted, with the authorities decided the use of technology and especially of this methodological strategy in order

to raise the oral production of English Language. This will be done in the computer lab at a specific time for all courses of high school section.

Finally, technology is in the teachers and students' hands but this is not used due to lack of knowledge, especially teachers who are called to change education and reach the goals that the state demands.

5.2 Recommendations

That teachers of Instituto Los Andes, promote the use of methodological Digital Story Telling strategy in order to achieve better results in the production of the oral skill in the English Language, this should be done throughout the school year and not just once.

That the authorities facilitate the use of the technology in the Institution to get an effective learning, it is because not everyone can have the same facilities in their homes. If it does not have the attention, it will stay in a simple experiment which will not take advantage of the Institution.

It is recommended that the achievements will be socialized in other academic areas of the high school; it is because this technological tool can be extended and used according to the needs of the group of students or teachers.

In the same way, it can be socialized with other educative institutions, which can be public or private, and especially to get the experience of teachers who work in two or more institutions.

The monitoring and evaluation in each term should be done and consider the experiences to go ahead.

PART SIX

PROPOSAL

INTRODUCTION

Executive Summarize

The English language displaced other languages and became the leading means of communication around the world. The globalized world where we live, and around technology demands good knowledge of English, especially in speaking skills. Every person wishes to get benefits of a modern education, where technology is part of it.

Without any doubt, the problem of teaching English to students, especially speaking skills have not been solved yet because teachers maintain traditional methods where students only memorize phrases, sentences, and vocabulary in isolation; and sometimes in a presentation they read the information without a clear pronunciation, intonation and rhythm.

According to the problems pointed out, and combined with the experience and the technology, the use of Digital Story Telling can help to improve oral skills of the English language in students. The creativity and imagination of students play an important role, and according to the process established in the development of the activities they enjoy doing these works.

The proposal is guided to all students of third year of Bachillerato because they have the technology in their hands and do not have problems with the use of these technological tools.

Research and Validation

This proposal has been developed in Los Andes Institute, with the students of the third year of Bachillerato, classes A and B, and the teacher, too. It will be established during the year 2016.

According to the results that students will get in the different evaluations, the authorities, teachers and experts will help to consolidate the proposal.

This proposal can be used in other fields as in history, sciences, literature and so on.

Proposal description

The proposal is based in a Study Guide which has been designed according to the instructional material and all the needs of the students of Bachillerato of Los Andes Institute.

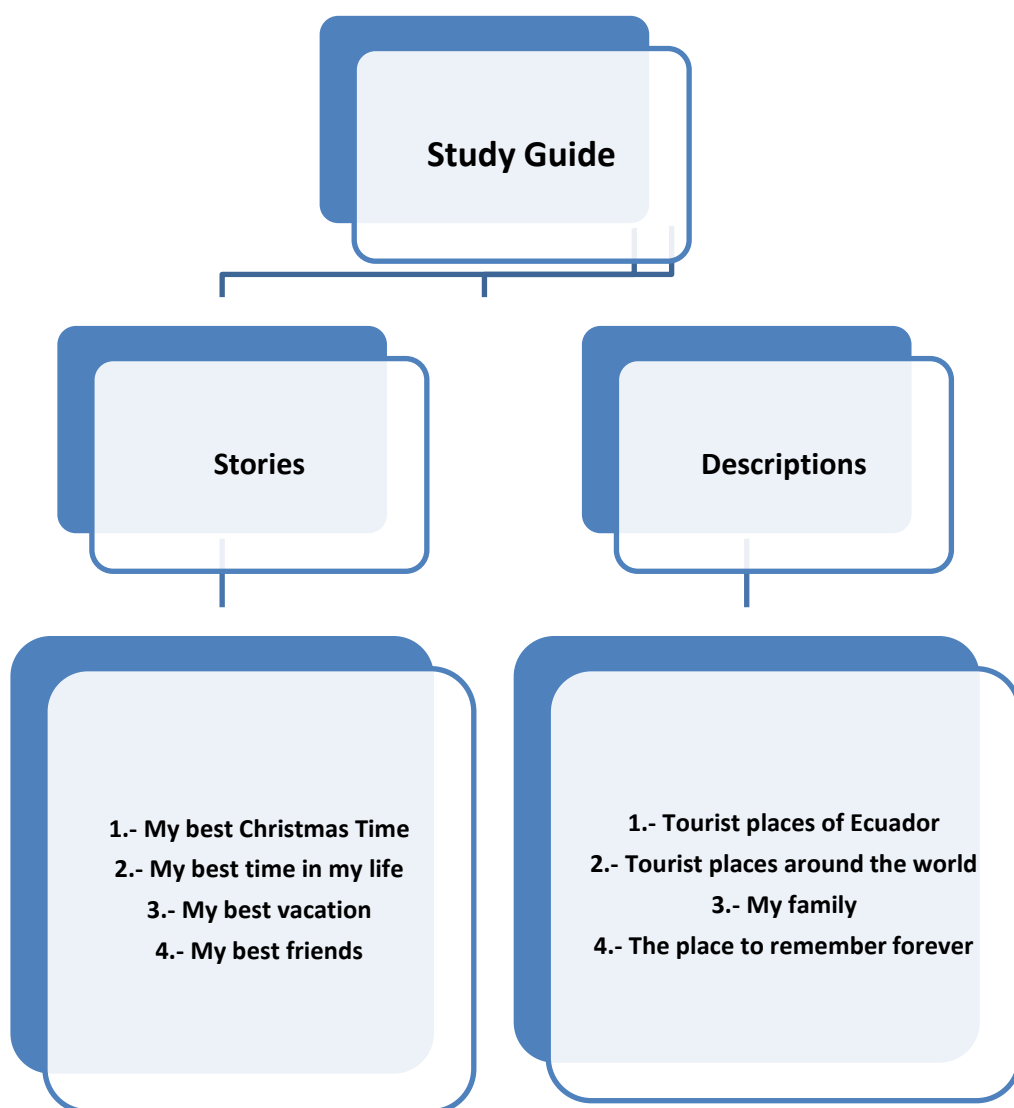


Figure 9: Study Guide

This is an example of one of the activities which will be developed in the proposal.

STUDY GUIDE	
Learning activity 1	
Topic: “My best Christmas Time”	
Activities	<ol style="list-style-type: none"> 1. Prepare an essay according to the instructions given about the topic, or check the following link: https://www.youtube.com/watch?v=liyFKUFCQno 2. Collect and select the photos, pictures, maps, music or any other information according to the topic and save in a specific folder in your computer 3. Use the Movie Maker or any other program you know to make the video. 4. Combine the information of the essay with the materials, according to the instructions given or check it in the following link: https://www.youtube.com/watch?v=UP_wgYX6DmY 5. Record the video with all the materials and information selected.
Objective	To present a speech about the topic with the help of the technology in order to improve the speaking skill of the English language
Evaluation criteria	The score assigned will depend on the clearness and relevance of your work. The Rubric will be applied in each work.
Delivery Format	Video in a format according to the updated programs
Send to	<p>Send the file of the video to the teacher’s email: wimper_rivera@yahoo.com</p> <p>Or present the file in the class during your presentation</p> <p>Format: Last name.Name.Course</p>

	<i>Example: Rivera. Wimper. Third Course "A"</i>
Questions	Send your questions and doubts through the email, or ask during the normal classes.
Delivery Date	January 14 th 2017

Proposal Type

The proposal is based on the use of the strategy known as Digital Story Telling with the purpose of improving speaking skills in the English Language.

Working time of the proposal

The proposal was developed during 15 days, 2 of 5 hours in each week, where the activities were combined with others skills activities. The present proposal is designed to be used during the year 2016-2017.

I. JUSTIFICATION

After doing the research about speaking skills of the English Language with students of Los Andes Institute, I could see that English teachers did not use technology at 100%. This Study Guide will help them to organize their activities in a better way, specially speaking skills tasks.

Nowadays, students are living with technology, and they do not have problems to use it according to the instructions given. It happened with all the students when they developed the activities during the intervention of this project.

They felt motivated to do English activities in a different way, and the results of the post test in the experimental group can support this justification.

Furthermore, teachers could see that the level of students in the subject and especially in speaking skills improved in each activity proposed. Also, these results motivated teachers for continuing working with the students in this process. Without doubts this Study Guide will

support the teachers' work in the academic process of teaching English as a foreign language in our country.

This proposal is appropriate, because students and teachers are pleased to work in this process and of course it will benefit both at the same time, also it permits to improve and raise the level and knowledge of the English Language.

II. GENERAL OBJECTIVES OF THE INTERVENTION PROPOSAL

To create a Study Guide for using Digital Story Telling in order to improve speaking skills in the English Language in students of Los Andes Institute.

- **Cognitive Objective**

To raise the level of speaking skills in the English Language, with the use of the Digital Story Telling.

- **Procedural Objective**

To use the Digital Story Telling in order to improve speaking skills in the English Language through short videos created by the students about specific topics.

- **Attitudinal Objective**

To share knowledge and a process to create a video with Digital Story Telling for improving speaking skills in English Language.

III. REFERENCE FRAMEWORK

Educational Model

The Cognitive Theory of Multimedia Learning was developed by Mayer (2010), in which it mentions that “people learn more deeply from words and pictures than from words alone”. This theory proposes three main assumptions when it comes to learning with multimedia:

There are two separate channels: auditory and visual, that process the information. Each channel has a limited capacity.

Learning is an active process of filtering, selecting, organizing, and integrating information based upon prior knowledge.

In this way, this proposal has these characteristics and the activities are supported in this scientific theory. It is true, because Mayer (2010) mentions that the students brain does not interpret a multimedia presentation of words and pictures and auditory information in a mutually exclusive fashion; rather, these elements are selected and organized dynamically to produce logical mental constructs.

On the other hand, the Constructivism is the theory in which is based this proposal, too. In this theory critical thinking is the primary goal of constructivism. (Driscoll, 2005, page 390). In each activity of this proposal the students have to create a work where they include their imagination and creativity, and of course with true critical thinking.

Medsker and Holdeworth (2001) mention that a constructivism learning environment encourages learners to explore resources to build their own coherent understanding of the situation at hand. Technology gives the students the opportunity to know and to learn new things all the time.

In this case, when students have to create a movie or a video, they should look for the best resource and information according to the topic.

However, this new information is modified and rebuilt in order to create a new one.

The Total Physical Response (TPR).

This theory was developed by James Asher, he considers that this is a language teaching method built around the coordination of speech and action. It uses commands through a kinesthetic learning. This technique recognizes that English comprehension precedes the capacity of the students for communicating in an oral way.

In this proposal the students have to prepare a presentation in a movie or a video where they have to demonstrate the ability to communicate using the English language, and of course, they use the TPR.

Essay

The essays have to demonstrate knowledge and comprehension about a particular topic in order to present and to agree or disagree with some ideas or arguments. (Redman Peter, 2011, page 12)

In the same way, it is one of the most functional contexts, and generally, it is compound by an introduction paragraph, body paragraphs and a conclusion paragraph.

The introduction is the first impression about the topic. In addition, it has to be augmented in a clear way. (Tschiesche, 2013)

The body paragraph contains the main points, which will be covered in the essay as evidence, reasons or examples. Each paragraph has main ideas, they are generally the first sentence in the paragraph, and it can be named introduction sentence. (Richard / Chuck, 2006)

The conclusion paragraph is the most important section because it contains the information which supports the idea of the introductory paragraph.

Besides, it can be the personal opinion about the topic.

According to the purpose of this proposal, the essay is towards organizing the information for speech in Digital Story Telling, which is presented in a movie.

Movie

It is a recorded sequence of film or video images displayed on a screen with sufficient rapidity as to create the illusion of notion and continuity. It can be considered as a long narrative work of this form. (The free dictionary by Farlex, 2015)

Many different programs can create a movie, and one of the most useful ones is Movie Maker.

Movie Maker is a software that allows creating and editing videos. It is manufactured by Microsoft Windows and is available for free

In the same way, Movie Maker creates its own distinct video file while you are editing and it includes time line narration, effects, audio track, transitions, titles and credits.

Study Guide

A study guide has the purpose of organizing texts, materials and notes so that people can increase their comprehension and memory with large amounts of information. Visual study guides are even more effective, as the visual organization helps you to see related concepts and make meaningful connections with the material, thus, acquiring higher levels of learning expected by many professors. (Utah State University, 2010)

According to this information, a study guide can help to organize a speech in a video, where oral skills can be developed in a better way than rote learning. On the other hand, students are expected to demonstrate critical thinking which involves more than rote memorization. In the study guide, the information about the activities are detailed, and will be developed by the students. Also, the study guide is composed by learning activities, and topics related to the material used daily by them.

Learning activity

In the Learning activity there are the following sections:

- **Guidelines:** It refers to the instructions about the topic and activities that show or tells how something should be done.
- **Objective:** It is something a person plans to achieve in a time frame and with available resources.
- **Didactic Orientations:** It is about the guidance that the students need in order to do the activities correctly.
- **Evaluation Criteria:** Generally it is based on a rubric.

Story

According to David (2012), a good story should have:

- **Hitch:** the beginning of the story catches the attention of the auditorium and at the same time it inspires to follow with the rest of the story.
- **Goal:** The author creates a leadership for getting an aim in a specific time

- **Conflict:** The author creates moments in which the main characters outweigh or manage the time and actions for getting the aims.
- **Obstacles and challenges:** The characters have to face obstacles during the development of the story only with the purpose to get the aims.

As a sum up, a story presents a little of creativity from the authors and versatility between reality and the fiction. (Farhat, 2003, page 36).

A story includes fictions characters who come from an objective reality. During the elaboration of the stories, the students not only practice the basic skills, otherwise, apply their creativity and imagination to develop the videos.

IV. DEVELOPMENT

The proposal is going to be developed according to a Study Guide, and this has four activities, which have to be done by students in a specific schedule.

It is relevant to point out that the guide has been elaborated with the purpose of helping students to improve their basic skills, especially speaking. For this reason, scores were not considered. Remember that the purpose of assessment is to train students on the learning process not to only give them a score.

Study Guide 1

STUDY GUIDE 1

Let's tell some stories (experiences)

Introduction

This Study Guide with the aid of the technology, will promote an active participation among the students enrolled in this subject.

Experiences can be shared freely and of course they can give some new ideas to construct our life in a better way, it is very interesting to know about the experiences from other people and we can decide what the better is or worse.

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13).

Learning activity 1

Topic: "My best Christmas Time"



Activities

Prepare an essay according to the instructions given about the topic, or check the following link:

<https://www.youtube.com/watch?v=liyFKUFCQno>

Collect and select the photos, pictures, maps, music or any other information according to the topic and save in a specific folder in your computer

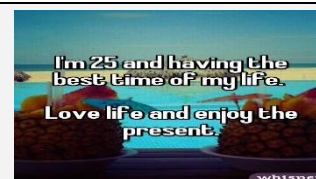
Use the Movie Maker or any other program you know to make the video.

Combine the information of the essay with the materials, according to the instructions given or check it in the following link:

https://www.youtube.com/watch?v=UP_wgYX6DmY


	Record the video with all the materials and information selected.
Objective	To present a speech about the topic with the help of the technology in order to improve the speaking skill of the English language
Evaluation criteria	The score assigned will depend on the clearness and relevance of your work. The Rubric will be applied in each work.
Delivery Format	Video in a format according to the updated programs
Send to	Send the file of the video to the teacher's email: wimper_rivera@yahoo.com Or present the file in the class during your presentation Format: Last name.Name.Course <i>Example: Rivera. Wimper. Third Course "A"</i>
Questions	Send your questions and doubts through the email.
Delivery Date	January 14 th 2017


Learning activity 2



Topic: “The best time in my life”

<p>Activities</p>	<p>Prepare an essay according to the instructions given about the topic, or check the following link:</p> <p>https://www.youtube.com/watch?v=liyFKUFCQno</p> <p>Collect and select the photos, pictures, maps, music or any other information according to the topic and save in a specific folder in your computer</p> <p>Use the Movie Maker or any other program you know to make the video.</p> <p>Combine the information of the essay with the materials, according to the instructions given or check it in the following link:</p> <p>https://www.youtube.com/watch?v=UP_wgYX6DmY</p> <p>Record the video with all the materials and information selected.</p>
<p>Objective</p>	<p>To present a speech about the topic with the help of the technology in order to improve the speaking skill of the English language</p>
<p>Evaluation criteria</p>	<p>The score assigned will depend on the clearness and relevance of your work. The Rubric will be applied in each work.</p>
<p>Delivery Format</p>	<p>Video in a format according to the updated programs</p>

Send to	<p>Send the file of the video to the teacher's email: wimper_rivera@yahoo.com</p> <p>Or present the file in the class during your presentation</p> <p>Format: Last name.Name.Course</p> <p><i>Example: Rivera. Wimper. Third Course "A"</i></p>
Questions	Send your questions and doubts through the email.
Delivery Date	January 14 th 2017
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> <p>Learning activity 3</p> <p>Topic: "My best vacation"</p> </div>  </div>	
Activities	<p>Prepare an essay according to the instructions given about the topic, or check the following link:</p> <p>https://www.youtube.com/watch?v=liyFKUFCQno</p> <p>Collect and select the photos, pictures, maps, music or any other information according to the topic and save in a specific folder in your computer</p> <p>Use the Movie Maker or any other program you know to make the video.</p> <p>Combine the information of the essay with the materials, according to the instructions given or check it in the following link:</p> <p>https://www.youtube.com/watch?v=UP_wgYX6DmY</p>

	Record the video with all the materials and information selected.
Objective	To present a speech about the topic with the help of the technology in order to improve the speaking skill of the English language
Evaluation criteria	The score assigned will depend on the clearness and relevance of your work. The Rubric will be applied in each work.
Delivery Format	Video in a format according to the updated programs
Send to	Send the file of the video to the teacher's email: wimper_rivera@yahoo.com Or present the file in the class during your presentation Format: Last name.Name.Course <i>Example: Rivera. Wimper. Third Course "A"</i>
Questions	Send your questions and doubts through the email.
Delivery Date	January 14 th 2017
Learning activity 4	
Topic: "My best friends"	
	
Activities	Prepare an essay according to the instructions given about the topic, or check the following link: https://www.youtube.com/watch?v=liyFKUFCQno

	<p>Collect and select the photos, pictures, maps, music or any other information according to the topic and save in a specific folder in your computer</p> <p>Use the Movie Maker or any other program you know to make the video.</p> <p>Combine the information of the essay with the materials, according to the instructions given or check it in the following link:</p> <p>https://www.youtube.com/watch?v=UP_wgYX6DmY</p> <p>Record the video with all the materials and information selected.</p>
Objective	To present a speech about the topic with the help of the technology in order to improve the speaking skill of the English language
Evaluation criteria	The score assigned will depend on the clearness and relevance of your work. The Rubric will be applied in each work.
Delivery Format	Video in a format according to the updated programs
Send to	<p>Send the file of the video to the teacher's email: wimper_rivera@yahoo.com</p> <p>Or present the file in the class during your presentation</p> <p>Format: Last name.Name.Course</p> <p><i>Example: Rivera. Wimper. Third Course "A"</i></p>
Questions	Send your questions and doubts through the email.
Delivery Date	January 14 th 2017

Study Guide 2

STUDY GUIDE 2

Let's tell some descriptions

Introduction

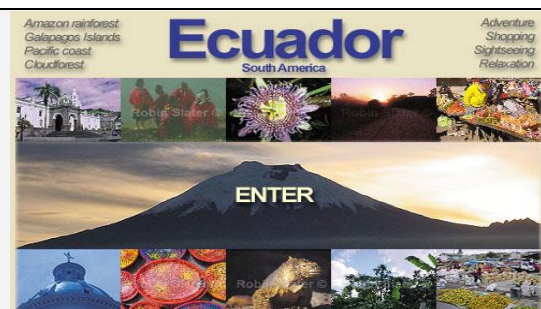
This Study Guide with the aid of the technology, will promote an active participation among the students enrolled in this subject.

Descriptions give us the opportunity to know information about any specific place, activity or something else. This could be the opportunity to reinforce or to know new things.

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13).

Learning activity 1

Topic: "Tourist Places of Ecuador"



Activities

Prepare an essay according to the instructions given about the topic, or check the following link:

	<p>https://www.youtube.com/watch?v=liyFKUFCQno</p> <p>Collect and select the photos, pictures, maps, music or any other information according to the topic and save in a specific folder in your computer</p> <p>Use the Movie Maker or any other program you know to make the video.</p> <p>Combine the information of the essay with the materials, according to the instructions given or check it in the following link:</p> <p>https://www.youtube.com/watch?v=UP_wgYX6DmY</p> <p>Record the video with all the materials and information selected.</p>
Objective	To present a speech about the topic with the help of the technology in order to improve the speaking skill of the English language
Evaluation criteria	The score assigned will depend on the clearness and relevance of your work. The Rubric will be applied in each work.
Delivery Format	Video in a format according to the updated programs
Send to	<p>Send the file of the video to the teacher's email: wimper_rivera@yahoo.com</p> <p>Or present the file in the class during your presentation</p> <p>Format: Last name.Name.Course</p>

<i>Example: Rivera. Wimper. Third Course “A”</i>	
Questions	Send your questions and doubts through the email.
Delivery Date	January 14 th 2017

Learning activity 2



Topic: “Tourist Places around the World”

Activities

Prepare an essay according to the instructions given about the topic, or check the following link:

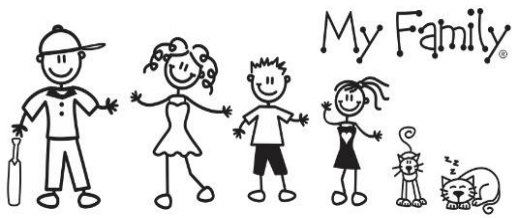
<https://www.youtube.com/watch?v=liyFKUFCQno>

Collect and select the photos, pictures, maps, music or any other information according to the topic and save in a specific folder in your computer

Use the Movie Maker or any other program you know to make the video.

Combine the information of the essay with the materials, according to the instructions given or check it in the following link:

https://www.youtube.com/watch?v=UP_wgYX6DmY

	Record the video with all the materials and information selected.
Objective	To present a speech about the topic with the help of the technology in order to improve the speaking skill of the English language
Evaluation criteria	The score assigned will depend on the clearness and relevance of your work. The Rubric will be applied in each work.
Delivery Format	Video in a format according to the updated programs
Send to	Send the file of the video to the teacher's email: wimper_rivera@yahoo.com Or present the file in the class during your presentation Format: Last name.Name.Course <i>Example: Rivera. Wimper. Third Course "A"</i>
Questions	Send your questions and doubts through the email.
Delivery Date	January 14 th 2017
Learning activity 3 Topic: "My Family"	
Activities	Prepare an essay according to the instructions given about the topic, or check the following link: https://www.youtube.com/watch?v=liyFKUFCQno

	<p>Collect and select the photos, pictures, maps, music or any other information according to the topic and save in a specific folder in your computer</p> <p>Use the Movie Maker or any other program you know to make the video.</p> <p>Combine the information of the essay with the materials, according to the instructions given or check it in the following link:</p> <p>https://www.youtube.com/watch?v=UP_wgYX6DmY</p> <p>Record the video with all the materials and information selected.</p>
Objective	To present a speech about the topic with the help of the technology in order to improve the speaking skill of the English language
Evaluation criteria	The score assigned will depend on the clearness and relevance of your work. The Rubric will be applied in each work.
Delivery Format	Video in a format according to the updated programs
Send to	<p>Send the file of the video to the teacher's email: wimper_rivera@yahoo.com</p> <p>Or present the file in the class during your presentation</p> <p>Format: Last name.Name.Course</p> <p><i>Example: Rivera. Wimper. Third Course "A"</i></p>
Questions	Send your questions and doubts through the email.
Delivery Date	January 14 th 2017

Learning activity 4

Topic: “The place to remember forever”



Activities	<p>Prepare an essay according to the instructions given about the topic, or check the following link:</p> <p>https://www.youtube.com/watch?v=liyFKUFCQno</p> <p>Collect and select the photos, pictures, maps, music or any other information according to the topic and save in a specific folder in your computer</p> <p>Use the Movie Maker or any other program you know to make the video.</p> <p>Combine the information of the essay with the materials, according to the instructions given or check it in the following link:</p> <p>https://www.youtube.com/watch?v=UP_wgYX6DmY</p> <p>Record the video with all the materials and information selected.</p>
Objective	<p>To present a speech about the topic with the help of the technology in order to improve the speaking skill of the English language</p>
Evaluation criteria	<p>The score assigned will depend on the clearness and relevance of your work. The Rubric will be applied in each work.</p>

Delivery Format	Video in a format according to the updated programs
Send to	Send the file of the video to the teacher's email: wimper_rivera@yahoo.com Or present the file in the class during your presentation Format: Last name.Name.Course <i>Example: Rivera. Wimper. Third Course "A"</i>
Questions	Send your questions and doubts through the email.
Delivery Date	January 14 th 2017



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GLOSSARY

Internet.- The internet is a wide structure of information in the communication process, that advances in a considerable way in different roads that provides to identify relative issues of different topics its wide structure shows rapidity and veracity in the contents.

Virtual classroom.- Space in the net and a simulation of virtual class in which it can give class in an interactive way, learning methods that provide to the students to realize different tasks to fulfill their learning.

World wide web.- It is the meaning of a world net, formed by a logic system of access that provides to the information search available in internet.

Virtual learning environment.- The virtual learning environment is an heterogeneous whole of multimedia resources and internet that provide the comprehension and the knowledge about a determined topic, creating a people's net that can intercommunicate

Web sites components.- The web sites have structural components that give form to the content and they open to a web page, creating access links faster to determined documental information as multimedia.

Interface.- The interface is a communication net allows that different means of communication access with a physical connection or dispositive of different types, creating a communication of different levels.

E- Learning.- E-learning is a methodology or applied strategy in a learning system that uses digital technology for the communication, by computers to produce, transmit, distribute, and organize knowledge in a person or in a group of persons.

Knowledge management.- Knowledge management has to do with nets and computers which information and knowledge with the goal to take better decisions.

The web.2.0 in the education.- The web 2.0 is a tool that has been given in the educative scope, for purposes of teaching, search and extension from university to improve the communication and integration.

Speaking skills.- The speaking skills are the integration of perspective, cognitive, linguistic skills and memory that are immerse in the communication and comprehension process in a language, developing capacity to understand the fluency and resonance in the words.

Communication skills.- The communication skills start since the first years old and over time, they depend on programs and activities with different scopes.

Communication scheme.- The communication scheme is realized by a established process, a meaning profile taking in account who is saying study to their receptors, having a mental image more or less precise from the person or group that receives the communication.

Efficient communication.- The efficient communication occupies the center in all the leadership activity; the leaders know they can reach their objectives if their communication capacity is more efficient and allow to influence in the attitudes and in the acts from the colleagues and subordinates.

Optimal communication.- The optimal communication is the concepts or ideas more relevant, related with concepts or ideas manifesting to a public or person.

Internal communication.- The internal communication establishes relation in the Institute, it is a tool that distinguish to the contemporaneous organization.

External communication.- The external communication is a part of a plan which show effectively objectives to external public within the objectives and knowledge of the organization.

Learning strategies.- The strategy is a projecting art and activities in the best.

