



UNIVERSIDAD DE LAS FUERZAS ARMADAS ESPE

DEPARTAMENTO DE CIENCIAS HUMANAS Y SOCIALES

LINGÜÍSTICA APLICADA AL IDIOMA INGLÉS

TEMA:

**USE OF MOBILE LEARNING ACTIVITIES TO IMPROVE THE LOW
LEVEL IN SPEAKING SKILL IN THE TENTH YEAR OF EGB AT
'GRAN COLOMBIA' HIGH SCHOOL, IN QUITO, DURING THE FIRST
TERM , SEPTEMBER 2016 – NOVEMBER 2016**

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SANGOLQUÍ

2018

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Certifico que el trabajo de titulación “USE OF MOBILE LEARNING ACTIVITIES TO IMPROVE THE LOW LEVEL IN SPEAKING SKILL IN THE TENTH YEAR OF EGB AT ‘GRAN COLOMBIA’ HIGH SCHOOL, IN QUITO, DURING THE FIRST TERM, SEPTEMBER 2016 – NOVEMBER 2016”, fue realizado por la señora *Calvache Cueva, Jeanneth del Rocío*, el mismo que ha sido revisado en su totalidad, analizado por la herramienta de verificación de similitud de contenido; por lo tanto cumple con los requisitos teóricos, científicos, técnicos, metodológicos y legales establecidos por la Universidad de Fuerzas Armadas ESPE, razón por la cual me permito acreditar y autorizar para que lo sustente públicamente.

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I certify that the following project, under the title: “USE OF MOBILE LEARNING ACTIVITIES TO IMPROVE THE LOW LEVEL IN SPEAKING SKILL IN THE TENTH YEAR OF EGB AT ‘GRAN COLOMBIA’ HIGH SCHOOL, IN QUITO, DURING THE FIRST TERM, SEPTEMBER 2016 – NOVEMBER 2016” has been developed by Mrs. Calvache Cueva, Jeanneth del Rocío, the same that has been reviewed in its entirety, analyzed by the tool of verification of similarity of content; therefore meets the theoretical, scientific, technical, methodological and legal requirements established by the University of Armed Forces ESPE, which is why I allow myself to accredit and authorize you to publicly support it.

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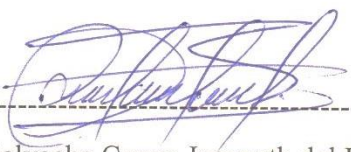
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I, Calvache Cueva Jeanneth del Rocío, allow to the UNIVERSIDAD DE LAS FUERZAS ARMADAS – ESPE, the publication of this research “USE OF MOBILE LEARNING ACTIVITIES TO IMPROVE THE LOW LEVEL IN SPEAKING SKILL IN THE TENTH YEAR OF EGB AT ‘GRAN COLOMBIA’ HIGH SCHOOL, IN QUITO, DURING THE FIRST TERM, SEPTEMBER 2016 – NOVEMBER 2016”, in the virtual library of the institution, which ideas, criteria and content are my total responsibility.

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DEDICATION

To God because there is nothing without faith so, I do believe that God accompanied me throughout this process and now I am at the end of the road hoping to finish this career successfully.

To my mom since she has been a special support throughout my life. For this reason, I recognise her effort to help me with my personal and professional development because of her I can consider myself a good person with moral values.

In the same line, I also dedicate this to my sons Dyllan and Jorddy because they are the reason why I am alive. They are my inspiration to go ahead. People say that children are God's blessing and I agree with them since they give me unconditional love and support. They understood that I needed time and space to do this and they were comprehensible with me even when I was not with them at a hundred percent.

And last but not least important, I would like to dedicate this work to a friend of mine who was always supporting me and encouraged me not to give up. She was always there to hold my hand when I really need it.

Jeanneth

ACKNOWLEDGEMENTS

The road to accomplish with the elaboration of this thesis would have been quite difficult whether it had not been for the support of my tutor, Dr. Oswaldo Villa, whose guidance has been of relevant importance for the development of my thesis, I would not have finished this study without him. Foremost, he always encouraged me not to surrender.

Jeanneth

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ABSTRACT

Researchers around the world are dealing with the fact that education is changing by leaps and bounds, which means that teachers have to rethink their way to teach their students. As EFL teachers the challenge is more difficult because teachers have to face with other problems as the scarce of language input, students' demotivation, low level of English, etc. For this reason, this study was thought to help teachers to deal with those problems that are affecting the teaching-learning process. For the purpose of this study, mobile phones were considered as a technological tool to make students empower of their learning process and overcoat that they are able to construct their own knowledge through mobile learning activities adapted according to their level, needs and interests. In other words, as mobile phones are easy to carry them in a pocket, bag or any other place and have a number of applications (photos, videos, audios, etc.), it was possible the implementation of mobile learning activities that encourage students to participate actively in class. Moreover, some worksheets were used to accomplish the objectives of this study due to the fact that students had a low level of English. They served as a pattern, once students understand what and how to fulfil an activity they did not need more support. As this is a field study, it was conducted on forty students of tenth year of EGB attending high school. The methodology for data collection encompassed a pre-test and post-test, a quantitative analysis and the use of Z-score. Findings of this study are of relevant importance for other teachers and researchers that are interested in innovating classroom activities with new ideas, methods and with the use of technological devices.

Keywords:

- **SPEAKING SKILL**
- **MOBILE LEARNING**
- **METHODOLOGY**
- **METHODOLOGICAL STRATEGIES**
- **MOBILE LEARNING ACTIVITIES**
- **TECHNOLOGICAL TOOLS**

RESUMEN

Investigadores de todo el mundo están tratando con el hecho de que la educación está cambiando a pasos agigantados, lo que significa que los maestros deben reconsiderar su forma de enseñar a sus alumnos. Como maestros de una lengua extranjera, el desafío es más difícil porque tienen que enfrentar otros problemas como la escasa exposición al idioma inglés, la desmotivación de los estudiantes, el bajo nivel de inglés, etc. Por esta razón, se pensó que este estudio ayudaría a los maestros a lidiar con esos problemas que están afectando el proceso de enseñanza-aprendizaje. Para el propósito de este estudio, los teléfonos móviles fueron considerados como una herramienta tecnológica para que los estudiantes se empoderen de su proceso de aprendizaje y que sobre todo que sean capaces de construir su propio conocimiento a través de actividades de aprendizaje móvil adaptadas a su nivel, necesidades e intereses. En otras palabras, como los teléfonos móviles son fáciles de llevar en un bolsillo, bolso o en cualquier otro lugar y tienen una serie de aplicaciones (fotos, videos, audios, etc.), fue posible la implementación de actividades de aprendizaje móvil que estimulan a los estudiantes para participar activamente en clase. Además, se utilizaron algunas hojas de trabajo para lograr los objetivos de este estudio debido a que los estudiantes tenían un bajo nivel de inglés. Estas hojas de trabajo sirvieron como un patrón, una vez que los estudiantes entendían qué y cómo realizar una actividad, ya no necesitaban más apoyo. Como se trata de un estudio de campo, este se realizó con cuarenta estudiantes de décimo año de EGB del colegio 'Gran Colombia'. La metodología para la recopilación de datos incluyó una prueba al inicio y al final del estudio, un análisis cuantitativo y el uso de Z-score. Los hallazgos de este estudio son de importancia relevante para otros docentes e investigadores que estén interesados en innovar las actividades del aula con nuevas ideas, métodos y con el uso de dispositivos tecnológicos.

Palabras clave:

DESTREZA DE SPEAKING

APRENDIZAJE MÓVIL

METODOLOGÍA

ESTRATEGIAS METODOLÓGICAS

ACTIVIDADES DE APRENDIZAJE MÓVIL

HERRAMIENTAS TECNOLÓGICAS

INTRODUCTION

The access of mobile technology is increasing between young people, especially teenagers. Technology is everywhere and at any time. Particularly, mobile phones are responsible of this phenomena since they are easy to carry, and facilitates in a variety of manners the way to communicate to others quick and in real time. Crompton, Muilengburg and Berge define m-learning or mobile learning as the learning across multiple contexts, through social and content interactions, using personal electronic devices where mobile learning has enhanced upon e-learning by taking it a step further and allowing students to learn virtually anywhere a mobile signal is available.

Consequently, many researchers spend their time looking for new methodologies, strategies and techniques to be applied inside and outside the classroom. As a matter of fact, government is making an effort to enhance the quality of education in the area of English as a foreign language, that is why, there is not enough information about this topic; meanwhile in other countries have a series of studies and alternatives from where to choose.

This study intends to prove that with the appropriate teaching-learning process, the right mobile learning activities and time it is possible to develop the speaking skills of the students. Therefore, it is strongly recommended to start new studies with the same topic in order to deliver other teachers new tools that may be helpful in the teaching-learning process

PART ONE

RESEARCH PROBLEM

“Low level in Speaking Skill affecting the learning process in the subject of English as a Foreign Language in the Tenth year of EGB at ‘Gran Colombia’ High School, in Quito, during the first term, September 2016 – November 2017”

1.1 The identification of the problem

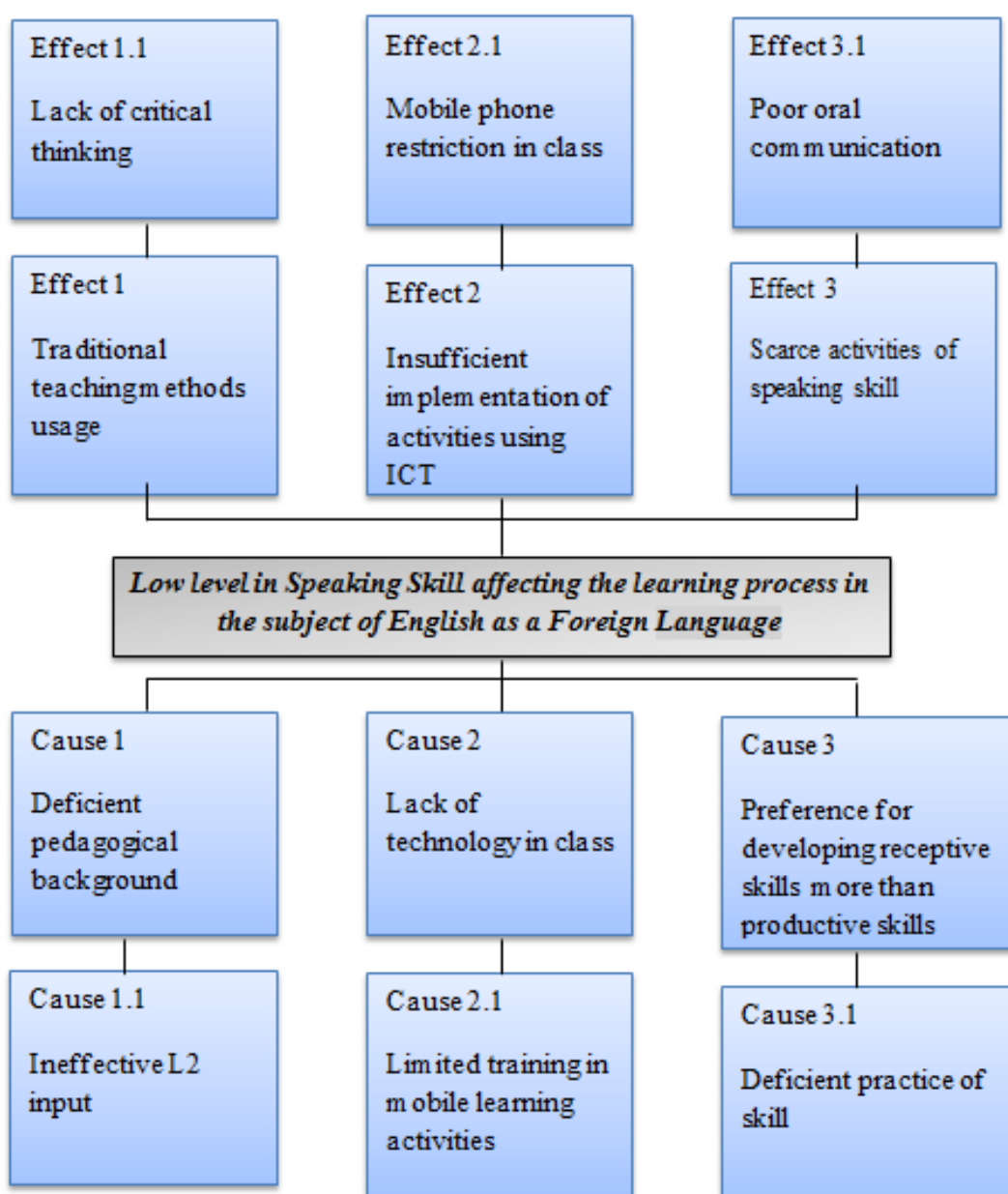


Figure 1. Problem tree

1.1.1 Causes and Effects

In the recent years, we have experienced many changes in the worldwide in different aspects but technology is an ongoing change that almost alters everything around us. On this hand, the field of education is one of the aspects that technology is altering. Nowadays, students experience digital environments in a very tactile and personal way through a wide variety of mobile devices whose uses can be converted into collaborative learning practices where mobile phones are no longer only a tool for communication, but in many cases have become an instrument of people's social and work life, and possibly, an academic tool for academic life (Moore, 2015). The technology is impacting the way people work, learn, conduct business, interact with each other, and access information through mobile technology which is being used by people, young and old, to conduct everyday business and to complete everyday tasks (Lee, 2015).

At this point, one of the causes of the research problem paradoxically has to do with technology, due to teachers' feeling about using any technological device in classrooms since there is a belief that technological devices as mobile phones may be a cause of distraction and disruption in classrooms. Similarly, this fear of using technology is affecting the adequate use of it in classrooms provoking that students lose the opportunity to improve their skills, making the students be demotivated and uninterested.

On the other hand, it is of relevant importance to mention the problem regarding the teaching process. At the present time, teachers are facing students from a digital generation. The students are reasonably versed in technological competences and are capable of coping with the technological needs at a realistic degree. With regards to this fact, educators need to think about adapting teaching methods to the changing world, whereby IT activities are integrated into teaching (Pickering, 2014).

Bearing in mind these features, it has been considered blended learning, mobile learning (m-Learning), and the communicative approach to carry out this research where the main problems about teaching are untrained teachers in mobile learning activities who are using the teacher-centered approach in a traditional education in the classrooms, and outdated methodology that is a problem that does not allow students to interact in and outside the classroom. Likewise, the deficient in pedagogical background is highly related to the

inadequate development of the cognitive process in which is fairly important the review about the different topics they learn in the target language; furthermore, the limited language input does not permit that students can enhance their level of knowledge in an adequate form.

Regarding these points, the internet is revolutionizing education and the education system must take advantage of this revolution (Wainwright, 2013). For the increased incorporation of technologies, Garrett (2008) argues that a shift in focus is necessary, from teacher-centered instruction to student-centered learning in which teachers take a secondary position as director, guide and supporter of the learning process. Teachers are expected to acquire the required knowledge which will allow them to teach, in a unique way, various content areas by means of technology. Moreover, they can choose appropriately between learning contents, technological means and pedagogical aspects (TPACK – Technological Pedagogical and Content Knowledge) so that they make an informed pedagogical use of technologies (Doering, 2009). Where mobile technologies offer many options that can be useful in teaching in order to foster the 21st century skills needed at the moment to face the real world, these skills are critical thinking, collaboration, communication and creativity (Scott, 2015).

In this respect, blended learning has the ability to not only improve student growth, but also keep students engaged in their learning. The key components of a successful blended learning strategy are path, pace, place, and data. With this model, students choose their own path; work at their own pace, in their own place, and teachers use data to ensure optimal student growth by personalising student support (Kish, 2015).

Finally, communicative approach is hand in hand with blended learning, technology and m-Learning, since these tools are used as a road to foster the communicative skills that in the case of this research are taken into consideration the oral communication skills that according to the Curriculum 2016 of the Ministry of Education (ME) are listening and speaking (sub-threads: spoken interaction and spoken production). ME considers Richards' contribution, (2006) in which states that listening and speaking are skills that should be seen as a holistic process.

With this in mind, the two macro-skills of listening and speaking should be integrated in the classroom, taking care to assure that they are taught within a meaningful, communicative

context. In this Curriculum, listening is defined as an act of highly complex process in which the listener must activate schema, infer, predict, construct and use short or long memory functions simultaneously while speaking, in its sub-threads, is focused on the principle of fluency over accuracy, in other words, meaning over form. Likewise, it is also considered a set of key skills to be used for collaborative learning including verbal and non-verbal communication in different situations in a variety of spoken contexts. After reviewing the causes and effects, this research can be useful to help teachers realize that a change is needed in order to accomplish the commitment of encouraging learners to be the active part of their learning process.

1.2 Problem-formulation

What are the tools that can be used for improving the low level in speaking skill?

1.3 Variables matrix

Table 1

Variables Matrix

VARIABLES	DEFINITION	DIMENSIONS	SUBDIMENSIONS	SUBDIMENSIONS
I. V. Use of Mobile Learning Activities	Mobile learning activities allow teachers to innovate in their classrooms with the use of mobile devices where mobile learning is defined as the learning across multiple contexts, through social and content interactions, using personal electronic devices (Joanna Norton).	Methodology	Method	Traditional method Interactive method
			Techniques	Interactive Experiential
			Strategies	Blended learning Mobile learning
			Description	Photo story Photo caption Emoji story
		Methodological strategies	Guess the meaning	What is it? Video zone
			Storytelling	Narration of short stories
			Broken phone	Sentence dictation
D.V. Speaking skill	Speaking is a complex process that requires coordination of both physical and mental skills. Speaking allows people to interact to each other, and gain self-confidence and autonomy. Furthermore,	Spoken interaction	Debate	Discussion of daily activities and traditions
		Spoken production	Fluency	Oral exposition Grammar

→ Continue

speaking is the means of communication to convey thoughts and feelings to others. (Thompson, Stehly & Chandler)	Subskills	Language performance Pronunciation	Vocabulary Intelligibility
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1.4 Objectives

1.4.1 General objective

- To design and apply mobile learning activities through the use of technological devices like the mobile phones in order to enhance the students' speaking skill.

1.4.2 Specific objectives

- To explain the function of the speaking skill.
- To determine the correct methodological strategies to be used for the purpose of this study.
- To determine the mobile learning activities that will permit students to improve and gain confidence for spoken production.
- To practice using all of the language they know in real situations.

1.5 Justification

In accordance with the updated curriculum, the oral communication skills are an outstanding part of communication especially because they permit the students to be the main part of their own learning process and involve them in an environment of real communication by means of oral exposures, technological tools, etc. in order to motivate them to be active learners and help them enhance their oral communication skills.

This study is of relevant importance since it considers the way in which the new generation of students are acquiring new knowledge, in other words, they are no longer passive learners and need from teachers to receive more challenges inside the classrooms. These students do not need paper-based classes; they need innovative activities that encourage them to foster their development alongside the process of learning.

Teachers are invited to rethink their teaching strategies and revise their planning so that they can be able to change the activities that are old-fashioned and take into consideration the ones that will ensure the active participation of students in their classes. Nowadays, teachers need to be open-minded and capable to carry out technology or other tools inside the classrooms especially whether they want to motivate their students.

To conclude, as the research is attempted to teachers it may be useful for future researchers who are looking for information about the same topic either with the use of other strategies or innovative tools.

PART TWO

THEORETICAL FRAME

2.1 Theoretical and Conceptual Focus

There is no doubt that mobile technologies have started to make their presence felt in the field of education, as can be seen by the increasing number of publications that have appeared in recent years (Klopfer, Osterweil, Groff, & Haas, 2015). It is not surprising, then, to see mobile technologies also gaining momentum in second language learning environments, and research on mobile learning is emerging more regularly in the CALL literature, including a special issue of the ReCALL Journal in 2008.

Several types of mobile technologies are available, such as wireless laptop computers, portable MP3 players, personal digital assistants (PDAs), and electronic dictionaries, although mobile phones are one technology that has started to attract particular attention from educators. One of the primary reasons for the popularity of the mobile phone is the widespread infiltration of the market (Stockwell, 2010). This means that there is no need for the institution (or in many cases, the teacher) to provide learners with the hardware in order to incorporate a mobile learning component into their teaching context. Added to this is the fact that mobile phones are relatively inexpensive as compared with, for example, wireless laptop computers, and with functions such as Internet browsers that are available in current mobile phones, the range of possibilities of mobile phones as tools for learning increases even further (Hashemia & Ghasemib, 2011).

Another research, which deals with the use of smartphones as a collaborative tool, is situated within the larger body of research on the use of information systems (IS) for the purpose of sharing knowledge and ideas where information systems, also referred to as information and communication technology (ICT), is a term that describes a range of technology recourses and media used in education (Stahl, Timmermans, & Flick, 2017).

In the same line, a different research states that rather than focusing on the threat of mobile technologies to formal teaching, technological changes can be regarded as a positive challenge to schools, and a means of bringing teaching into the mobile technology age. The benefits of

mobile learning are numerous and are expressed in different facets of education, including cooperative learning, contextual, constructivist and authentic learning (Seifert, 2014).

On this hand, blended learning is taken into account in this research. In a recent research, blended learning is defined as an approach to teaching and learning that leverages online resources to create a personalized learning experience over which students have meaningful control (Christensen, I.D.I.). Blended learning can significantly improve student learning and growth (Kish, 2015). According to Christensen, with this model students can experience technology-enhanced learning, hands-on activities, and small group and one-on-one instruction with a teacher.

Blended learning has the power to engage students and help them take ownership of their learning in ways that are not always possible in a traditional classroom. Teachers are able to take key steps toward providing instruction that is student-centered as opposed to teacher-centered. Now, by introducing blended learning into their classrooms, all teachers are able to provide differentiated instruction that responds to students' learning needs and to students' interests. This is the very essence of great teaching and learning.

For the increased incorporation of technologies, Garrett (2008) argues that a shift in focus is necessary, from teacher-centered instruction to student-centered learning in which teachers take a secondary position as director, guide and supporter of the learning process. According to Garrett, this will help students develop leadership skills, teamwork and other competences necessary and relevant to challenging issues in everyday life and the needs of the future workforce. Additional skills required are creativity and ingenuity, communication and collaboration, critical thinking and problem solving (Watanabe, 2016). By transforming teaching and learning, Information and Communication Technology (ICT) is considered to contribute to the acquisition of many of these key competencies. Students need to achieve an effective level of digital competence to assure their future in academic, personal, and professional fields (Scott, 2015).

Regarding the communicative skills, the Ministry of Education focuses on five curricular threads: 1) communication and cultural awareness, 2) oral communication, 3) reading, 4) writing and 5) language through arts but in this study are considered the sub-threads social

competence and values from number one, and the sub-threads listening, spoken interaction and spoken production from number 2.

Social competence and values or the ability to interact socially and appropriately in a given situation, also plays an integral role in the development of young learners. Learners develop social skills in the EFL classroom by learning to work together cooperatively, accepting points of view that are different from their own, negotiating, and learning about reciprocity.

Listening is a highly complex process in which the listener must activate schema, infer, predict, construct meaning, and use short and long term memory functions almost simultaneously. In order to minimize problems that could occur within this process and assure that learners are able to apply L1 listening strategies to L2 comprehension, learners must be given the opportunity to listen to texts that relate to their age, interests, background, and language needs.

Spoken production focuses on the principle of fluency over accuracy. Learners will learn the sounds of English through motivating and engaging tasks aimed to increase their confidence levels in regards to the language. Spoken production is also closely related to pronunciation and intelligibility. For instance, learners will practice the individual sounds of English and speaking strategies aimed to improve clarity and effective expression.

Finally, *spoken interaction*, oral communication comprises a set of key skills that can be used for collaborative learning. This includes not only what is traditionally thought of as the skills of speaking and listening, but also other abilities needed for developing skills of interaction. Chinese proverb: “If you give a man a fish, he will have a single meal. If you teach him how to fish, he will eat all his life” (Kuan-tzu-Chinese Philosopher).

2.2 Structure

CHAPTER 1

Gran Colombia High School

1.1 History

In its beginnings, this high school was founded by the Salesians on April 15, 1888 and it was called the School of Arts and Crafts, which later became the Central Technical School and was located in San Roque, Quito.

Some years later, girls began to study, but the Salesians left the country and lay teachers, who didn't show interest in women's education, took over education. For this reason, a group of Salesian Mothers assumed the section as a school Attached to the Mary Help of Christians.

In 1935, after some dialogues, Laura Hidalgo became the head teacher of the Professional School of Misses and achieved the total of the separation of the Central Technical School and the definitive foundation of the school.

In 1946, the school became the Professional School of Misses Gran Colombia, in honour of the top work of the Liberator Simon Bolivar. The school was situated in different places, but in 1975, the Ministry of Education of that time, Gral. Guillermo Duran Arcentales, gave them the current building, in Las Casas street; from where, Gran Colombia Superior Technical Institute, its present name, has been educating a number of generations of women with moral values and the necessary tools to face the real world.

1.1.1 Location

Gran Colombia Superior Technical Institute is located in Pichincha, in the Northwest of Quito, on Selva Alegre Avenue 1361 and Valderrama Street, Quito. Its phone number is 256 8446.

1.1.2 Infrastructure

Gran Colombia Superior Technical Institute possesses 33 classrooms, including the Computing, Design, Natural Science, and Shorthand labs. It also has communal spaces like a

coliseum, sports courts, an auditorium, an area designated to the musical group and another to the dance group. Each classroom was designed to have about 40-45 students. There are more than a hundred teachers at the service of the school. There are also 3 sections that students can attend to school and these are morning, afternoon and nocturnal.

This organization allows the school to receive about 3,000 students around the city; among them, there are the students of fashion design that study in the nocturnal section. These students contribute to the economy of the school, since that, they elaborate 500 uniforms for the school. The infrastructure of this section owns around 30 industrial sewing machines.

1.2 The educational model

1.2.1 The curricular model

Gran Colombia Superior Technical Institute applies the curriculum give by the Ministry of Education of Ecuador which is organized by areas of knowledge. The students have to develop learning in the following areas of knowledge: Language and Literature, Math, Science, Social Studies, Foreign Language, Physical Education, and Cultural and Artistic Education.

The current curriculum permits the teachers to adapt it according to some levels and sublevels, and their corresponding subjects where the learning is arranged in curricular threats which respond to epistemological, didactic and pedagogical criteria bearing in mind the characteristics of each sublevel. These curricular threats have a mandatory basic learning and a desirable basic learning; furthermore the evaluation criteria, indicators of evaluation and the skills with performance criteria. This curriculum has been designed through the skills with performance criteria so that the students are able to integrate the knowledge, abilities and attitude proposed in concrete situations.

On this hand, the curriculum takes into account English as a foreign language. This English Language curriculum is designed for students who are L1 Spanish speakers with different cultural and linguistic backgrounds. The curriculum also supports general educational goals of justice, innovation, and solidarity, by developing thinking, social, and creative skills in the context of language learning. Its core principles are as follow: communicative language approach, content and language integrated learning (CLIL), international standards, thinking

skills and learner-centred approach. Within this English Language curriculum the curricular threats are communication and cultural awareness, oral communication (listening and speaking), reading, writing and language through arts.

Consequently, the EGB Superior curriculum is also aligned to CEFR standards and it has considered the cognitive, social, emotional and physical growth of the learners, as well as, their language abilities as they progress from level to level according to the CEFR.

1.2.2 The pedagogical model

Gran Colombia high school (GCHS) has taken into consideration the fact that today's society is changing swiftly so a new generation of students needs some modifications in the way they are taught. For this reason, this institution 'proposes the Constructivist pedagogical model based on curricular competences as philosophical, epistemological, axiological, psychological, pedagogical, social and theoretical foundation, which describe the purposes of 21st century education, the theory and paradigm on which it is based, as well as teaching practice and relevant methodology to design and develop plans and curricula in this educational model' (I.T.S. Gran Colombia, 2016).

Bearing in mind these aspects, students are considered as an important part of this model since they are responsible for their learning process and the construction of knowledge with the aid of their teachers and classmates, where teachers act as mediators and guide students to the achievement of a meaningful learning.

In regard to the competences, GCHS has conceptualised them as 'a set of capabilities that characterize human behaviour, in accordance with the requirements of society, within an integrated and complex perspective of thought and mode of action.' The pedagogical roles of the competences are the contribution of quality standards and the orientation of the integrated formation (scientific, technological and human), promoting an integrated, dynamic and articulated learning with an entrepreneurial life.

The main characteristics of this model are as follow: teacher and students share the responsibility for beginning and guide the efforts of learning; teacher acts as a leader and promotes dialogues, asks questions; and helps the group to recognize areas of consensus and

continuous disagreement; meanwhile, students try to find sense to the information they receive and relate it with their previous knowledge and they collaborate to each other in the construction of shared knowledge.

As a result of this constructivist model based on competences, students are allowed to develop and construct their abilities, knowledge and attitudes which, at the same time, permit students to insert themselves in the work structure, university and adapt to the changes and claims of this globalized world.

1.2.3 The didactical model

GCHS considers that the teacher must be a mediator of the learning process and the students the ones who are able to learn spontaneously and naturally. For this reason, GCHS is based on the socio-critical model which has to do with the learning and the learners since they are responsible for the construction of their own knowledge.

The socio-critical model allows the learners to access to the knowledge directly associated to the reality. This model is focused on two fundamental referents, the learner's interests and their environment where its objective consists on training thinking, critical and creative people who seek different alternatives to solve the problems that may affect the society. In the same way, teachers play the role of mediators of the learning process, that is to say, they establish a meaningful relationship with the students. Teachers are also in charge of the selection, organisation and planning of the processes whilst the learners are prompted to exercise, ponder and debate in order to boost the socialization to each other (Sánchez, 2010).

As a result, this model raises learners' awareness about their roots and cultural identity; it looks for new alternatives to enhance a better coexistence, while knowing and respecting the common heritage of mankind. Therefore, learners are expected to assume a true commitment and co-responsibility with the community once they finish their studies in high school.

CHAPTER 2

Use of Mobile Learning Activities

2.1 Methodology

2.1.1 Method

The notion of teaching methods has had a long history in language teaching, as is witnessed by the rise and fall of a variety of methods throughout the recent history of language teaching. But, what is a method?, Banegas (2014) defines method as an overall plan for systematic presentation of language based on a selected approach while for most researchers and teachers; method is a set of theoretically unified classroom techniques to be generalizable across a wide variety of contexts and audiences.

In the same line, Richards and Rodgers (2014) describe method as an overall plan for the orderly presentation of language material and is procedural as well. They consider Antony's conception, who says that method is the level at which theory is put into practise and at which choices are made about particular skills to be taught, the content to be taught, and the order in which the content will be presented.

While Larsen (2007) explains that methods serve as a foil for reflection that can aid teachers in bringing to conscious awareness the thinking that underlies their actions. They become aware of their own fundamental assumptions, values, and beliefs. Methods can serve as models of the integration of theory (the principles) and practice (the techniques). In other words, methods ease and help teachers organise and plan their activities according to some objectives and mainly to their learners' needs and the different ways learners learn. While learners are allowed to participate actively in class, thus they can be part of their own learning process throughout the application of different methods. Teachers and learners are asked to play an important role during the class as mediators and constructors of knowledge respectively. In short, teachers should be aware of the methods they choose, how they organise their classes, and what materials are suitable at the moment to teach in order to ensure a meaningful learning process for learners.

As a suggestion of some teachers and researchers, it is better to make use of some methods during a class session than only one due to the different learners' needs, learning objectives and

environment that there may be in a classroom, so it is mandatory that teachers know about the variety of methods available for the teaching and learning process. For instance, the most common methods are as follow: traditional method in which grammar-translation, natural, direct and audiolingual methods are gathered to this method; furthermore, all the aforementioned methods, there are contemporary methods such as the interactive method, total physical response, suggestopedia, among others. But the traditional and interactive methods are considered for the purpose of this research.

2.1.1.1 Traditional method

Traditional method has become a topic fairly controversial due to the way it is applied into the learning process. According to some researchers, this method only focuses on the outcomes but not on learners. In the traditional method, teachers are considered the most important part of the process since they are who convey the knowledge while learners are who receive that knowledge and participate passively in the learning process. For this reason, it is necessary to be aware at the moment to choose the methods that will be applied in each class session. Although it is true, teachers need to think about what best fits for them, that is to say, they have to think about their educational philosophy, the amount of learners, the school mission, the objectives of the subject, etc.; it is also true they have to think about their learners and the needs and different ways learners may have when learning a language and not only as passive receivers.

Regarding traditional method, Bc. Viera Boumoá (2008) says that this method is based largely on a reduction of the integrated process of using a foreign language into subsets of discrete skills and areas of knowledge which are considered in isolation. In the same line, another researcher (Traditional vs Modern Methods of Effective Teaching, 2015) finds that traditional method relies mainly on textbooks and in the presentation of materials in parts to move on the whole. S/he says that this method is based on skills where teachers are in charge of the class and direct learners through memorization and recitation techniques; while others consider Novak's definition (1998) which says that traditional method is concerned with the teacher being the controller of the learning environment whose role play is to be an instructor and a decision maker. Teachers regard learners as having knowledge holes that need to be filled with information (Ukessays, 2015).

Bearing in mind all the information above, it is worth to mention some of the characteristics of this method: its foremost characteristic deals with the teaching-centred approach and its improper alignment between objectives, activities and assessments; it lacks of collaboration and group learning and emphasises on examinations and results (Nazzal, 2014).

On this hand, Montessori, a foundation in some countries, establishes some other characteristics: learners are passive participants, teachers enforce discipline, and there is no emphasis on social development but on intellectual development (Montessori-Australia); teacher is the centre of attention, drives the learning process, teachers use material for non-specific skills, and learners are expected to follow teachers' directions (Scott, 2015), meanwhile in Montessori America, traditional method is viewed as a method that sees learners in terms of competence, skill level and achievement with emphasis on the core curricula standards and social development, another characteristic is the fact that there is no emphasis on self-care, spatial awareness and care of the environment, besides the separation of topics to be taught.

To sum up, traditional method only takes into consideration the roll of the teacher as the most important aspect leaving aside what learners really need. Therefore, teachers are the givers of information; they decide what to teach and how even though learners have different ways to learn something. In contrast, learners are passive actors of the learning process; they are only to receive information, follow instructions, memorise or repeat whatever thing teachers consider is useful for them. For this and many other reasons, some researchers consider that this is an outdated method that doesn't ensure learners learn in a positive and active form.

2.1.1.2 Interactive method

The interactive method generates a positive response from teachers and students who through this method, are able to improve traditional processes of teaching and learning and at the same time, have the opportunity to open new ways of communication, collaboration and knowledge construction through technology. According to Hake (1998), interactive environments promote more active participation, and according to the way interactive activities are developed, they foster an appropriate cognitive processing.

As Toryanik and Karasyova (2014) state, "Interactive instruction enhances the learning process" (329), and in addition, interactive teaching styles have many benefits for students, as

they encourage students' participation, develop critical thinking through interactive tasks, foster hands-on experience, create a motivating environment and allow students and teachers to be involved in the learning process.

There are several teaching interactive techniques that teachers can use in their classes such as forums to promote online interaction, structured and unstructured brainstorming to generate creative ideas, think, pair – share to find answers to common questions, buzz session to contribute with ideas focusing on a single topic, or games to relieve stress and foster communication (Toryanik & Karasyova, 2014).

Finally, interactive activities develop communication skills, support emotional relationships between students as they foster communication and interaction, and develop thinking skills such as analysis, synthesis, etc. that allow students to learn more effectively. An interactive approach that is student-centered and on the basis of clear interactive criteria, underlies its effectiveness in an adequate combination of the environments' pedagogical function and the technology used to achieve the goals set.

2.1.2 Techniques

With the proper skill building techniques, the integration of technology in the teaching and learning process, and the growing importance of incorporating mobile learning (m-Learning) into students' educational experiences, teachers need to use different techniques to design materials and plan activities effectively in their classes.

Learning a second language involves memorization and practice of a large number of new vocabulary words and specific grammatical structures. That is why teachers must use a wide range of activities and class time in communicative activities. Mobile technology gives teachers the prospect to use mobile phones for educational purposes, and students can use these devices as a way of having extended learner opportunities in many meaningful ways. In addition, teachers must provide a wide range of multi-modal foreign language materials, and mobile devices are a very convenient tool to deliver multimedia resources (Thornton and Houser, 2004).

The techniques used by the teacher have multiple benefits, especially for assessment and to measure student understanding of the new content. Additionally, these techniques drive interactivity in the classroom as students become more attentive and engaged (Watkins, 2005).

2.1.2.1 Interactive

Teaching through technology can be motivating and meaningful for students, as it brings authentic content into the English classroom. As Zuljan & Vogrinc (2010) mentions, authentic instructional materials allow students to a student- centered learning process; it is necessary to take into account the interactivity of the material (interaction student – content), as interactive materials are better if they meet the quality required for the learning process; support and communication (interaction teacher – student), through interactive experiences in class where the teacher’s intervention as a facilitator and mediator provides support and involves a good communication to facilitate learning. Through interactive techniques, the teacher uses a wide range of methods and strategies that emphasize the development of intellectual abilities, giving priority to creativity, discovery learning and the intensive use of new technologies and devices for learning.

Finally, the student-student interaction that encompasses factors related to individualized learning, self-learning, and collaborative learning, that supports the development of skills, knowledge and attitudes as a result of group interaction (So & Brush, 2007).

2.1.2.2 Experiential

Experiential techniques are incorporated in traditional classroom and course work. The techniques include combinations of independent study, contract learning and project work, shared reflection, role plays, simulations, field trips and problem/based learning. Experiential techniques are aimed at increasing the participants- involvement in their own learning by engaging their full attention in the process and increasing their control over the experiences. The techniques also emphasise the relevance of learning with regard to the world outside the classroom. Experiential learning thus serves as a link between formal learning, work experience and personal development (Kohonen, Jaatinen, Kaikkonen, & Lehtovaara, 2014); in short, it is as some authors affirm, experiential learning is simply learning by doing.

Experiential learning can also be defined by the qualities it imparts on its learners. Successful experiential learners have a willingness to reorder or alter their conception of a topic. They can reason for themselves and are able to successfully explain their position. They have clarity of purpose with tasks they undertake, and the self-management skills necessary to work successfully both alone and in a group. Experiential learners are aware of the “rules” governing their discipline or mode of operation, but are also open-minded, and able to work with people with different views. Finally, experiential learners are in control of their voice—they can identify the role of emotion in their learning, as well as reflect on how they have come to their new knowledge (Moon, 2004, p. 163)

2.1.3 Strategies

Strategies are a key element for the development of the learning process, and especially the use of mobile devices that can be used in the teaching and learning process. As (Ashworth & Wakefield (1994) mention, “Children learn best through playing games, make-believe, storytelling and songs. Both the context and the content of the activities need to be varied, holding the children’s interest and giving them the opportunity to participate at their own level.”

Students need to have an adequate learning environment that promotes effective learning, and through technology, the teacher can include strategies in order to take advantage of the students’ own experiences, routines and ideas. According to Prensky (2005) mobile devices support the learning process, through activities such as observing, listening, questioning, predicting, reflecting, imitating, and practicing which are the most effective, frequent, and time-tested processes.

2.1.3.1 Blended learning

Blended learning has received increasing attention with the infusion of web-based technologies into the learning and teaching process. Virtually all courses in higher education incorporate information and communication technologies to some degree. These technologies create new opportunities for students to interact with their peers, faculty and content. The infusion of information and communication technology in higher education draws attention to the theory and practice of blended learning (Vaughan, Innes, & Garrison, 2013).

According to Singh (2003), blended learning programs may include several forms of learning tools, such as real-time virtual/ collaboration software, self-paced Web-based courses, electronic performance support systems (EPSS) embedded within the job-task environment, and knowledge management systems. Blended learning mixes various event-based activities, including face-to-face classrooms, live e-learning and self-paced learning.

With this in mind, it is important to determine the significance of blended learning related to educational technology. For example, Valiathan (2002) explains that the term blended learning is referred to a combination of a wide range of teaching methods that may involve multiple instructional methods and multiple delivery media, that promote learning through mixing various event-based activities, such as face to-face classrooms, live e-learning through videoconferences, and self-paced learning such as open courses.

This author describes three models for blended learning as follows:

- Skill driven model: the instructor, facilitator or peer gives feedback and support for learning specific knowledge and skills.
- Attitude driven model: focused on the development of new attitudes and behaviors through “peer-to-peer interaction and a risk-free environment.”
- Competency driven model: its goal is to “capture and transfer tacit knowledge” in a way that learners benefit from the interaction with experts in the field.

2.1.3.2 Mobile learning

Mobile learning (m-learning) is an area that combines mobile devices with learning encouraging people interaction, but also, it can be considered as tool for gaining access to wide range of content and generating it has much to offer. There are some pedagogical models that foster lifelong learning (Trifonova & Ronchetti, 2003).

Mobile learning (m-Learning) includes mobile devices such as PocketPCs, wireless cameras, Tablets, cell phones, and any other handheld devices that increase interactivity in blended classes (Harris, 2001). Learning system can deliver live broadcast of real-time classroom teaching to students with mobile devices or can adopt the best of the advantages of mobile devices through the integration of a number of devices, such as the wireless local area

network (LAN), wireless mobile learning devices and an electronic whiteboard. All these enable teachers and students to fully engage in the process of learning through frequent interaction and collaboration.

The researchers and developers tested this system in a blended class of 1000 students (with about 250 being on campus and 750 being online). The 7-week class teaches Comprehensive Social English, including use of grammar, vocabulary, reading and email writing. Students were assessed through eight weekly quizzes. Because of the large size of the class, there has been a lack of interactive activities and even short exchanges between the instructor and the students. Using this m-Learning system, the instructor asked questions during live sessions and encouraged the students to send their answers through cell phone text messages. These activities were intrinsically motivating because they prepared students for the ongoing tests. In addition, students who continuously participated in these activities received bonus points towards their grades in this class. The instructor distributed quiz items before the sessions as homework. Students brought their answers to class and sent in their answers through cell phones (Shen, Wang, & Pan, 2008).

According to Prensky (2005) it has been believed that mobile phones, for example, are only a learning tool but they can be used for a wide variety of tasks. Mobile phones can be our students' interface to a variety of computing devices, just as they control their entertainment devices. Even if future mobile phone technology does not lend itself to every learning task, it will be suited to a wide range of tasks, and teachers could take advantage of the capabilities and benefits of these devices in their classrooms using these devices as resources for learning that could foster students' motivation and engage them in the learning process.

2.2 Methodological strategies

2.2.1 Description

Pinheiro and Simões (2012) state that active learning activities consist of involving students in the learning process, engaging them in meaningful activities for language learning and critical thinking through practical experiences. In addition, implementing a wide range of different methodological strategies to support active learning, such as brainstorming, conceptual questions, discussions, photo story, videos, etc. students are able to develop their listening and speaking, along with their personal and interpersonal skills, contributing to the achievement of learning outcomes by the students and for the purpose of this study photo story and emoji story were considered to apply in the classroom (Kimonen & Nevalainen, 2005).

2.2.1.1 Photo story

According to Sadik (2008) an effective integration of technology in education depends on its capability to engage students and facilitate learning, through meaningful activities selecting technology tools that can be used from a constructivist approach that is related to the social context, through interaction between students. On the other hand, Standley (2003) states that cameras and mobile phones are constructive tools that help students to learn through production, collaboration and creation, and allow students to construct their own knowledge and ideas to present and share them more effectively.

Photo story is a good strategy to capture the student's imagination and to create meaningful stories that foster student's involvement (Allen & Tanner, 2006). In addition, through photo story, students can create their own stories using their photos, add titles, record their narration, use music and effects, making it a very important digital tool to impact students learning, that encourages students to enhance students' creative and comprehension skills and use their experiences and knowledge to create stories in pictures and practice a second language (Lynch & Fleming, 2007).

As Goodman (2006) points out, picture stories are a key resource in the English classroom especially for communicative and interactive activities, since through them, the teacher can set the scene or context of a lesson or topic making it more interesting and appealing for students, who relate to this stories through cartoon strips and comics. These visual resources are very

helpful to encourage students speaking and develop their communicative skills, as using pictures and photos with English-language learners can be very effective to encourage their learning of new vocabulary words and their spelling, and additionally, using pictures in the classroom help promote students metacognition (Ferlazzo, 2010).

2.2.1.2 Emoji story

Emoji are a type of graphic symbol originally from Japan that allows people to express concepts and ideas in mobile communication and social media (Novak, Smailović, Sluban, & Mozetič, 2015).

As Novak et al. (2015) state, the word “emoji” comes from the word “emoticon” that presents a facial expression that represents feelings, gestures, images etc. through a keyboard, that allow people to express ideas and emotions, thus, letting students define or state a concept, an idea or a question, in the English class.

Using emoji in the classroom is a fun way to connect familiar visual elements into meaningful activities that all students can enjoy; for example, students can use their devices such as a mobile phone or a tablet to create a story or write a summary using emoji. Also, the teacher can use emoji to create interactive and fun lessons where students have to find the main idea or theme (Lebduska, 2014).

According to Trujillo (2016) using emoji in class has a positive impact in the motivation of students in learning English, as emoji has become an increasing part of student’s everyday life and experiences, and also, they have learned to communicate through these pictures, to express emotion and react and respond to others (Lundy, McEvoy, & Byrne, 2011).

As Chandler (2007) states, it is important to address the significance of the study of signs or semiotic theory, that expresses that symbols are a visual sign system that allow us represent and give meaning to our reality. Emojis are an example of an electronic and digital medium of transmitting ideas and emotions, as well as conveying knowledge.

2.2.2 Guess the story

Through this technique, the teacher has to create the proper tone and setting to generate an experience for the students; the teacher builds a story in such a way that the students are engaged and follow its plot, using different skills such as guessing, inferring, comparing, etc. Through this storytelling technique, the teacher also fosters participation and collaboration in class, and at the same time, encourages thinking skills and creativity in students, keeping them guessing and practicing the second language (McGinley & Denner, 1987).

According to McGinley & Denner (1987) students who put together a story guess before reading, and guess stories are helpful to encourage young and less proficient readers to create their own content and engage in interactive reading. Through guessing activities while reading, students can discuss, predict and actively participate in class asking questions, fostering comprehension.

2.2.2.1 What is it?

In accordance with Nation (1978) this technique can be used to practice listening and speaking in the classroom. First, the teacher describes several things using specific words, and the students try to guess the objects described. The same activity can be done by the students, who choose an object and describe it while other students and the teacher guess what it is according to the description given. This activity can be used to introduce new vocabulary, by introducing vocabulary incidentally, and at the same time, students practice listening, speaking reading and writing. In addition, this technique does not require a lot of work from the teacher, but entails a lot of attention and effort from the students providing them with challenging opportunities for language learning.

What is it?-activity was used with the same idea but with the use of a mobile phone which served to take a picture and record students' voices describing the picture and after that they had to show to their classmates in order to guess what the object of the picture was about.

2.2.2.2 Video zone

As stated by Mata (2015), all the students in their study agreed that the video was an effective study medium that reinforced their learning. Students also agreed that the video gave them the opportunity to learn at their pace.

On internet, there is also a free website called Learn English Teen and was created by the world's English teaching experts of British Council. Here, students may find some videos that are addressed to teenagers with topics of their interest. In the video zone site, students are invited to watch videos and use the exercises, transcripts, and worksheets to help them realise how much they understand the content of the video.

This is the reason why this study applied activities that stimulated students to practice their speaking skill, interact to each other and in a similar way consolidate their grammar and vocabulary.

2.2.3 Broken phone

The broken phone, also called “Chinese Whispers”, is a game in which one student whispers a word or a sentence to another and the message passes through a group of students until the last one reveals the message to the whole group. The purpose of this game is to prove the changes in the message, as the last statement is very different from the one spoken by the first student and the way messages can change when they are transmitted verbally from person to person.

Today, as students use social networks and modern communication tools such as mobile phones, we can say that it is like the game of broken telephone, since they communicate messages from one student to the next very fast, and even though it is not considered a game, is an activity that allows communication and that can be used to develop listening and speaking skills and pronunciation awareness.

Moreover, when the teacher uses this activity in the classroom as a way to create a fun and different exercise to practice new vocabulary, and furthermore, students realize the importance of appropriate pronunciation and intonation of words.

Another variant of this activity is the one used for storytelling, where students are required to participate constantly, telling a story, and transmitting what they hear from their classmates. This activity allows students to practice English and develop listening and speaking skills, storytelling, comprehension and pronunciation while having fun.

In addition, as students recognize their own mistakes, they are encouraged to be more careful and to pay more attention to what they hear, improving their communication and cooperation skills; this activity helps them develop their active listening skills through an unexpected challenge, but also, it helps students understand the impact and consequences of rumours and gossip (Watanabe, 2016).

2.2.3.1 Sentence dictation

Sentence dictation has several uses in the English language classroom, as it is an activity that do not require a lot of preparation and involves creativity and attentiveness, becoming an effective tool to improve students 'accuracy and fluency in the four skills (Davis & Rinvoluceri, 1988).

The purpose of this strategy is to reinforce the student's ability to move from the analysis of sounds in speaking to the representation of these sounds in written form. It can be used as a classroom activity with the whole class, student's groups or individually (MacArthur, 2009).

This strategy provides useful information as an evidence of the students' strengths and weaknesses (words known, listening comprehension, attention, etc.) and helps the teacher focus on strategies for instruction in the classroom. The integration of mobile phones to support student's writing provides an opportunity to take advantage of technology in the class, and improve students 'writing and listening skills (Rosenshine, 2012).

According to Englert, Wu and Zhao (2005) smartphones have word processing software that allows students to use them as dictation devices, and are tools that allow teachers to monitor their students individually giving feedback and making revisions, writing curriculum word processing, it did not lead to many errors. Some word processors have special features in their spelling checkers, these features may be important for some students with spelling and reading problems, correct far more of their errors.

Sentence dictation allows the teacher exhibit correct grammar, intonation, pronunciation, sentence structure and more. In addition, this fosters differentiated instruction by using visuals and auditory activities.

2.2.4 Storytelling

Storytelling is a teaching method that can be used to develop speaking, listening and writing skills through interesting and motivating stories, building a favourable environment for second language learning. This method has specific activities, strategies and aspects that have to be considered to be applied in the classroom. Through stories and tales, the teacher creates different activities before, during and after the activity, so the students receive a constant input from the target language.

Additionally, the teacher must create his /her own materials, or ask the students to prepare theirs, creating an environment where all the students participate actively, using musical resources, pictures, puppets, or images. In storytelling, the teachers' role is as a facilitator, who motivates and encourages active participation, by presenting interesting stories that develop student's creativity, curiosity and attention (Eades, 2005).

According to Tobias (2008), storytelling is an important strategy that if applied correctly, presents a wide range of benefits for students, since they are directly exposed to the target language within a positive environment where they can relax and feel comfortable. Furthermore, through storytelling, students develop their communicative skills, improve their listening skills, vocabulary, expressions and grammar structure, in addition to developing social and thinking skills. In addition, it is important to mention the difference between read a story and tell a story, since through storytelling, students enjoy the activity much more, the activities in class are more dynamic and fun, as they not only listen to a story but become a part of it, as protagonists (Tobias, 2008).

Mobile messaging and digital storytelling are very important activities to support multimedia communication in the classroom, as these strategies present several benefits such as letting students express their ideas in their own words and developing skills such as summarizing, paraphrasing and organizing ideas (Lambert, 2003).

2.2.4.1 Narration of short stories

Stories in the classroom are motivating and fun activities that generate interest and the desire to practice the second language, encouraging them to read, tell and write them. Narrating stories is a shared social experience, that produces a shared response of anticipation and emotions in the class, where students use their imagination, get personally involved and

interpret the narrative using their imagination. Moreover, narration of short stories develops listening comprehension and literacy in second language learners (Richards & T, 2014).

According to Tobias (2008) “Stories encourage children to raise questions about aspects of their environment, thus introducing them to scientific ways of thinking. Their sense of wonder is developed and all facets of learning can be enhanced through storytelling.” (p. 6)

English is today a global language, and with the use of mobile phones and electronic devices, students are more and more exposed to texts in English, who need to understand and to express themselves through this language by speaking and writing. Through narration of stories, students develop their language skills, their cultural awareness, critical thinking skills and creativity. In order to give students a better learning experience with short stories, teachers should introduce stories from various genres and read to the whole class, or let students read on their own, encouraging students to identify concepts like character, setting, plot and theme in an interesting and fun manner. There are other types of stories that may be used in class, such as anecdotes, jokes, personal narratives and short stories in the news (Ramírez & Alonso, 2007).

Finally, narration of short stories supports students with reading and learning new vocabulary from the story as they interact and participate, helping students to develop their language skills, critical thinking, cultural awareness and creativity.

CHAPTER 3

Speaking Skills

3.1 Spoken interaction

3.1.1 Debates

When we say something, we also expect the addressee to respond in one way or another; by answering a question, by agreeing (or disagreeing) to a proposal, by acknowledging receipt of information, and so on, in other words by being an active partner. This is what spoken interaction is about (Stenstrom, 2014). On this hand, it was found that debates allow students to share and cooperate with one another and educate students with responsibility, encourage creativity, deepen friendships and strengthen the rapport with the teacher. The ability to speak freely also improves when students practice debate because they take part in conversations as they are debating. Likewise, debates can motivate students to practice the language. Debates can embolden students in critical thinking, and develop students' speaking ability in communication. Debates are a form of produced conversation, within the smaller context of debate students can become livelier and gain more confidence (Somjai & Jansem, 2015).

3.1.1.1 Discussions about daily activities and routines

In this study, some activities were considered for discussion. One of them was when they had to talk about some of the traditions of our country, they had to choose one and say what they use to do with their family or friends and record their voices in order to share the information with others. Another activity was that they had to take some pictures about some students outside the classroom and explain what they were doing. A third activity was to film a video doing some chores and bring it to the classroom and describe what s/he was doing at home.

3.2 Spoken Production

3.2.1 Fluency

Spoken language production, learning to talk in a foreign language, is often considered to be one of the most difficult aspects of language learning for teachers to help the students with because of the exposure of the student in front of their peers and how this makes them feel

uncomfortable, hence, fluency is considered an important part of the spoken production (Brown & Yule, 2001).

Fluency in a language means speaking easily, reasonably quickly and without having to stop and pause a lot. Becoming fluent in a language can take many years, but here are some tips to help you sound as natural as possible in speaking exams (British Council)

3.2.1.1 Oral exposition

In this part, emoji story was the activity used to make students expose their own story by choosing some emoji pictures and tell the story by making a video or recording the voice. For the purpose of assessing their fluency and pronunciation, it was used sample papers of speaking tests in order to verify how much students reinforce their speaking skill through the different mobile learning activities applied for the aim of this study.

3.3 Subskills

3.3.1 Language performance

Language performance has to do with what you need to say. As it is part of the speaking skill, is considered as a central part of people's success since it is related to the way people communicate using body language, or how they maintain the attention of others to what they are saying, and it is also related to way people show confidence at the moment to communicate with others anywhere, at any time and with anyone.

3.3.1.1 Grammar

Ashour (2014) quotes some definitions about grammar from which it was chosen three of them. First, Grammar is a system of rules governing the structure and arrangement of language. Second, it is true that languages have rules, but people put these rules to their spoken words. Languages started by people making sounds which evolved into words, phrases and sentences (Alvarez, 2010, p. 14). And third, the purpose of grammar is to facilitate the mapping between form and meaning – between the edges formed over words or phrases and their denotations in the system's world model (Bunt & Tomita, 1996, p. 320). As these authors remark the importance of grammar, for the aim of this study most of the activities were thought to reinforce

it. For instance, when students were asked to make a video about traditions, they had to use simple past tense to describe the activities they do for those dates.

3.3.1.2 Vocabulary

Flohr (2010) states that learning vocabulary is the most important part of foreign language learning because without vocabulary students will not be able to communicate and understand texts that are written in a foreign language. According to Ashour's quotations (2014), vocabulary is one of the most important objectives of teaching a second/foreign language, because it is the basis of the speech (Ashour, 2014). Semantic development continues from early childhood through adulthood. As children grow, they continue to develop vocabulary through further practice. The goal of vocabulary development is to help students become independent learners to infer or learn meanings of unknown words (Overturf, 2015). Activities like photo story and emoji story allowed students to make use of the vocabulary they already knew in order to describe and tell the story.

3.3.2 Pronunciation

Pronunciation is of important significance as a part of any language code in which we can distinguish English, Arabic, or Russian. As well as, pronunciation is important to achieve meanings being conveyed within a context. Here, codes are combined with other factors to make communication possible. Therefore, pronunciation is the act of speaking (Ashour, 2014).

3.3.2.1 Intelligibility

Intelligibility refers to the ease with which a listener can understand what you are saying. It depends on volume, rate, enunciation, and pronunciation. At times, you can communicate in spite of slurred enunciation, a rapid speaking rate, or soft volume, both because you know the people you are talking with and because you are probably only three or five feet away from them (German, 2017). In other words, an appropriate use of volume is the key to intelligibility, neither too loud nor too low; teachers should speak loudly enough so that their students are able to hear them clearly.

The variation of volume will help their students differentiate from general to important information or from funny to serious activities. An example of this fact is when teachers are giving instructions to their students in order to accomplish with the assigned task; in this case, teachers speak loudly; whereas, when teachers are playing games with students, they use a different variation of volume to create an environment of confidence.

CHAPTER 4

Improvement of Speaking Skill

4.1 Technological tools

Whittingham, Huffman, Rickman and Wiedmaier (2013) use the lens of the technology to probe the significant change in learning, moving to a culture of participation, collaboration, student engagement and distributed knowledge where students today have grown up with technology and they expect to multi-task, connect to friends and information online by using technological tools to share their thoughts and feelings publicly. As a result, teachers may have to involve to this new generation of students and adapt to the changes of the new age in order to catch students' attention, motivate them to learn while teaching them to respect their peers and work together.

4.1.1 Mobile phones

Mobile phones theoretically make learner-centred learning possible by enabling students to customise the transfer of and access to information in order to build on their skills and knowledge and to meet their own educational goals (Valk, Rashid, & Elder, 2010).

Most of the mobile phones have features which can be used for recording and playing multimedia contents. Students can greatly benefit from having a camera on the cell phones for documenting visual materials and collecting scientific data (Cui & Wang, 2008).

Looking back on this information, students were asked to take pictures of different situations to interpret short stories and tell to their peers, to describe some pictures and guess what they were about. These kinds of activities were useful since they allowed students to work in groups, to collaborate and solve problems together and foremost they work at their own pace.

4.1.2 Audio

The use of audio in learning enables students to generate their own audio recordings and the potential to enhance and personalise learning in a self-directed way that suits their individual learning styles (Rossiter, Nortcliffe, Griffin, & Middleton, 2009).

Therefore, another beneficial tool from mobile phones is the voice recorder, which, in this study, had to do with spoken production so that students were able to record their voices, share with others and identify their mistakes of pronunciation and self-correction while playing back their audios.

4.1.3 Video

The purpose to use a video camera was to engage students to better comprehend English in context, that is, to record a short video where some students are miming some actions and show it to other students who, at the same time, have to describe or say the actions they were watching on the video. With these activities students realised about their mistakes in pronunciation and tried to correct them while playing back the video.

4.2 Collaborative work

4.2.1 Tips for implementing collaborative work in class

The concept of collaborative learning, the grouping and pairing of students for the purpose of achieving an academic goal, has been widely researched and advocated throughout the professional literature. The term "collaborative learning" refers to an instruction method in which students at various performance levels work together in small groups toward a common goal.

The students are responsible for one another's learning as well as their own. Thus, the success of one student helps other students to be successful (Gokhale, 1995-2017). On this hand, group work can be an effective method to motivate students, encourage active learning, and develop key critical-thinking, communication, and decision-making skills (CTE, University of Waterloo) whilst Baker and Westrup (2003) mention that pair work and group work involve all the students in the class working at the same time where students work with each other, and their attention are not focused on the teacher. Baker and Westrup state that pair and group work are important because they give students speaking practice, enhance self-confidence, and teach students to help each other with their leaning process.

Considering these statements, it is necessary to take into account some tips to create a positive and peaceful learning environment. First, before dividing the class into small groups,

it is a good idea to inform students what they have to do and the rules that will be addressed throughout the class period. Second, try some icebreaker activities to make students feel more comfortable. Third, use some strategies to divide the groups in order to avoid students' annoyance and disturbance. And finally, remember to monitor each group to ensure that all students are working together. Here are some tips that may be useful at the moment to achieve a good environment of collaborative learning in class (Yee's compilation):

Creating groups

Quick Division – Divide your class into two roughly equal segments for simultaneous, parallel tasks by invoking their date of birth: “if your birthday falls on an odd-numbered day, do task X...if your birthday is even, do task Y.” Other variations include males and females, months of birth, odd or even inches in their height, etc.

Another variation used in this study was the use of vocabulary. Students were given some words and they had to sort them according to a part of speech, that is; noun, adjective, verb, and so forth.

Pair - Group work

Student's pictures – Ask students to bring their own pictures from home to illustrate a specific concept to their working groups.

Imaginary show and tell – Students bring an object for discussion and show it to the group while describing its properties.

A variation was that students had to film themselves doing chores at home and explain the actions.

In the same line, students were asked to take pictures outside the classroom and then show them to their peers and explain what other students were doing.

Wright, Betteridge and Buckby (2006) also suggest some other activities as follows:

DO: move, mime and draw – Students are expected to do something non-verbally in response to a read or heard text.

Identify: discriminate, guess and speculate – Students are challenged to identify something that is difficult to identify and then compared with its facts.

Description – Students are challenged to describe something to another student, by speaking or writing, so that the other student can do something, for example, draw a picture, mime an action or record a video.

Remember – A student tries to remember something and then communicate what s/he has remembered.

These activities may be used by teachers according to the needs of their students and their creativity to establish some other variations that engage students to be involved and participate during the class period.

CHAPTER 5

Other Issues Concerning the Research

5.1 Implications

5.1.1 Lack of critical thinking

In accordance with the EFL curriculum 2016, critical thinking skills serve as the mechanism for implementing the 4Cs framework (content, culture, communication, and cognition) such that the 4Cs framework becomes a “conceptualization of CLIL” (Ministerio de Educación, 2016). English is used as a driver for broadening, deepening, and expressing learners’ knowledge of themselves and others. That is to say, teachers may need to find out activities that encompass content from other subjects of interest of the students, as well as cultures around the world and the ours, bearing in mind the importance of communication at the moment to exchange feelings and experiences, and last but not least important, the activities should be based on conscious mental processes that help students acquire a new knowledge and better understand their surroundings through different experiences and senses.

5.1.2 Mobile phones restriction in class

To start with this implication, it is necessary to consider what it is included in the EFL curriculum 2016 “The Oral Communication, Reading, and Writing curricular threads comprise specific skills that relate to the use of ICT to support and enhance the capacity for oral and written expression, facilitating organization, autonomy, and independence, along with other 21st century skills. Consequently, learners will be equipped with learning strategies that will help them to become independent, self-motivated, lifelong learners (Medel-Anonuevo, Oshako, & Mauch, 2001).”

Looking back on this fact, it is of relevant importance to train teachers with strategies that allow them to use technological devices in class in order to stimulate and promote the 21st century skills that are required in the present time so that students are able to construct their own knowledge and be aware of their learning process. Once it is clear the importance of these technological devices in educational purposes, it is not common in our country the use of the mobile phones in class since teachers affirm that those devices are a distractor inside the classrooms, some others think that it is not useful due to the fact that most of the students do

not have full-time access to internet whilst another group of teachers is unsure about the policies and procedures of using mobile phones in class; for this reason, the Ministry of Education suggests teachers to include some learning activities with the use of ICT. Nevertheless, future researchers may want to develop a study in which other skills may be involved therefore it is needed that both teachers and students are used to utilising mobile phone in class; this will help researchers carry out a new study about the application of ICT in classrooms without any disturbance that could deviate students' attention.

5.1.3 Poor oral communication

It cannot be denied the reality of our country, where it is too hard for students to have a real environment of language input since most of Ecuadorian people do not speak a second language, that is to say, English. Hence, teachers have the challenge to create an environment of confidence in order to encourage students to take part of the activities in class; foremost, in those activities that invite students to interact to each other either in groups or in pairs.

Although the effort of teachers, this is something that cannot be fulfilled at a hundred percent due to the fact that students still feel uncomfortable at the moment to speak in English with their peers which has an impact on their acquisition of the target language; in other words, they lose the opportunity to improve their knowledge and vocabulary. Some teachers state that the more students keep practising, the more they learn. For this reason, the Ministry of Education has found the necessity to elaborate a curriculum where these aspects are considered as part of the classes in which is explained how it works, and this is as follows: listening and speaking are skills that should be seen as a holistic process. The two skills are closely related, and therefore the EFL curriculum 2016 takes the position that they should be considered within the same curricular thread, Oral Communication.

With this in mind, the two macro-skills of listening and speaking should be integrated in the classroom, taking care to assure that they be taught within a meaningful, communicative context. The EFL curriculum 2016 recognises the importance of listening and speaking as skills essential in the communicative competence of English language learning, although this does not disregard the permanent, ongoing relationship between oral communication and reading and writing skills. In other words, we talk in order to write and vice versa. The Oral Communication thread is divided into three sub-threads: 1) Listening Skills, 2) Spoken

Production and 3) Spoken Interaction. It is belief that in the coming years, students are able to communicate to each other in the target language more naturally with almost no teacher's support. This is an important issue for future research on the current topic (mobile learning activities) and is therefore recommended in order to discover new strategies that may help teachers provide students with innovative activities that stimulate the oral communication in class.

2.3 Hypothesis System

2.3.1 Alternative Hypothesis

The use of mobile learning activities will improve the low level in Speaking Skill in the Tenth year of EGB students.

2.3.2 Null Hypothesis

The use of mobile learning activities will not improve the low level in Speaking Skill in the Tenth year of EGB students.

PART THREE

METHODOLOGICAL DESIGN

3.1 Type and research design

This research is applied because it is using a part of the community at Gran Colombia High School, specifically students in the tenth year of EGB in the subject of English in the first term and uses some prior research. It is also a descriptive research because it describes the data and characteristics about the sample that is being studied to answer the questions who, what, where, when, and how of this problem.

The methods used in this research are quantitative, since, they have to do with numerical descriptions where describes the frequency in which the problem occurs and the average of students that are having problems with the speaking skill, and qualitative because they aim to understand the experiences and attitudes of students and they aim to answer the questions what and how mobile learning activities will help students. This research is also quasi-experimental since it deals with a selecting group upon which a variable is tested without any random pre-selection processes where its goal is to investigate cause and effect relationships.

Finally, this research is of field because it is in charge of the physical aspects and social manifestations of the students and teachers.

3.2 Population and sample size

The researcher divided the group of students from tenth year of EGB at Gran Colombia High School (M=480) to work with a sample of eighty students (n=80). It is also of relevant importance to identify the experimental and control group. Tenth year of EGB “A” was the experimental group and tenth year of EGB “B” was the control group.

3.3 Field work

The students and teachers will be given a pre-questionnaire assessed at the beginning and at the end they will take the post-questionnaire related to the main topics of this research in order to focus on particular areas of interest.

3.4 Instruments for data collection

This study was carried out at Gran Colombia high school with 40 students of tenth year of EGB. They are aged around 14-15 years old. There were 11 males and 29 females. Data collection was gathered through the application of pre- and post-tests; they were administered to students before and after the process of learning. These tests consisted of topics they have previously learnt with their language teacher.

With regard to the pre-test, it was related to knowledge about grammar and vocabulary in order to discover the students' level; whilst the post-test dealt with the development of the speaking skill, which is the aim of this study.

Regarding the mobile phones, they will serve as a tool to record audios, videos or the sending of short messages with the different instructions to carry out the different activities in the classroom.

3.5 Processing and analysis

As this research is concerned with the use of technological devices in the classrooms specifically the mobile phones, it is needed to make students know about some rules that there will be during the development of the research and the punishment if they do not fulfil with the commitment of responsibility about it.

Outcomes were analysed by means of descriptive statistics in order to obtain the average of students who have achieved high or low scores throughout pre- and post-tests, where a variety of interactive activities were used to encourage students to actively participate into the process of this study.

For the purpose of this study, students were asked to use their mobile phones due to the fact that this technological device has become a tool to be integrated in the classrooms with the unique purpose to motivate students to explore other possibilities of learning apart from books, flashcards and other concrete materials that are commonly used in class.

PART FOUR

TESTING THE HYPOTHESIS

4.1 Graphical exposition of results

Results of this study indicated that students attending the tenth year of EGB “A” at Gran Colombia High School were evaluated with a pre-test where was taken into consideration items of simple past tense in affirmative/negative sentences, and questions and answers; in which the maximum score over ten was 7, 75; the minimum score obtained was 1, 5; the average score was 4, 52 which is the equivalent to the mean while the median was 4, 75; and its standard deviation was 1, 95 with regard to the mean and a variance of 3,81. See *table 2*.

Table 2

PRE-TEST: Statistics Analysis.

PRE-TEST	
Mean	4,52
Median	4,75
Standard deviation	1,95
Variance	3,81
Minimum	1,50
Maximum	7,75
Sum	171,65
Sample	38,00

It can be deduced that most of the students obtained a low score (under 4) while some others obtained between 4 and 6, 99; and only 9 students over 7. For the pre-test, there were 38 students from which there were 11 males and 27 females. Bearing in mind this information; 5 of the male students got a score under 4; 5 got between 4 and 6, 99; and only 1 male got over 7. In contrast, the group of female students shows that 13 achieved a score under 4; 10 achieved between 4 and 6, 99; and 4 females achieved over 7 as it is illustrated below.

Table 3

PRE-TEST: 38 students of 10th EBG took the pre-test and 2 were absent.

GENDER	SAMPLE	MEAN	SCORES		
			1 - 3,99	4 - 6,99	7 -10,0
FEMALES	27	4,83	9	14	4
MALES	11	3,75	7	3	1
Total general	38	4,52	16	17	5

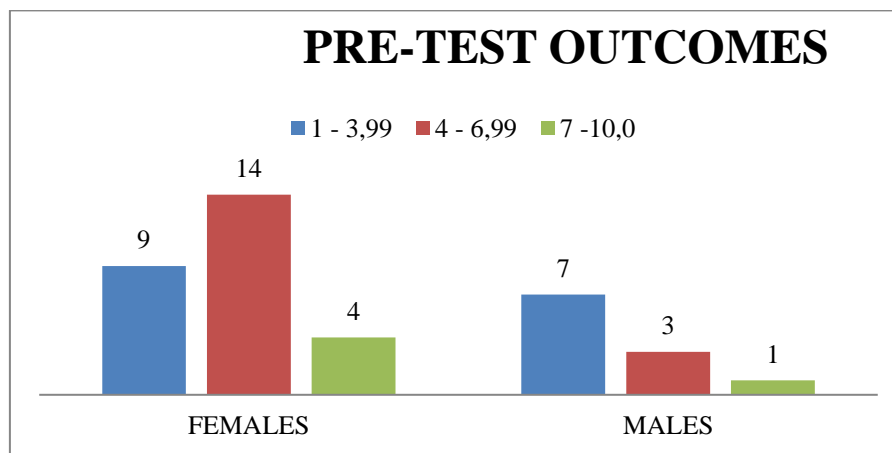


Figure 2. Outcomes of the pre-test per group and scores.

On the other hand, the post-test revealed that the maximum score over ten was 7, 5; the minimum score obtained was 3; the average score was 4, 52 which is the equivalent to the mean while the median was 5, 92; and its standard deviation was 0, 98 with regard to the mean and a variance of 0, 97. See table 4.

Table 4

POST-TEST: Statistics Analysis.

POST-TEST	
Mean	5,92
Median	6,00
Standard deviation	0,98
Variance	0,97
Minimum	3,00
Maximum	7,50
Sum	225,00

For this test, it was taken into account CEFR Speaking test, part 1-2 with the corresponding rubric that consisted of the following categories: pronunciation, fluency, comprehension and volume; and its subsequent scores from 1 to 4 being 4 the highest score. The total score for the post-test was 20 points but for the purpose of the analysis it was divided by 2 in order to compare the results with the pre-test which score was over 10. In the case of this post-test, there were 38 students, 11 males and 27 females thereby 1 male got a score under 4; 8 males obtained a score between 4 – 6,99 and 2 males got a score between 7-10,00 whereas 21 female got a score between 4-6,99; and 6 of them got a score between 7-10,00. Table 5, figure 3.

Table 5

POST-TEST: 38 students of 10th EBG took the post-test.

GENDER	SAMPLE	MEAN	SCORES		
			1-3,99	4-6,99	7-10,00
FEMALES	27	6,11		21	6
MALES	11	5,45	1	8	2
Total general	38	5,92	1	29	8

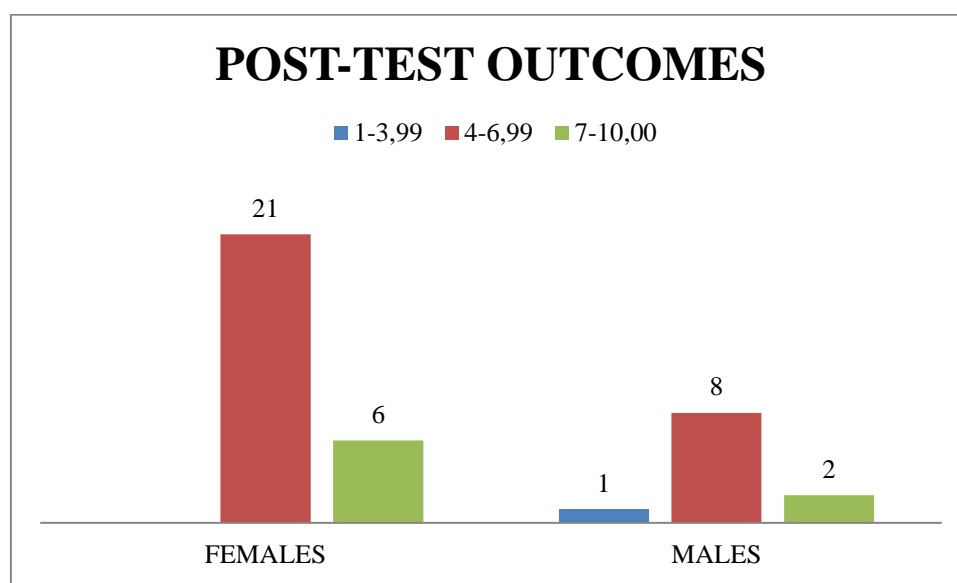


Figure 3. Outcomes of the post-test per group and scores.

In the *table 6* and *figure 4* is briefly shown the results of the post-test regarding to the gender, categories and scores.

Table 6

POST-TEST: 38 students of 10th EBG took the post-test.

NO.	LEARNERS	PRONUNCIATION				FLUENCY				COMPREHENSION				CONTENT				VOLUME			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
11	MALES	1	7	3		1	8	2		1	8	2		1	6	4		5	6		
27	FEMALES	1	12	14		2	21	4		18	9			1	12	14		1	8	17	1
TOTAL		2	19	17	0	3	29	6	0	1	26	11	0	2	18	18	0	1	13	23	1

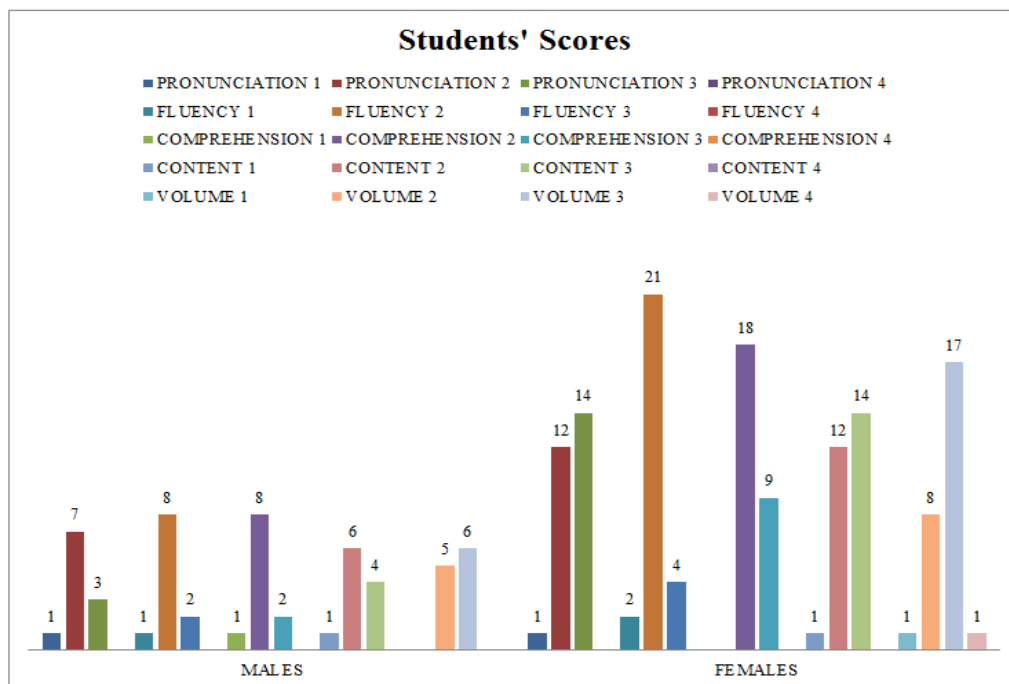


Figure 4. Outcomes of the post-test per category and group.

In regard to the descriptive analysis, the pre-test and the post-test are compared according to their mean, median and standard deviation shown in *table 7*.

Table 7

Quantitative analysis: Comparison between pre-test and post-test

	PRE-TEST	POST-TEST
MEAN	4,52	5,92
MEDIAN	4,75	6,00
ST. DEVIATION	1,95	0,98
VARIANCE	3,81	0,97

As this study is quasi-experimental, it was also applied the pre-test and post-test for the control group where there were 40 students, 28 of them were female and 12 were male. Their scores were given by the teacher in charge of the tenth year of EGB “B” with the following results: students obtained a maximum score of 10; a minimum score of 4, 5; the average score of the pre-test was 7, 54 which is the equivalent to the mean while the median was 7, 60; and its standard deviation was 1, 35 with regard to the mean and a variance of 1, 81. See *table 8*.

Table 8

PRE-TEST: Statistics Analysis – Control group.

PRE-TEST	
Mean	7,54
Median	7,60
Standard deviation	1,35
Variance	1,81
Minimum	4,50
Maximum	10,00
Sum	301,70
Sample	40,00

Meanwhile, in the post-test students obtained a maximum score of 9, 37; a minimum score of 4, 56; the average score of the pre-test was 7, 30 which is the equivalent to the mean while the median was 7, 29; and its standard deviation was 1, 55 with regard to the mean and a variance of 1, 31. See *table 9*

Table 9

POST-TEST: Statistics Analysis – Control group.

POST-TEST	
Mean	7,30
Median	7,29
Standard deviation	1,15
Variance	1,31
Minimum	4,56
Maximum	9,37
Sum	292,05
Sample	40,00

In the same line, this study was also analysed in terms of z-scores in order to reveal how above or below the obtained scores are from the mean and the standard deviations. See the calculation of z-scores for pre- and post-test below to verify that there is not an atypical value in both tests.

Calculating the Standard Score (Z-Score)

Standard Score, $z = \frac{X - \mu}{\sigma}$

TERMS:
 μ = mean (pronounced 'mu')
 X = score
 σ = standard deviation (pronounced 'sigma')

Figure 5. Formula of Z-Score
*Source:*Laerd Statistics

$$Z = \frac{X - \mu}{\sigma}$$

$$Z = \frac{5,92 - 4,52}{1,95}$$

$$Z = 0,7179$$

$$Z = 0,72$$

$$Z = 0,2358$$

Probability

$$p = 1 - Z$$

$$p = 1 - 0,2358$$

$$p = 0,7642$$

$$p = 76,42 \%$$

The critical value of the experimental group is 0,7179; this means that the variable is 0,7179 standards deviations from the mean and according to the Z-scores table the area is 0,2358. As a result, it is accepted the alternative hypothesis and shows that the use of mobile learning activities improve the low level of speaking skill in the experimental group are helpful for teachers who want to boost the interaction in class and make their student be able to construct their knowledge and gain more confidence. Figure 6.

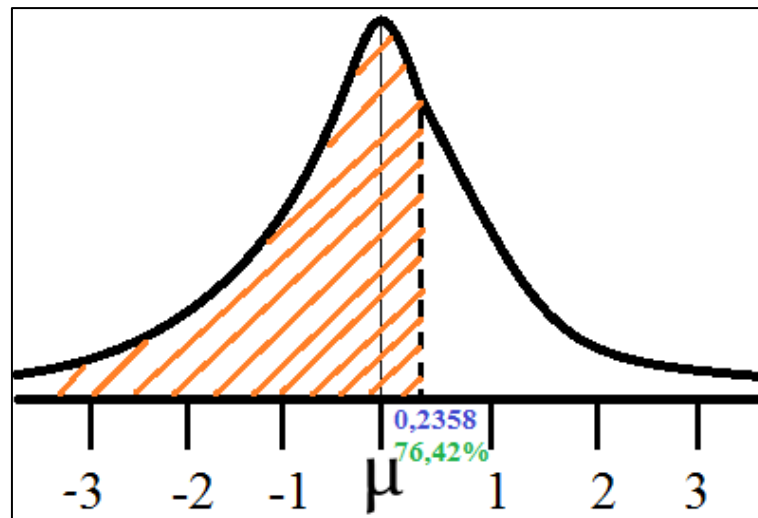


Figure 6. Z-Score – Experimental Group

The critical value of the control group is $-0,1777$; this means that the variable is $0,1777$ standards deviations from the mean and according to the Z-scores table the area is $-0,4364$. As a result, it is evident that the traditional method does not work at all since teachers are still working with outdated methods as grammar translation, memorization, repetition, etc. for this reason student almost maintain their scores but did not surpass the scores from the pre-test. The calculation of the Z-score and probability is below. See also *figure 7*.

$$Z = \frac{x - \mu}{\sigma}$$

$$Z = \frac{7,30 - 7,54}{1,35}$$

$$Z = -0,1777$$

$$Z = -0,18$$

$$Z = -0,4364$$

Probability

$$p = 1 - Z$$

$$p = 1 - 0,5636$$

$$p = 0,5636$$

$$p = 56,36 \%$$

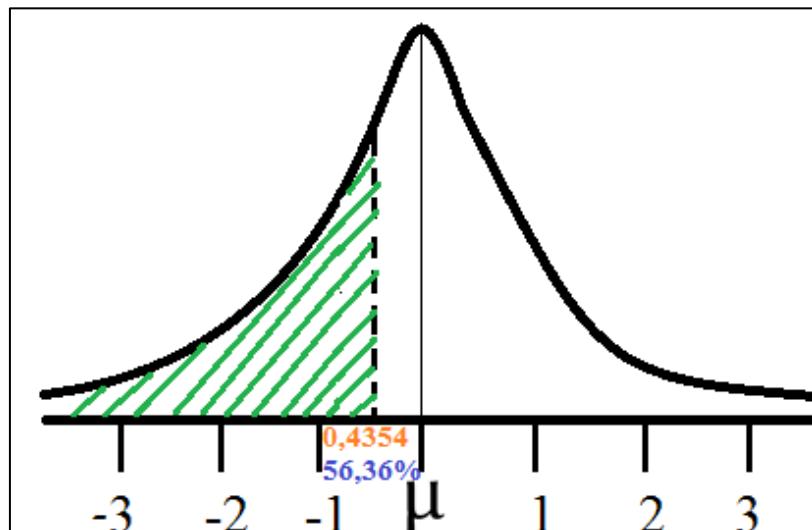


Figure 7. Z-Score – Control Group

4.2 Analysis of results

A variety of activities were used not only for the case of this study but for other similar studies as well. To illustrate this point, a previous study found that creating a mobile learning environment may allow students to develop 21st century skills like self-directed learning and collaborative learning. For example, teachers made use of the camera in the science class to take pictures that enabled them to relate the abstract ideas in the lesson to the concrete things in the real world. Furthermore, math teachers were also working with the camera in order to take some photos about a specific type of angles. In both science and math classes is emphasised the collaborative work which engaged students in dialogues and sharing knowledge (Norris, Hossain, & Soloway, 2011).

In the same way, in this study it was used the camera not only for taking pictures but also for recording videos as well, where students were asked to take pictures to create a story, record a video about their activities or record their voices to tell a short description of something and so the like; activities that were focused on interaction and collaboration throughout the class periods.

Another study applied with teachers indicated that the use of mobile phones allowed teachers to collaborate and communicate to each other about student progress in academic and in behaviour instantaneously (Cosier, Gomez, McKee, & M, 2013). Hence, the use of mobile phones created unique opportunities for teachers to learn from each other and gain new

knowledge (Sung, Chang, & Liu, 2016). Likewise, this study found that the use of mobile learning activities permits students to interact to each other in real-time while at the same time, they are allowed to improve their knowledge by sharing with others. In other words, mobile learning activities enable teachers to create an environment in which students are able to enhance their ability to express their ideas, gain confidence, and improve their speaking subskills such as language performance with the proper use of grammar and vocabulary, and the pronunciation with an appropriate understanding and comprehension of the content.

Meanwhile, Bouhnik and Deshen (2014) in their study found that the use of mobile phones in class is a way to use technology in class without any training, as teachers and students are using them in their private life, which is totally true because students were confident at the moment to use their mobile phones to accomplish a number of activities related to the improvement of speaking skill.

Currently, mobile phones have become a technological tool for educational purposes where it is not needed a major investment to acquire a device because their parents give their children a mobile phone, or to get access to internet since that students have free access to it at home and the activities were carried out both at home to send the videos, pictures or audios and in the classroom to work on the development of the activities. Further research should be undertaken to investigate the use of mobile learning activities with older or younger students in order to discover if they have the same impact on those groups of students.

4.3 Conclusions

In accordance with the results of the pre-test, students obtained a mean of 4, 52 being this score pretty low. This outcome permitted the study to carry out the application of mobile learning activities in class. Therefore, it was possible to evaluate students' development of the speaking skill through photos, videos and audios sent using a mobile device.

Regarding to the results of the post-test, they were encouraging and revealed that the objective of this study was accomplished positively. Students showed such an improvement in their speaking skill and even in the other three remaining skills as listening, reading and writing since they were an essential tool in the application of the mobile learning activities due to the fact that they had to listen to their classmates' videos, read the instructions or write their dialogues following a pattern in order to be told in a short story. Furthermore, the implementation of the collaborative work was a helpful methodological strategy at the moment to encourage all students to participate in the activities since some of them were timid and their fellow students helped them to perform their part of the assigned task. Hence, the null hypothesis is rejected by this research.

The results of this study revealed that students were willing to enter to this new generation of teaching and learning process but it may be required more time to show better outcomes for the reason that students need to be exposed for longer periods of time to these kind of activities in order to help them to gain more confidence to communicate something and interact to each other in the target language without fears.

4.4 Recommendations

Schools literally all over the world are being challenged to prepare their students for a new world. Teachers need to prepare students to understand how systems work, and most importantly, teachers need to prepare students to work both independently and in a team in order to teach those 21st century skills. These skills will be useful for the acquisition of their knowledge throughout their life since they create an atmosphere of collaboration, solidarity, problem-solving and challenges (Norris, Hossain, & Soloway, 2011). Being these skills an outstanding part of the curriculum proposed by the Ministry of Education as an effort to improve the way students learn a second language with the support of the ICT because students no longer respond to activities that are uninteresting for them and without any kind of interaction between the teacher and the student and vice versa and much less allow the interaction among students.

It is of relevant importance that teachers are aware of the importance of using mobile phones to promote activities that engage students to participate actively in the different tasks assigned by teachers in which students have the opportunity to discover their capabilities and new ways to exchange information, thoughts, experiences and feelings without the fear of being criticised for the whole class, on the contrary, shy students may arise and gain more confidence with these kind of activities. It is said that human beings learn in a better way from their peers, and this is the reason why teachers should take into consideration that the following generations of students will need teachers who are able to offer them creative and innovative classes where they are considered as the authors of their learning process.

Consequently, this study explored the use of mobile phones in class for which, activities were planned to make students realise about the importance of working together to achieve the same goal, respecting to each other and accept their differences, learning how to behave and solve problems; thus, an adequate pronunciation and the reinforcement of grammar and vocabulary. It is conceivable to say that mobile learning activities enable students to collaborate and work in a group as part of the 21st century skills which are not enough applied in a traditional class. So, it is necessary to plan tasks that boost the use of mobile learning activities likewise the skills of this ongoing century.

PART FIVE

PROPOSAL

5.1 Theme

Show students how to use mobile learning activities in class in order to enhance their speaking skill, at Gran Colombia High school.

5.2 Background

Ecuador is a country that has found the necessity to learn English as a second language inasmuch as it is considered as a universal language. Many private schools offer the teaching of this foreign language as a plus to engage parents to choose them as the best option for their children. But, only people of middle or high class have the opportunity to access to this type of education. Government in Ecuador realised about the importance of implementing a program for learning a second language in public schools, has created a curriculum for English as a foreign language.

Some years ago, it was thought just for high schools but the results were not what they expected. Consequently, almost two years ago, this curriculum was improved and it included elementary schools in this program since the Ministry of Education recognised that it is fairly important the early exposure to the second language in order to obtain better results. So, it is one year since younger children are exposed to the target language and it is expected that in the forthcoming years these children have a better level of English.

5.3 Justification

Teachers have found that teaching their students to speak in English has become a real challenge for them since students of this generation are interested in different topics than those students they taught about ten years ago. In consequence, a research was thought to help teachers engage and motivate students to be the foremost part of their own learning process of speaking skill so that they are able to produce something by themselves.

Teachers must be creative if they want their students to learn some rules, grammar structures, pronunciation, rhythm, etc. meanwhile students are enjoying their classes and applying the information in real situations in their real life, becoming this part of great

importance. Some researchers have found that the use of ICT in classroom activities are really useful and supportive, that is why, they recommend the use of mobile learning activities not only for the purpose of English classes but also in other subjects as math, science, history and so forth. For this reason, this study proposes the use of mobile learning activities in class by means of technological devices like mobile phones, bearing in mind the students' needs and interests in order to encourage them to participate actively in the construction of their knowledge.

5.4 Objectives

5.4.1 General Objective

To use some mobile learning activities to improve the speaking skill for students attending the Tenth Grade at High School in Quito.

5.4.2 Specific Objective

To plan some mobile learning activities to improve the speaking skill for students attending the Tenth Grade at High School in Quito.

5.5 Theoretical Framework

Taking into consideration that English as a foreign language is a program that was recently implemented officially by the Ministry of Education, there is not too much information about how to teach and learn this language as we are non-native speakers.

On this hand, this study was carried out based on information compiled from other countries, researchers and from the experience of native speaker teachers that have dedicated their life in finding new methodologies, strategies and techniques that can be helpful at the moment to teach English to non-native speakers, who are not enough exposed to the target language.

On the other hand, some psychologists like Vigotsky considered that previous knowledge is essential at moment to learn anything as a personal process of the construction of new knowledge where the role of the teacher is not merely to teach but to facilitate a successful development of the student in class, meanwhile the role of the students is to be autonomous,

active and responsible for their learning process. In the same line, Piaget thought that the interaction to the environment was necessary due to the fact that as human beings we need from this interaction to be able to acquire new experiences. For this reason, it was taken into consideration the use of mobile learning activities in class since mobile phones have become a tool to communicate to each other in real time and without fears, and because these technological devices really motivate and engage students to actively participate in class.

Similarly, some researchers ensure that people have to learn a second language since early ages because on that way children have the opportunity to be exposed to the input language which will be useful at the moment to learn the language formally, that is, vocabulary, grammar, punctuation, pronunciation, intonation and so the like; making easier the way they apply the English language in their real life and without embarrassment. Whilst, other researchers affirm that, teachers must be aware of the needs and interests of their students in order to plan their class and achieve their objectives. In other words, teachers have to consider the fact that students really enjoy challenges, innovative activities that make them interact to each other and create their own form to learn and acquire the target language.

In fact, presently, teachers need to be trained for the correct use of technological devices in class, they need to search information about how to apply the different activities alongside their teaching process and take away those traditional methods that were only to develop a mechanical and passive learning, and memorisation. In short, trained teachers with the use of ICT in classes are the difference between boring, and innovative and challenging classes.

5.6 Research Design

Mobile learning activities were planned to 14-year-old students where it was used the PPP method that consists on the organisation of the teaching-learning process through the presentation of new knowledge, the practice which gives students the opportunity to use the target language in different activities, and the production that allows students to demonstrate what they have learnt during that class.

Activities like photo story, emoji story, what is it?, broken phone, storytelling, among others, were adapted to fulfil the objective of this study. For the explanation of the activities, three examples were chosen and they are as follows:

Activity 1

What is it? is another activity applied in this study. This activity was about the application of adjectives to describe what they were seeing, and say what it is; in this case, students had to guess what animals they were seeing. Students were given some worksheets to make the description of the animal, record the audio and make the other group listen to the audio and encourage them to say what animal is by looking at the picture, which shows a short part of the animal.

Instructions:

- Students are previously divided into six groups.
- Students are given a picture with a part of an animal.
- For the description, they receive some worksheets to be completed.



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WORKSHEET

Name:..... Date:..... Class:

<i>What is it?</i>				
This animal is				
It is		and		
It lives on the				
This animal is good at				
It has the <u>fur</u> .				
It has ears.				
What is it? It is a				

farm	small	beautiful	long	jumping
	softest	lovely		

Figure 8. Worksheet-Support

- They have ten minutes to complete the task.
- After that, students have to record the information.
- Then, they have to make students of other groups listen to the audio while looking at the picture, and guess the animal; they play the audio one, two or maybe three times until the group is able to say what animal is in the photo.

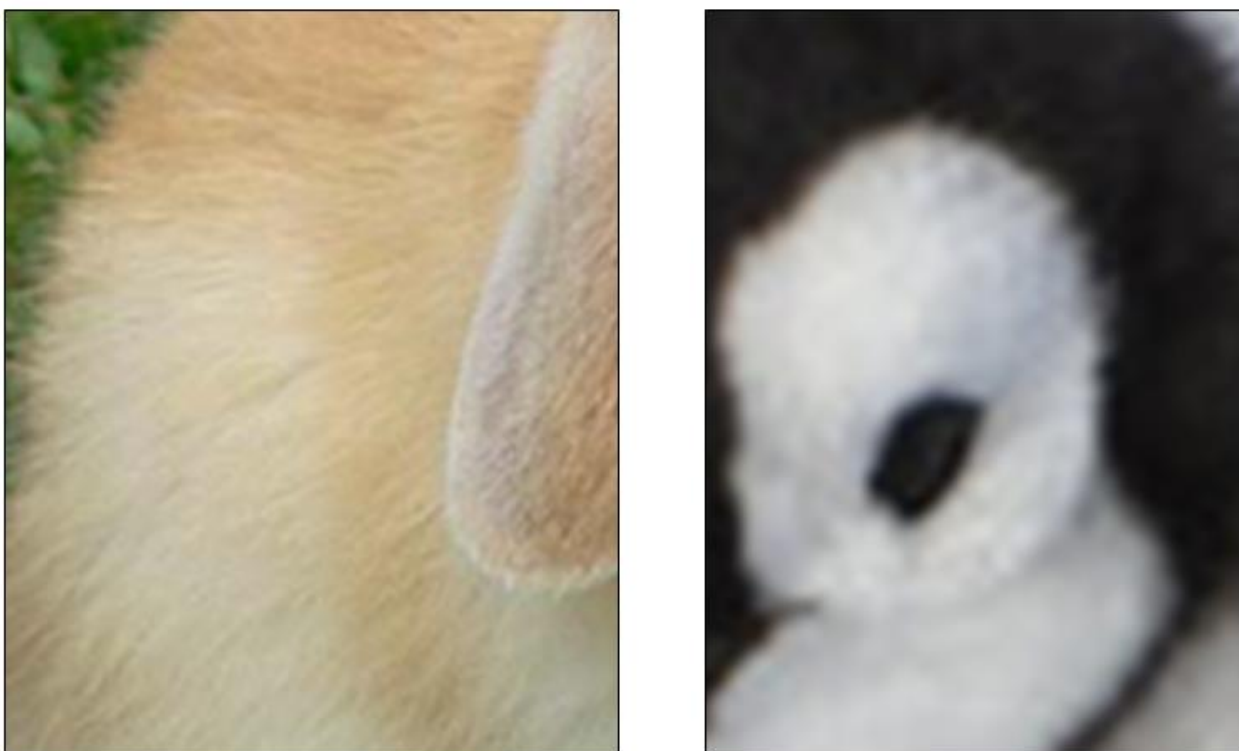


Figure 9. Pictures of animals

Source: Internet

Teachers may have to consider their students' level of English in order to use another variant. Perhaps, teachers may consider not to use a worksheet to fulfil this activity since their students are able to describe what they see and talk about the animal they suppose it is without any support. The group can just record what they say and show it to other groups.

Another variant could be to send a task at home where students have to take a photo of a part of their favourite animal and send it to their classmates with the corresponding audio by Whatsapp and encourage them to guess the animal.

A different option is that they can send audio messages with descriptions until guessing the animals they sent in their photos.

As it is known, the reality of our country is totally different from other countries and it is difficult that all students possess their own mobile device or access to internet but it is also true that they do have a computer and access to internet at home so, for those students that do not have a mobile phone or access to internet is possible to send this kind of activities at home due

to the fact that they can use Whatsapp in their computers and join in and participate in these type of activities. To use Whatsapp in a PC, you have to download an Android emulator for PC, for instance, you can use BlueStacks App player. In appendix A, you can find instructions about how to download it.

Activity 2

Emoji story has to do with lots of ideograms or emojis used to send electronic messages on social networks. As the saying goes, “a picture is worth a thousand words”, these emojis have become a useful tool (especially for young people) to express their ideas and feelings with the total or partial omission of words. For the purpose of this study, emojis were used to encourage students to create a short story by choosing some emojis and tell their classmates what they did the last weekend.

Instructions:

- Students join in their previous groups.
- Listen to a story told using the emojis. Go on appendix C, you can find the example used in class.
- Students receive a worksheet and printed emojis in a sheet of paper as a support.
- They have to fill in the gaps and cross out the emojis they will use for their story.
- Once they finish, they have to use the worksheet to tell the story.
- First, they have to send a message with the emojis they choose.
- Then, students have to send an audio telling the story so that their classmates can hear it.



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WORKSHEET

Name:..... Date:..... Class:

<p>Last weekend, Last Friday, Last Monday,</p> <p>It rainy/ sunny/ windy/ cold</p> <p>I to the.....</p> <p>I</p> <p>I</p> <p>I</p> <p>Then, I to a store and</p> <p>Finally, I</p>	<p>was were</p> <p>went</p> <p>park beach mountains</p> <p>saw</p> <p>beautiful colorful big small</p> <p>ate rice eggs brochette</p> <p>bread burger spaghetti</p> <p>soup apple orange</p> <p>strawberry ice cream</p> <p>drank milk soda juice</p> <p>coffee tea</p> <p>went/bought a ball a shirt a blouse a dress shoes boots a hat an umbrella a bag</p> <p>returned home returned to the hotel</p>
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Figure 10. Worksheet-Support

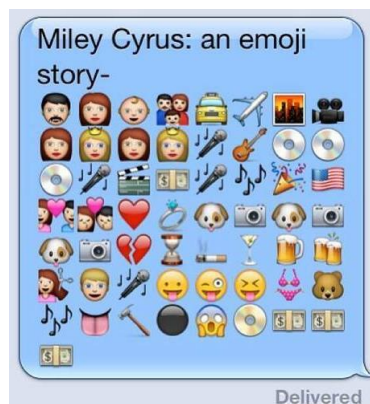
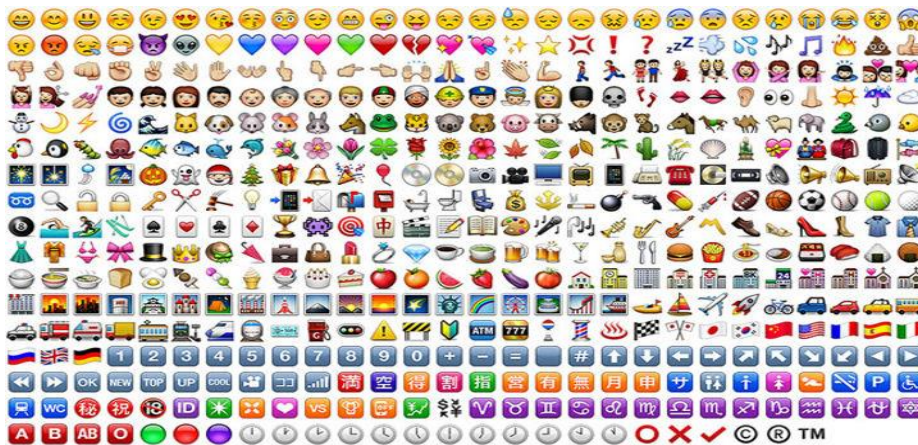


Figure 11. Emojis
Source: Pinterest

Activity 3

Discussion about traditions is an activity that encourages students to tell about the diversity of traditions Ecuadorians have through the year. They received pictures of four of the most well-known traditions we celebrate in Ecuador as the day of the dead, Quito festivities, Guaranda carnival and the celebration of the end of the year. They also received a worksheet to fill in the blanks and record an audio with the description of each celebration and share with their classmates while are looking at the pictures.

Instructions:

- Students join in their previous groups.
- Students have to look at the pictures and say what they are seeing.
- They have to identify the celebrations, months and places where the festivities are celebrated.
- They have to complete a worksheet.
- Then, students have to send an audio telling what the celebrations are about so that their classmates can hear it.

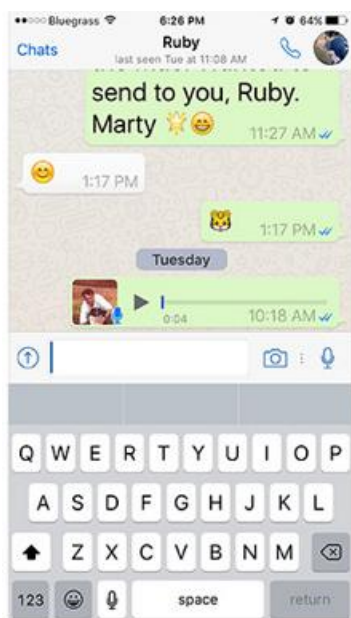


Figure 12. Voice message
Source: Internet

- You can see the worksheet and pictures in the appendix D.

Each of the activities was adapted, thinking of the necessity to make students improve their speaking skill. Firstly, it was considered the use of technological devices since they are part of young people's life and attract their attention most of the time. For the purpose of this study, mobile phones were chosen to carry out this research since some of the students have their own device, which eases the work with students. Secondly, the activities were selected from a group of activities suggested by other researchers and according to the necessity and level of our students. Finally, I met with students two times a week around two months, so it was possible to apply the activities even though there were other internal activities at high school that caused the suspension of the activities of the study to the next week.

This study tries to guide teachers with the implementation of some mobile learning activities and how to apply them in their classes because on that way teachers make sure that their students are having the opportunity to improve their speaking skills. This study is also intended to help teachers realise about the importance to develop the speaking skill in a pleasant environment so that their students gain self-confidence and may be able to speak in English more naturally.

As any other study, this one had to deal with some problems, for instance, suspension of classes, students had other activities at their high school, some of the students did not have their own device, or they were called by the inspector or another teacher to solve any problem they were facing on that moment and the main problem was the students' English level. But in spite of the difficulties, it was possible to work with the students until the end of the school year.

With regard to the mobile phones, students were divided into groups in order to accomplish with the activities planned for each class. Respecting the English level, the activities were adapted with fill-in-the-gaps worksheets to make them create dialogues or short stories to be told to others. Students needed guidance and support to carry out these activities but notwithstanding their low level, students did their best, they were motivated and the activities were accomplished appropriately.

This study was thought to help other teachers, so it is possible that forthcoming studies of the same or similar topic may consider some aspects:

- Before applying this type of activities, teachers may work with students in their English level since the beginning of the school year.
- Teachers may practice vocabulary many times with their students due to the fact that vocabulary is quite useful at the moment to communicate to others, without forgetting the grammar.
- If speaking skill is the objective, teachers may apply some activities that address students to the use of the mobile phones in learning activities as part of their learning process.
- These mobile learning activities may work better if they are applied since the second or third unit, considering that our curriculum consists of six units. This suggestion is because some researchers have demonstrated that the more students are exposed to something the better they will be to apply or do something.

This study is strongly recommended for teachers who have the same necessity to make their students lose their fear and shame at the moment to communicate to others in a second language.

5.7 Time

The classes were carried out two times per week and one period of 40 minutes per class through three months. Nevertheless, there were some setbacks like holidays, school program that reduced the time to apply the activity as it was expected at the beginning of the study.

Time / Week	Activity
May/Week 1	<p>Class 1: Personal introduction (Teacher) – Pre-test</p> <p>Class 2: Once the weaknesses were detected, I explained students that they are going to work in groups of six or seven.</p> <p>To make the groups, I gave them some slips of paper with some words and they had to find requests, warnings, regular or irregular verbs, orders, and rules and sort them to form the groups, there were six in total.</p>
May/Week 2	<p>Class 1: Students introduce themselves using a pattern where they give information about their names, age, likes and dislikes.</p> <p>Class 2: I explained what students had to do for this activity. Students were asked to form the same groups.</p> <p>The activity consisted in taking a photo of a picture where they could only see a part of the animal then in their groups they had to complete a worksheet and record the information. Students had to make other groups listen to the audio and guess what animal was on the photo.</p>
June/Week 3	<p>Class 1: I told them a story with some images about Azul the little pianist.</p>

	Class 2: Students worked in groups and received a short story. They read it and record a video telling the story while passing some drawings about the story. Finally, they shared their video to a different group.
June/Week 4	Class 1: Review of chores and a conversation about how they help at home. Students were asked to record a video while they did some chores at home for the next class. Class 2: students worked in groups and shared their videos about the chores they did at home using past tense in their sentences.
June/Week 5	Class 1: Students received a set of four pictures and a worksheet with a pattern and some words so that they are able to record their voices talking about the four pictures. Once they finished, they had to play one of the recording to another group and they had to choose the correct picture. Class 2: Students received a set of short phrases and they had to record what the last student heard at the end they had to compare the audios with the real phrases.
June/Week 6	Class 1: Students took a series of 5/6 pictures inside the class or around the high school. Then, they told a short story about those photos, explaining what other students were doing. Class 2: Post-test: Speaking papers one and two were used to assess students' speaking skill.

APPENDICES

Appendix A

List of students of the experimental group.

No.	STUDENT'S NAME	GENDER	GROUP PRE - TEST	PRE - TEST	GROUP POST - TEST	POST - TEST
1	AMUY EVELYN	FEMALES	4 - 6,99	5	4-6,99	6
2	ASADOVAY ELSY	FEMALES	4 - 6,99	5,75	4-6,99	6,5
3	BENAVIDES NICOLE	FEMALES	7 -10,0	7,75	7-10,00	7,5
4	CABASCANGO KAREN	FEMALES	1 - 3,99	3,25	4-6,99	5,5
5	CADENA KEVIN	MALES	1 - 3,99	2,75	4-6,99	5,5
6	CARCELEN DENISSE	FEMALES	1 - 3,99	2	4-6,99	4,5
7	CARGUAQUISHPE MILENA	FEMALES	1 - 3,99	3,25	4-6,99	5,5
8	CHICAIZA GRACE	FEMALES	1 - 3,99	2,75	4-6,99	5,5
9	CONDOR BELEN	FEMALES	7 -10,0	7,75	7-10,00	7,5
10	DIAS BRYAN	MALES	4 - 6,99	6,5	7-10,00	7
11	FARINANGO DAYANA	FEMALES	4 - 6,99	6	4-6,99	6,5
12	GUAYASAMIN KARLA	FEMALES	4 - 6,99	6,25	4-6,99	6,5
13	GUERRA KATERYN	FEMALES	7 -10,0	7,5	7-10,00	7,5
14	GUILCASO MIREYA	FEMALES	4 - 6,99	6	4-6,99	6,5
15	ILLANES BRADLEY	MALES	4 - 6,99	5,5	4-6,99	6
16	LEMA SARA	FEMALES	4 - 6,99	4,75	4-6,99	6
17	MENDOZA KAREN	FEMALES	4 - 6,99	6,25	7-10,00	7
18	MOYON NATHLY	FEMALES	4 - 6,99	5,5	4-6,99	6
19	MUÑOZ CRISTINA	FEMALES	7 -10,0	7,5	7-10,00	7,5
20	ÑACATA MATEO	MALES	7 -10,0	7,25	7-10,00	7
21	OCHOA ERICK	MALES	4 - 6,99	4,25	4-6,99	5,5
22	ORTEGA FREDDY	MALES	1 - 3,99	1,5	1-3,99	3
23	PASTILLO SARA	FEMALES	1 - 3,99	2	4-6,99	5
24	PILA PAMELA	FEMALES	1 - 3,99	2,75	4-6,99	5,5
25	PILLO DANIEL	MALES	1 - 3,99	2,5	4-6,99	5
26	POGO JAIRO	MALES	1 - 3,99	2,25	4-6,99	5
27	QUIMBIA MISHHELL	FEMALES	1 - 3,99	2	4-6,99	5
28	RENGIFO KAREN	FEMALES	1 - 3,99	2,5	4-6,99	5
29	ROSERO JENIFFER	FEMALES	4 - 6,99	4,75	4-6,99	6
30	SAMANIEGO JOHN	MALES	1 - 3,99	3,25	4-6,99	5,5
31	SANMARTIN KATHERIN	FEMALES	4 - 6,99	6,25	7-10,00	7
32	SIMBAÑA CAROLINA	FEMALES	4 - 6,99	5,65	4-6,99	6,5
33	TACURI JOEL	MALES	1 - 3,99	3	4-6,99	5,5
34	TANDAYAMA DARIO	MALES	1 - 3,99	2,5	4-6,99	5
35	TAFUR MICHELLE	FEMALES	4 - 6,99	5,75	4-6,99	6,5
36	TARAPUES JOSELINE	FEMALES	4 - 6,99	5,5	4-6,99	6
37	VELASCO MELANIE	FEMALES	4 - 6,99	4,25	4-6,99	6
38	VELASCO NICOLE	FEMALES	1 - 3,99	1,75	4-6,99	4,5

Appendix B

List of students of the control group.

N	STUDENT'S NAME	GENDER	PRE - TEST	PRE-TEST	POST-TEST	POST-TEST
1	AGUAYO	FEMALE	4-6,99	6,65	7-10,00	7
2	ALARCON	MALE	4-6,99	6,88	7-10,00	7,94
3	APOLO	FEMALE	4-6,99	6,75	7-10,00	7,67
4	BALCAZAR	FEMALE	7-10,00	8,15	7-10,00	7,28
5	BUSTILLOS	FEMALE	7-10,00	7,82	7-10,00	7,53
6	CAIZA SHIRLEY	FEMALE	4-6,99	6,5	7-10,00	7
7	CALAMA	MALE	7-10,00	8,5	7-10,00	7,01
8	CARRERA	FEMALE	7-10,00	9,45	7-10,00	8,62
9	CARRION	FEMALE	7-10,00	7	4-6,99	5,55
10	CASTRO	MALE	7-10,00	7,32	7-10,00	7,8
11	CEVALLOS	FEMALE	7-10,00	9,07	7-10,00	7,87
12	CHARIGUAMÁN	FEMALE	4-6,99	6,44	7-10,00	7,02
13	CHASI	MALE	4-6,99	6,5	7-10,00	7,47
14	COLLAGUAZO	MALE	7-10,00	8,94	7-10,00	8,22
15	COYAGO	FEMALE	7-10,00	7,88	7-10,00	8,24
16	ENCALADA	MALE	4-6,99	6,44	4-6,99	6,07
17	FERNANDEZ	FEMALE	4-6,99	4,75	7-10,00	7,08
18	GUNSHA	MALE	7-10,00	8,69	7-10,00	8,09
19	HERMIDA	FEMALE	4-6,99	5,32	7-10,00	7
20	JAMI	FEMALE	7-10,00	8,5	7-10,00	8,62
21	LUCERO	FEMALE	4-6,99	4,5	4-6,99	4,9
22	MARCA	FEMALE	7-10,00	8,88	7-10,00	7,16
23	MOGROVEJO	FEMALE	7-10,00	10	7-10,00	9,37
24	MONTENEGRO	MALE	4-6,99	6,88	4-6,99	4,56
25	MOREANO	FEMALE	7-10,00	8,94	7-10,00	8,55
26	ORTIZ	FEMALE	7-10,00	8,19	7-10,00	8,72
27	PATIÑO	MALE	7-10,00	8	7-10,00	7,01
28	PEREZ	FEMALE	7-10,00	8	7-10,00	7
29	PILA	FEMALE	4-6,99	5,63	7-10,00	7,29
30	PILLAJO	FEMALE	7-10,00	7,13	7-10,00	7,56
31	PINOS	FEMALE	7-10,00	9,82	7-10,00	8,56
32	POLUCHE	MALE	7-10,00	7,25	4-6,99	4,72
33	QUISTANCHALA	FEMALE	4-6,99	5,1	4-6,99	6
34	SEGOVIA	MALE	7-10,00	9	7-10,00	7,6
35	SIMBA	FEMALE	7-10,00	8,13	7-10,00	8,69
36	SUASNAVAS	FEMALE	7-10,00	8,69	7-10,00	8,94
37	TIPANTIZA	FEMALE	7-10,00	7,38	7-10,00	7,01
38	TOBAR	FEMALE	7-10,00	7,25	4-6,99	6,05
39	TOSCANO	MALE	7-10,00	8	7-10,00	7,2
40	ZURITA	FEMALE	7-10,00	7,38	4-6,99	6,08

Appendix C

Instructions:

- Go to <http://BlueStacks.com>

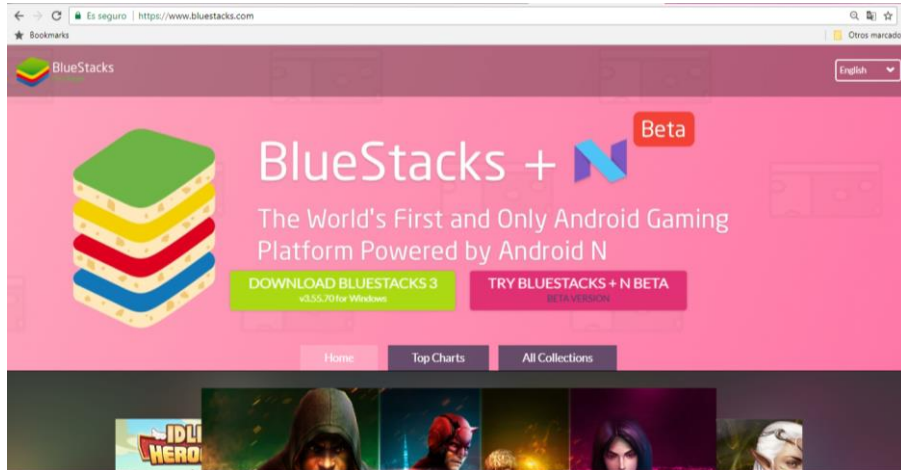


Figure 13. Link
Source: <http://BlueStacks.com>

- Click on the Download BlueStacks button.



Figure 14. Screen of the web page
Source: <http://BlueStacks.com>

- Open the file.
- Click on the Install now button.

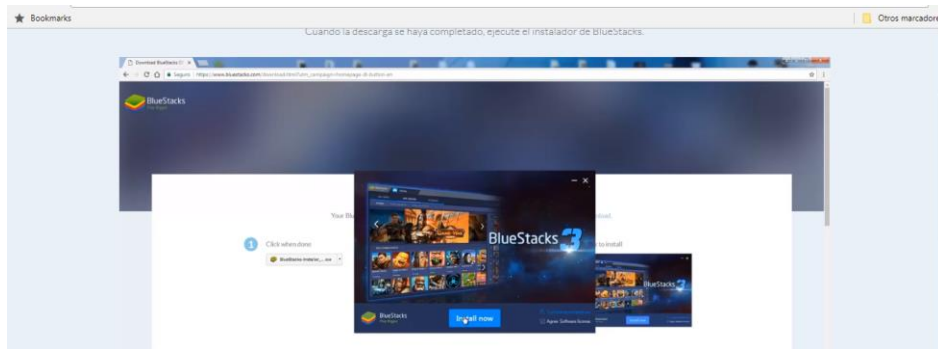


Figure 15. Screen for Installation
Source: <http://BlueStacks.com>

- Go to play Store



Figure 16. Screen with the Apps
Source: Internet

- Now install WhatsApp and open it as if you were using a mobile phone.

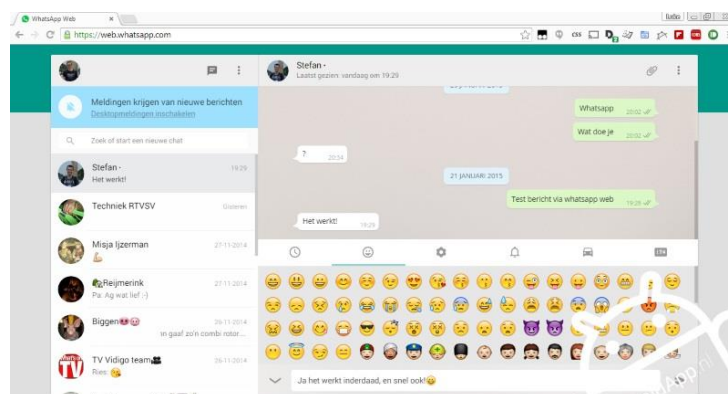


Figure 17. View of the App in the computer
Source: Internet

Something to consider when using WhatsApp in your PC: you always have to open the Android emulator for PC first to use this application.

Appendix D

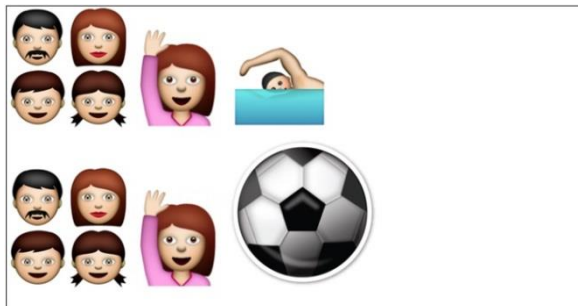
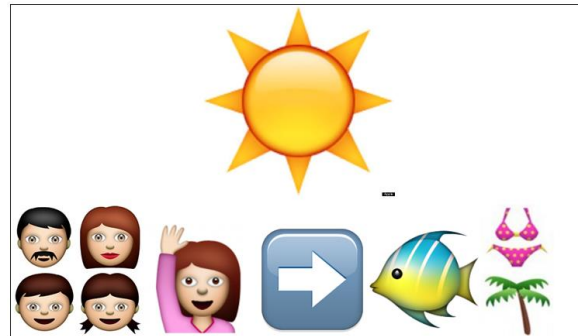
STORY TELLING

<p>-Many moons ago, in my backyard, a beautiful girl was walking there.</p> <p>-Suddenly she saw me and I took a step back</p> <p>-She scared me a lot</p> <p>-when I saw her again</p> <p>-Her face changed,</p> <p>-she was a skeleton, she was the <i>covered girl</i>.</p>	<p>-Boy met a girl,</p> <p>-Girl met a boy.</p> <p>-One day, he gave her some flowers,</p> <p>-Next day, a beautiful teddy.</p> <p>-And day by day he gave her many presents.</p> <p>-But one day, he told her that he had to move</p> <p>-to another city.</p> <p>-And they never saw each other again.</p>
<p>A man went an interview for a job.</p> <p>He saw some rubbish on the floor, it was a paper.</p> <p>He picked up that piece waste paper and threw it into a garbage can.</p> <p>The interviewer passed by and saw it.</p> <p>This man got the job.</p>	<p>-A child told his mother:</p> <p>- "Mom you are very beautiful today."</p> <p>-Aksed the mother: "Why?"</p> <p>-The child said:</p> <p>- "Because you did not get angry today."</p> <p>-Mom said: "I promise not to get angry - anymore"</p>
<p>-A man worked in a bike shop. A client sent a bike for repair.</p> <p>-After repairing the bike, this man cleaned the bike and it looked new again.</p> <p>-Other men laughed at him for doing redundant work.</p> <p>-The next day, the client retired the bike and gave this man a gratification.</p> <p>-The client gave him 20 dollars. The man was very happy</p> <p>-And the other men learned they had to work better.</p>	<p>-The farmer asked his child to work every day at the farm.</p> <p>-His friend said to him:</p> <p>- "You don't have to make your son work so hard.</p> <p>-The crops would grow good."</p> <p>-The farmer said:</p> <p>- "I am not cultivating my crops, but my child."</p> <p>"I want my child to be responsible."</p>

Appendix E

EMOJI STORY

Example of an Emoji Story



Appendix F

DISCUSSION ABOUT TRADITIONS



We celebrate	in	December	February	November
People	and	December		
We celebrate	in	Quito Festivities	Guaranda Carnival	
People	and	End of the Year Celebration	Day of the Dead	
We celebrate	in	Make a purple corn beverage with bread		
People	and	Join with family		
We celebrate	in	Go to parades	Concerts	Jump on them
People	and	Play with foam		
We celebrate	in	Burn sawdust dolls		
People	and			

Appendix G



UNIDAD EDUCATIVA GRAN COLOMBIA



SCHOOL YEAR 2016-2017
QUITO-ECUADOR

PRE-TEST

___ / 10

Name:..... Date:..... Class: 10th

Form 1

Instructions:

- Listen to the instructions carefully.
- Read all the questions carefully.
- Use a blue pen
- Do not use liquid paper.
- Do not copy.



1. Write the simple past of these verbs. ___/3

make	clean	play	have
need	drink	help	
go	use	listen	come
	get		

Simple Past

2. Complete the story with the past form of the verbs in parentheses. ___/3

Charles (not study) English because he (play) computer games all the afternoon. He (not answer) some questions. His teacher (help) him with some extra homework so Charles (improve) his score. At the end, Charles (do) it well.

3. Write the negative form of the following sentences. ___/2

a. My friends went to the cinema at 8:30.

.....

b. My mom and sister were making some cookies for my birthday party.

.....

4. Answer the questions below using short answers. ___/2

a. Were students playing hockey the last Friday?

b. Did Da Vinci paint the Mona Lisa portrait?

.....
Student's Signature

Appendix H



UNIDAD EDUCATIVA GRAN COLOMBIA

SCHOOL YEAR 2016-2017
QUITO-ECUADOR



PRE-TEST

___ / 10

Name:.....
.....

Date:.....

Class: 10

Form 2

Instructions:

- Listen to the instructions carefully.
- Read all the questions carefully.
- Use a blue pen
- Do not use liquid paper.
- Do not copy.



1. Classify the verbs into regular and irregular.

___ /3

make	clean	play	have
need	drink	help	
go	use	listen	come
	get		

Regular Verbs	Irregular Verbs

2. Complete the story with the past form of the verbs in parentheses.

___ /3

Peter (not do) his homework of Social Studies because he
 (play) basketball all the afternoon. He also (speak) with his friend for
 hours. His teacher (ask) him about his homework but he
 (not answer) so his teacher (create) a new activity
 for Peter.

3. Write the affirmative form of the following sentences.

___ /2

a. My parent didn't go to the football match last week.

b. My cousing wasn't helping his mom with the housework.

4. Answer the questions below using short answers.

___ /2

a. Were Selena and Michael Jackson singers?

b. Did Neruda wrote the Twenty Poems of love?



.....
Student's Signature

Appendix I

CREATING GROUPS

Warnings	Requests	Regular Verbs
Irregular Verbs	Orders	Rules
Warnings	Requests	Regular Verbs
Irregular Verbs	Orders	Rules
Warnings	Requests	Regular Verbs
Irregular Verbs	Orders	Rules

Look out!	Watch out!	Don't touch me!
Please, take a seat!	Please, help me!	Please, wait here!
Participate	Improve	Continue
Listen	Begin	Become
Leave	Grow	Make silence.
Wait for me.	Listen to me.	Pay attention.
Respect all people.	Be honest	Be responsible
Raise your hand before speaking		

 Group 1	 Group 2
1..... 2..... 3..... 4..... 5..... 6..... 7.....	1..... 2..... 3..... 4..... 5..... 6..... 7.....

Continue ...

Mobile Phone Group 1

1. DENISSE CARREIEN
2. CRISTINA MUÑOZ
3. JENIFFER ROSERO
4. FREDDY ORTEGA
5. PAMELA PUA
6. CAMILA AMUY
7. ABIGAIL CARGUAGUISHE

Mobile Phone Group 2

1. Grace Chicaiza
2. Daniel Pillo
3. Katherin Sammarbin
4. Kevin Cadena
5. Erick Ochoa
6. CAMILLA SIMBIDA
7. Karla Guayasamin

Mobile Phone Group 3

1. Nicole Beravides
2. Belen Corder
3. Evelyn Cocuango
4. Karen Robascingo
5. Joseline Torapues
6. Melonie Velasco
7. bel Torres

Mobile Phone Group 4

1. Daria Tandayama
2. Jairo Popp
3. Mateo Macala
4. Michell Quimbra
5. Michelle Tafur
6. Brayan Dias
- 7.

IT'S A NEW STAY.SM

Personal Introduction

My name's Sara Pastilo. ♡_♡

I'm 15 years old.

My favorite color is purple and black.

My favorite fruit is pineapple and apple.

I love listening to reggaeton music.



I enjoy playing soccer and basketball.

Mobile Phone Group 6

1. BRADLEY ILLANES
2. DAYANA FADINANSU
3. PAULINA SAENZ
4. MIREYA GUILCASO
5. KAREN CENIZO
6. JOHN SAMANIEGU
- 7.

Appendix J


Weekly plans

	UNIDAD EDUCATIVA GRAN COLOMBIA					
					2016-2017	
CURRICULAR PLANNING					UNIT	
					6	
1. INFORMATIVE DATA						
TEACHER:	AREA / SUBJECT	CLASS	TIME			
			WEEK	PERIODS	STARTING WEEK	ENDING WEEK
Jeanneth Calvache	FOREIGN LANGUAGE ENGLISH	10 th EGB "A"	1	2	May 5 th , 2017	June 29 th , 2017
INTEGRATED CURRICULAR AXES	LEARNING AXES			TRANSVERSAL AXES		
Four skills: Listening, speaking, reading and writing for social interaction.	Develop a sense of responsibility for their future life.			Interculturalism		
TITLE	OBJETIVE					
School and daily routines	To be able to talk about their daily routines and school activities using the past tense.					
.....						
PERIODS	METHODOLOGICAL STRATEGIES	RESOURCES		EVALUATION ACTIVITIES		
CLASS 1 40 min.	Pre-test	<u>Teacher's auxiliary Material:</u> board, markers <u>Printed materials:</u> tests <u>Student's auxiliary Material:</u> pencil case		Take a pre-test to measure the English level of students		



Continue ...

PERIODS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION ACTIVITIES
CLASS 2 40 min.	<p>PPP Method</p> <p>- <u>Presentation</u>: review verbs, nouns and adjectives, orders using choral response</p> <p>- <u>Practice</u>: give students some slips of paper where they will find some words and phrases they have to identify</p> <p>- <u>Production</u>: encourage students to read what they have to others and join to the ones who have the same type of words or phrases i.e. regular or irregular verbs, requests, etc. at the end, they will realise that new groups were formed through this activity.</p>	<p><u>Teacher's auxiliary Material</u>: board, markers</p> <p><u>Printed materials</u>: slips of paper</p> <p><u>Student's auxiliary Material</u>: pencil case</p>	<p>Read what they have in the slips of paper.</p> <p>Identify the type of word or phrase they have</p> <p>Look for other students with the same kind of word or phrase</p>

.....

CURRICULAR ADAPTATIONS	
SPECIFICATION OF THE EDUCATIONAL NEED ATTENDED	SPECIFICATION OF THE APPLIED ADAPTATION
n/n	
Elaborated by:	Date:
Jeanneth Calvache 	May 5 th , 2017


Continue ...

	UNIDAD EDUCATIVA GRAN COLOMBIA				 2016-2017	
CURRICULAR PLANNING					UNIT	6
1. INFORMATIVE DATA						
TEACHER:	AREA / SUBJECT	CLASS	TIME			
			WEEK	PERIODS	STARTING WEEK	ENDING WEEK
Jeanneth Calvache	FOREIGN LANGUAGE ENGLISH	10 th EGB "A"	4	2	May 5 th , 2017	June 29 th , 2017
INTEGRATED CURRICULAR AXES		LEARNING AXES		TRANSVERSAL AXES		
Four skills: Listening, speaking, reading and writing for social interaction.		Develop a sense of responsibility for their future life.		Interculturalism		
TITLE		OBJETIVE				
School and daily routines		To be able to talk about their daily routines and school activities using the past tense.				
.....						
PERIODS	METHODOLOGICAL STRATEGIES	RESOURCES		EVALUATION ACTIVITIES		
CLASS 1 40 min.	PPP Method - <u>Presentation</u> : review verbs and chores to help students manage the vocabulary to be used in class - <u>Practice</u> : talk about chores people do at home - <u>Production</u> : encourage students to talk about how they help at home. Homework : Ask students to record a video doing those chores at home.	<u>Teacher's auxiliary Material</u> : board, markers <u>Printed materials</u> : pictures		Name some verbs and chores in pictures Talk about the chores they do at home		



Continue ...

PERIODS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION ACTIVITIES
CLASS 2 40 min.	PPP Method - <u>Presentation</u> : remind students verbs and chores using choral response - <u>Practice</u> : ask them about the chores they do at home - <u>Production</u> : encourage students to join to their groups and make them share their videos while telling to their classmates what s/he was doing on that moment.	<u>Technological material</u> : mobile phone <u>Teacher's auxiliary Material</u> : board, markers	Distinguish between actions and chores Identify the vocabulary Tell their classmates what they do at home to help with chores

.....


CURRICULAR ADAPTATIONS	
SPECIFICATION OF THE EDUCATIONAL NEED ATTENDED	SPECIFICATION OF THE APPLIED ADAPTATION
n/n	
Elaborated by:	
Jeanneth Calvache 	Date: June 10 th , 2017

Continue ...

		UNIDAD EDUCATIVA GRAN COLOMBIA			 2016-2017	
CURRICULAR PLANNING				UNIT	6	
1. INFORMATIVE DATA						
TEACHER:	AREA / SUBJECT	CLASS	TIME			
			WEEK	PERIODS	STARTING WEEK	ENDING WEEK
Jeanneth Calvache	FOREIGN LANGUAGE ENGLISH	10 th EGB "A"	5	2	May 5 th , 2017	June 29 th , 2017
INTEGRATED CURRICULAR AXES		LEARNING AXES		TRANSVERSAL AXES		
Four skills: Listening, speaking, reading and writing for social interaction.		Develop a sense of responsibility for their future life.		Interculturalism		
TITLE		OBJETIVE				
School and daily routines		To be able to talk about their daily routines and school activities using the present/past tense.				
.....						
PERIODS	METHODOLOGICAL STRATEGIES	RESOURCES			EVALUATION ACTIVITIES	
CLASS 1 40 min.	PPP Method - Presentation: show students a set of four pictures and ask to identify the celebrations they see - Practice: talk about the celebrations Ecuadorians have and encourage them to identify which are the places people are celebrating something in the pictures - Production: give students the worksheets that will help them as a guide to record their voices telling what people are celebrating and how they celebrate their festivities. Make students share their recordings while looking at the pictures and choose the picture related to what they are hearing.	<u>Teacher's auxiliary Material:</u> board, markers <u>Technological material:</u> mobile phone <u>Printed materials:</u> pictures, worksheets			Name some verbs and chores in pictures Talk about the chores they do at home	

Continue ...

PERIODS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUATION ACTIVITIES
<p>CLASS 2</p> <p>40 min.</p>	<p>PPP Method</p> <p>- <u>Presentation</u>: ask students to say some sayings in their mother tongue and whisper to the student behind him/her and continue until the last student of the group.</p> <p>- <u>Practice</u>: give a group a phrase and make them do the same exercise until the last student and encourage him/her to tell the class what s/he heard in order to make students gain confidence even though they are not able to say the phrase or saying correctly.</p> <p>- <u>Production</u>: encourage students to join to their groups and give them a set of phrases and sayings, but this time the last student has to record what s/he heard until the last phrase or saying. Once they finished the activity they have to compare the audio with the original phrase or saying.</p>	<p><u>Teacher's auxiliary Material</u>: board, markers</p> <p><u>Technological material</u>: mobile phone</p> <p><u>Printed materials</u>: phrases, sayings</p>	<p>Distinguish between actions and chores</p> <p>Identify the vocabulary</p> <p>Tell their classmates what they do at home to help with chores</p>

CURRICULAR ADAPTATIONS		
SPECIFICATION OF THE EDUCATIONAL NEED ATTENDED	SPECIFICATION OF THE APPLIED ADAPTATION	
n/n		
<p>Elaborated by:</p> <p>Jeanneth Calvache</p> 		<p>Date:</p> <p>June 19th, 2017</p>

ANNEXES

Annex A

POST-TEST

KET Speaking part 1: Personal questions**Introductions**

- Good morning!
- What's your name?
- And What's your surname?
- How do you spell that?

Where are you from/studies

- Where do you come from?
- Where do you study?
- Do you like your studies?
- What subjects do you study?
- What's your favourite subject?

Information about you 1

- Where do you go at the weekend?
- Who do you like spending time with?
- What do you like doing in your free time?

Information about you 2

- What kind of books or magazines do you like reading?
- Where do you like reading?
- Which languages can you

Annex B

KET Speaking part 2

COMPUTER CAFÉ

◆ name / café?

◆ where?

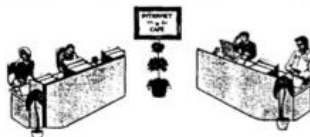
◆ open / Sunday?

◆ cost? £?

◆ what / food?



SMALL WORLD COMPUTER CAFÉ



£1 for 30 minutes on computer
 Tuesday – Sunday 8 am – 8 pm
cakes, cold drinks, coffee
23 GEORGE STREET

LIBRARY

◆ where?

◆ opening times?

◆ CDs?

◆ free?

◆ computers?

CENTRAL LIBRARY



books, videos, music CDs

Videos – £1 per week



Monday – Saturday 9.30 am – 5 pm

12 computers on 4th floor

Next to City Museum

Annex C

RUBRIC FOR SPEAKING ASSESSMENT



UNIDAD EDUCATIVA GRAN COLOMBIA

**SCHOOL YEAR 2016-2017
QUITO-ECUADOR**



RUBRIC FOR SPEAKING

__ / 20

Student's name:

Class:



CATEGORY	1	2	2	4
PRONUNCIATION	The student struggles to pronounce words.	The student is inconsistent in his/her pronunciation.	The student's pronunciation is clear.	The student's pronunciation is extraordinary
FLUENCY	The student has great difficulty to put words together in a sentence.	The student demonstrates some fluency and is able to construct simple sentence.	The student has a few errors to put words together in a sentence.	The student speaks clearly and articulates with no hesitation.
COMPREHENSION	The student's speech does not reflect comprehension of the topic.	The student's speech reflects basic comprehension of the topic.	The student's speech reflects strong comprehension of the topic.	The student's speech reflects clear comprehension of the topic.
CONTENT	The student does not seem to understand the topic.	The student shows understanding of parts of the topic.	The student shows good understanding of the topic.	The student shows full understanding of the topic.
VOLUME	Volume is often too soft to be heard.	Volume is good enough to be heard.	Volume is usually good enough to be heard.	Volume is loud to be heard.

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