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**TITLE: “INFLUENCE OF THE WEB 2.0 TOOLS (VOKI,
VOCAROO AND VOICETHREAD) AS TECHNIQUES TO
IMPROVE THE SPEAKING SKILL IN STUDENTS OF SECOND
YEAR OF ACCOUNTING AT THE ALANGASÍ HIGH SCHOOL,
DURING THE FIRST PARTIAL OF THE SECOND TERM OF
2014-2015 SCHOOL YEAR”**

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SANGOLQUÍ

2015

CERTIFICACIÓN



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DEDICATION

We dedicate this research, first to our God for his spiritual support to accomplish our goals, then to our families for their incomparable love and comprehension as we were carrying out this project. We would like to dedicate this project especially to our family for their support, motivation and love in every moment of our lives.

María del Consuelo Rosales Cevallos

Emilio Rodrigo Basantes Morales

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María del Consuelo Rosales Cevallos

Emilio Rodrigo Basantes Morales

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SUMMARY

The project of influence of Web 2.0 tools (Voki, Vocaroo and Voicethread) was based on the necessity to improve the skills in the production speech in the students of second year of accounting at the Alangasí high school. In this way to avoid the boredom in the English class, an academic record deficient in this subject and the awful consequences such as drop up from the school or worse losing the year. Previous to develop this project, looked for different information on diverse pages on the internet with the purpose of familiarize with the topic and to develop it correctly. Teens of today are in the technology, it means that the use of Voki, Vocaroo and Voicethread tools are not an obstacle and they can be inserted in their daily life. The students of second year of accounting accomplished with this objective and under the instructions of their English teachers they created avatars, downloaded videos and recorded their own personal information with minimal problems. All this process was carried out in five weeks, students enjoyed it, the most important thing was they lost the fear and they acquired more confidence in themselves, and at the end of this project they acquired more fluency in their speech production. Finally, it indicates that teachers should be into the technology, that's to say they should use tools that fit the real life of the students and to speak the same idiom of them with the purpose of obtaining better results in the teaching-learning process.

KEYWORDS

- **WEB 2.0 TOOLS**
- **VOKI**
- **VOCAROO**
- **VOICETHREAD**
- **SPEAKING SKILL**

INTRODUCTION

At the current time the technology has been an important contribution for the development of human beings, it has contributed in all areas of society such as: business, education, scientific field, etc. It has been a mark of progress and development in the people. In education, the use of technologies has contributed in the teaching-learning process because students learn faster and it can adapt to changes easily; besides teachers eradicate fears in front of the computer advances.

Nowadays, to access the different pages on the internet is very easy, so they are a great help in the teaching - learning process, because students can investigate, upload videos, make projects, share photos with friends, teachers, among others, so the use of the specific tools of the technology has contributed positively to improve the four skills in the target language. Then, our question is: Why do not teachers use these tools in order to improve speaking skills in their students?

The hypothesis is: if teachers use the technologies to teach English the results will be the best and students can use them not only for chatting or playing videogames, etc., if not they can download information for other subjects. Therefore, it saw the necessity to implement and apply the Web 2.0 tools (Voki, Vocaroo and Voicethread) to contribute directly to improve the speech production in students of second year of accounting at Alangasí High School, during the first partial of the second term 2014-2015 school year throughout different exercises carried out in class and out of it with the purpose that the students have a different help in their learning process in the second language acquisition.

CHAPTER I

RESEARCH PROBLEM

1.1. Problem identification.

The fluent oral production of a foreign language has become very important in our society. Indeed, it has become a real need, which is justified by different reasons such as work, culture, information, or knowledge exchange, or leisure. The vast majority of English programs in primary, media schools, and superior don't make emphasis on the speaking production throughout the use of ICTs (*Information and communication technologies*) as an essential educational goal for their English programs. Teachers usually do is to follow a particular text as it comes without looking for definite targets. Therefore, there is a serious gap in learners' ability to use spoken English effectively for communication. Maybe this is because one of the most difficult challenges in teaching a foreign language abroad is finding ways to help students improve their oral fluency. This is especially true in countries where students generally share a common mother tongue and have little or no exposure to English language outside the classroom.

The educational goals in the English program must allow the students' an achievement of some levels of speaking competence, which can be achieved introducing the ICTs in the English program, being a challenge in our country, because English-speaking people do not surround our environment.

The poor English in oral communicative skill on students of second year of accounting at Alangasí High School is because the students use the new technology for other things, except to research the pronunciation or acquire more vocabulary about of the different topics that they receive in class. In order to reach them, the students can surf different links where they can review to acquire more knowledge or a great quantity of tools to increase their vocabulary. Furthermore, students are influenced by the Span – English, using some words like in Spanish with some

endings and they believe English is that just endings and no more, therefore this influence makes that the native language dominates the target language.

On the other hand, the majority of teachers use the traditional methodologies forgetting the use of new technologies to apply in the teaching – learning process to develop the four skills, especially to produce speech of L2; being the most difficult problem for students to reject the learning of a foreign language.

Finally, teachers must use the new technologies as an innovative media, in the teaching–learning process, in order to improve the L2 acquisition in whole areas so; it avoids the students' desertion. In addition, at the same time students will show more interest in the target language.

Tree problem:

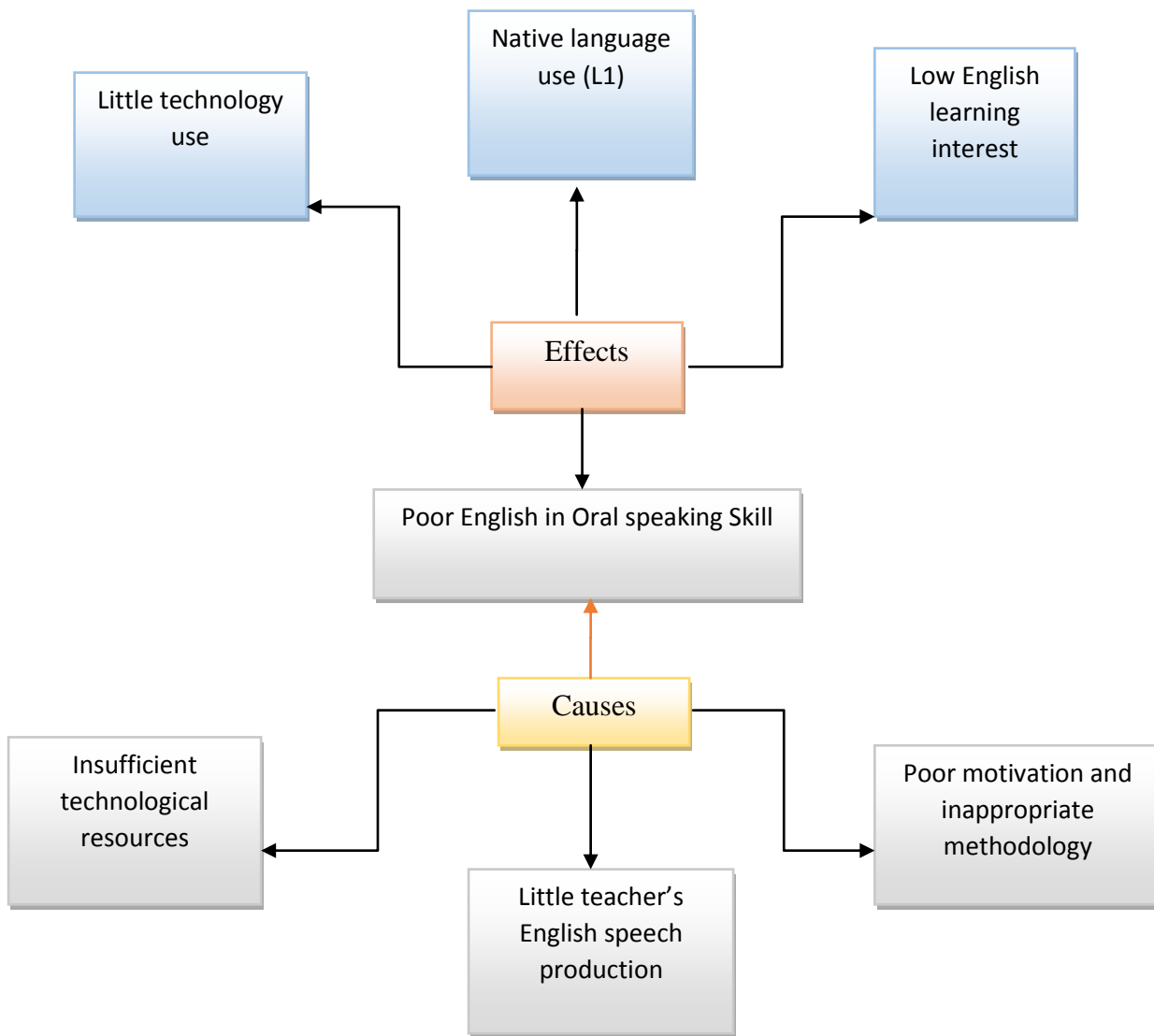


FIGURE 1. Problem Identification

1.2. Problem setting

1.2.1. MAIN PROBLEM

Why is there a low performance in the oral skill in the English language?

1.2.2. SECONDARY PROBLEMS

- Alangasí High School has a small laboratory, but it is used just for computer classes.
- The computer laboratory needs a full revision to be updated in different programs which allow students to use in an effective way.
- The internet coverage is deficient; therefore, the computer lab serves just to learn the basic technology.

INDEPENDENT VARIABLE

(x) = Web 2.0 tools (Voki, Vocaroo and Voicethread)

DEPENDENT VARIABLE

(y) = Speaking skills.

1.3. Variable Matrix

VARIABLES	DEFINITIONS	DIMENSIONS	SUBDIMENSIONS
<p>Independent variable (X):</p> <p>Web 2.0 tools (Voki, Vocaroo, and Voicethread)</p>	<p><i>Web2.0 tools</i> is the “Read/Write Web.” Where users allowed interacting and collaborating with each other in a social media dialogue as creators of user-generated content in a virtual community.</p>	<p>Fundamental features of Web 2.0 tools:</p> <p>Voki</p> <p>Vocaroo</p> <p>Voicethread</p>	<ul style="list-style-type: none"> • Search, • Links, • Authoring, • Tags, • Extensions, • Signals • Definition • Creating a Voki • Activities • Definition • Creating a Vocaroo • Activities • Definition • Creating a Voicethread • Activities

1.4. Objectives

1.4.1. General

To set up the efficacy of the use of the Web 2.0 (Voki, Vocaroo and Voicethread) as techniques to improve the speaking skills in students of second year of Accounting at Alangasí High School, during the first partial of second term 2014-2015 school year.

1.4.2. Specific

- To establish the scientific and theoretical basis on web 2.0 tools (Voki, Vocaroo and Voicethread) as a methodological strategy in the field of speaking skill.
- To determine students' difficulty in the development of the speaking skill.
- To analyze the results of the diagnosis that allows us to determine the applied tool strategies and their effects in learning English in the students.
- Elaborate a proposal based on Web 2.0 (Voki, Vocaroo and Voicethread) in the speaking skill as methodological strategies.

1.5. Justification

Students of Alangasí High School should use the new technologies such as the Web 2.0 tools (Voki, Vocaroo and Voicethread) in the speaking skill because it will make easier and interesting the learning of a new language acquisition, besides these tools will help them to solve some difficulties in many fields such as: pronunciation, rhythmic intonation, fluency, etc. in order to speak English correctly.

On other hand, with the use of Web 2.0 tools (Voki, Vocaroo and Voicethread) will help both students and teachers, so teachers will speak just in English and they will understand them without any problem and the same time students will understand the teachers' instructions.

Furthermore, with the use of the Web 2.0 tools (Voki, Vocaroo and Voicethread) students will have more opportunities, so the new language acquisition is of great importance and it is the KEY, which will open them the doors in this globalized world.

In conclusion, the use of the new technologies in the learning – teaching process is the best option to obtain a quality education and therefore students have a shining future.

CHAPTER II

TEORETHICAL FRAMEWORK

2.1 Theoretical and Conceptual Focus

Learning a second language (L2) can be started at almost any age or stage of life. For some, the L2 learning begins in childhood, with educational programs that use a language other than that used at home. For others, the L2 begins with a trip or a transfer to another country. In all cases, maturity, skill with their first language (L1), the overall experiences and the reasons for learning the L2 vary from one student to another. Being necessary to use several methods for the learning of L2, many of which have yet to motivate students, so the use of technological tools such as the web 2.0 (Voki, Vocaroo and Voicethread) have been of great help.

Most language students want to have chances to practice speaking. Unfortunately, in the classroom –especially those with a great number of students– the opportunity to do it is minimal. Many times the time to practice is reduced to make students repeat some words, or phrases after the teacher or CD, speaking aloud at the same time. Therefore, the objective in this research was to find a way by which students have as much speaking practice as possible.

This survey has to do with the appropriate techniques that can be applied in order to get an effective development in the speaking ability of primary students. This work is not an attempt to follow a specific approach, rather it is an attempt to be diverse. In this way the theoretical basis of some methodologies will be explored, mainly the communicative approach.

On the other hand, how does this need to teach for developing speaking abilities relate to the problem of motivation? In our attempt to develop effective instruction in spoken language, we need to address an important issue. To develop

fluency must generate a need to speak, to make learners want to speak. The learners themselves must be convinced of the need to relate to the subject and communicate about it to others. They need to feel that they are speaking not simply because the teacher expects them to, but because there is some strong reason to do so for example, to get or provide information that is required for a purpose.

In summary, students have a big problem to develop the speaking skill in the target language because they have a little knowledge of grammar and vocabulary; therefore they have a low level of interest and confidence on themselves to produce a little speech in the classroom and outside of it, or to participate on groups-work. All of these reasons make that students use their whole time the native language (L1).

2.2 Structure

SECTION ONE

Web 2.0 tools

1.1 Fundamental features of Web 2.0 tools

1.2 Voki

Definition

Creating a Voki

Activities

1.3 Vocaroo

Definition

Creating a Voki

Activities

1.4 Voicethread

Definition

Creating a Voki

Activities

SECTION TWO

2 SPEAKING SKILL

2.1 Pronunciation

2.1.1 Sounds

2.1.2 Stress

2.1.3 Intonation rhythmic structures

2.1.4 Articulation

2.2 Language register

2.2.1 Static register

2.2.2 Formal register

2.2.3 Consultative register

2.2.4 Casual register

2.2.5 Intimate register

2.3 Speaking difficulties

2.3.1 Low level of fluency

2.3.2 Mother tongue interference

2.3.3 Poor pronunciation

2.3.4 Lack of confidence

SECTION THREE

WEB 2.0 TOOLS AND SPEAKING SKILL

3.1 Conversational English

3.1.1 Meeting people

Short conversations

3.2 Speaking skills activities using Web 2.0

3.2.1 Voice animation using Voki

3.2.2 Voice recording using Vocaroo

SECTION FOUR

4. School information

4.1 Alangasí High School

4.1.1 Location

4.1.2 Infrastructure

4.1.3 Vision

4.1.4 Mission

2.3. Structure description

SECTION ONE

1. WEB 2.0 TOOLS

The bursting of the dot-com bubble in the fall of 2001 marked a turning point for the web. Many people concluded that the web was over promoted, when in fact bubbles and consequent reforms appear to be a common feature of all technological revolutions. Reforms typically mark the point at which an ascendant technology is ready to take its place at center stage. The pretenders given the bum's rush, the real success stories show their strength, and there begins to be an understanding of what separates one from the other.

Web 2.0:

- Google
- Wikipedia
- Social nets. Facebook, Twitter, LinkedIn
- POSCATS: **Voki, Vocaroo, and Voicethread**

The concept of "Web 2.0" began with a conference brainstorming session between (O'Reilly & Battelle, 2005) and Media Live International. Dale Dougherty, web pioneer and (O'Reilly & Battelle, 2005) VP, noted that far from having

"crashed", the web was more important than ever, with exciting new applications and sites popping up with surprising regularity and so the Web 2.0 conference was born.

The term "Web 2.0" has clearly taken hold, with more than 9.5 million citations in Google. However, there is still a huge amount of disagreement about just what Web 2.0 means, with some people decrying it as a meaningless marketing buzzword, and others accepting it as the new conventional wisdom.

Figure 2 shows some of the possible pathways from users who create content through “publishers” to users who subscribe to content and view it on “displays.” The data travels from publishers to displays by a mixture of push and pull: Twitter (which supports publishing status updates of up to 140 characters) can push these to a cell phone as an SMS, or have the content pulled by an RSS reader. (Cormode & Balachander, 2008).

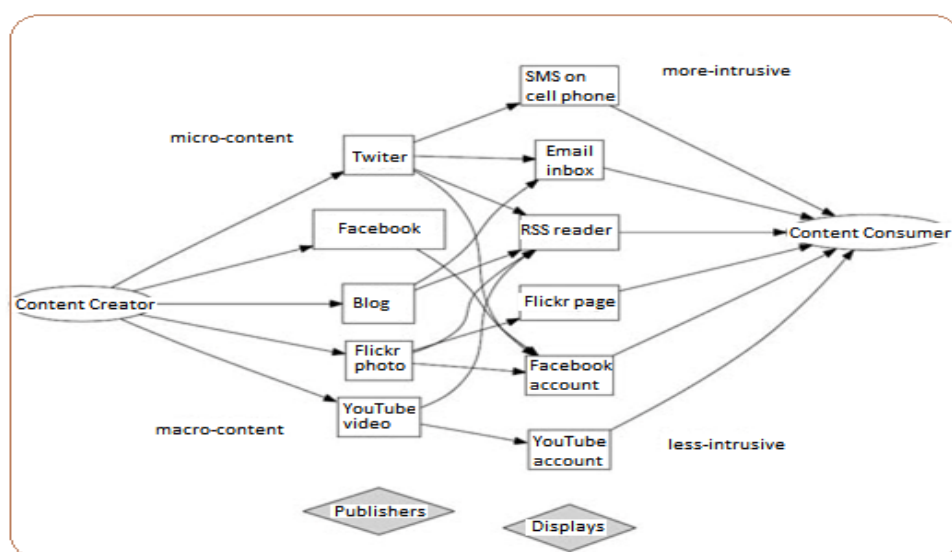


FIGURE 2: Paths from content creator to consumer in Web2.0

1.1 Fundamental features of Web 2.0 tools

Compared with traditional Web 1.0 development tools, Web 2.0 include additional features that are accessible to users through a browser located anywhere –

connected to the Internet via personal computer or hand held mobile devices (O'Reilly & Battelle, 2005). (Madsen, 1983) Web 2.0 applications provide web hosting, audio-video sharing, social collaboration, and many more web-based applications and services. Web 2.0 not only has additional features not possessed by its predecessor Web 1.0, but it is qualitatively different from Web 1.0 in many ways. Web 2.0 enable users to interact with other users actively as well as to view information passively. The dynamic features of Web 2.0 allow users to interact with each other and to change website content jointly over time. On a Web 2.0 site, users can own and have control over data (O'Reilly & Battelle, 2005). A Web 2.0 site allows its users to interact with other users simultaneously, changes website content from any location at any time. In order to do this, Web 2.0 technologies use open source coding, which means that the Web design codes are available for others to use and customize freely. This has led to the Web, to become a medium in which information be transmitted and consumed in a platform where content, shared, remixed and repurposed (Downes, 2005). Improving the functionality of the web 2.0 includes open source applications, share information, aperture control and open communication with an emphasis on web-based communities of charge to users (O'Reilly & Battelle, 2005). Web 2.0 tools referred to as open source applications because in the Web 2.0 world there is proprietary ownership (Downes, 2005). They permit free online collaboration, social connections, and resource sharing among users. On a Web 2.0 site, users can own the data and exercise control over that data (O'Reilly & Battelle, 2005). Web 2.0 users are also able to develop, share, and enhance their knowledge and thinking through interactions with other users. Most of the Web 2.0 sites hosted by individuals, non-profit, or even commercial organizations are dedicated for free use; and are customizable to the desire of the users. (Hossain & Quinn, 2012)

Web 2.0” captures a combination of innovations on the Web in recent years. A precise definition is elusive and many sites are hard to categorize with the binary label “Web 1.0” or “Web 2.0.” But there is a clear separation between a set of highly popular Web 2.0 sites such as Facebook and YouTube, and the “old Web.” These separations are visible when projected onto a variety of axes, such as technological

(scripting and presentation technologies used to render the site and allow user interaction); structural (purpose and layout of the site); and sociological (notions of friends and groups).

At the outset be need to distinguish between the concepts of Web 2.0 and social networks. Web 2.0 is both a platform on which innovative technologies have been built and a space where users are treated as first class objects. The platform sense consist of various new technologies (user comments) on which a variety of popular social networks, such as Facebook, My Space, etc. have been built (to adopt the convention of referring to sites by name when their URL can be formed by appending .com to the name). In all these social networks participants are as important as the content they upload and share with others.

However, the essential difference between Web 1.0 and Web 2.0 is that content creators were few in Web 1.0 with the vast majority of users simply acting as consumers of content, while any participant can be a content creator in Web 2.0 and numerous technological aids have been created to maximize the potential for content creation. The democratic nature of Web 2.0 is exemplified by creations of large number of niche groups (collections of friends), who can exchange content of any kind (text, audio and video) and tag, comment, and link to both intra–group and extra–group.

“Web 2.0” is a term used to denote several different concepts. Web sites based on a particular set of technologies such as weblogs, Web sites, which incorporate a strong social component, involving user profiles, friend links. Web sites, which encourage user–generated content in the form of text, video, and photo postings along with comments, tags, and ratings; or just Web sites that have gained popularity in recent years and are subject to fevered speculations about valuations and IPO prospects. Nevertheless, these various categories have significant intersections, and so it is meaningful to talk broadly about the class of Web 2.0 sites without excessive ambiguity about which definition is being used (from now on, we use Web 2.0 and Web 1.0 respectively for brevity). (Cormode & Balachander, 2008)

Deciding whether a given site considered Web2.0 or Web1.0 can be a difficult proposition. This is not least because sites are dynamic, rolling out new features or entire redesigns at will, without the active participation of their users. In particular, there is no explicit version number and active upgrade process as there is with a piece of software or a communication protocol, and many sites are referred to as being in “permanent beta.” Some sites are easy to classify: social networking sites such as Facebook and My Space are often held up as prototypical examples of Web2.0, primarily due to their social networking aspects which include the user as a first-class object, but also due to their use of new user interface technologies (Facebook in particular).

Some of the important *site features* that mark out a Web2.0 site include the following:

- Users as first class entities in the system, with prominent profile pages, including such features as: age, sex, location, testimonials, or comments about the user by other users.
- The ability to form connections between users, via links to other users who are “friends,” membership in “groups” of various kinds, and subscriptions or RSS feeds of “updates” from other users.
- The ability to post content in many forms: photos, videos, blogs, comments and ratings on other users’ content, tagging of own or others’ content, and some ability to control privacy and sharing.
- Other more technical features, including a public API to allow third-party enhancements and “mash-ups,” and embedding of various rich content types (*e.g.*, Flash videos), and communication with other users through internal e-mail or IM systems.

1.2 Voki

In order to develop and improve the speaking production, it was necessary to find a Web 2.0 tool that could be used in education/classroom, one that I had not

looked at before, therefore making it an uncommon resource tool. Having researched a number of different tools, the one that stand out is the Voki! a Voki blog for tips and hints. What is GREAT about Voki is that the TEACHER can create a class and an individual username and password for their pupils to gain access to the virtual class. The pupils DO NOT need to have their own email address to gain access to their class!

You can customize Voki characters to look like historical figures, cartoons, animals, and even yourself. Teachers and students alike can create avatars and use them in a number of ways to make learning fun and more accessible. You can design the avatar's appearance, add voice, and can get an embed code to pop it into any website. The avatar moves and speaks based on what the caller says. This is great as it truly gets the pupils involved in their learning and makes it fun and alternative, as they are able to design their own characters!

1.2.1 Definition

In simple words, it is a fun, free and interactive way to learn! It is an educational tool that allows users to create their very own talking character, which can then be incorporated into a variety of topics and activities (assessments) in the classroom. What is great about Voki is that it is clearly focused on education, and has created a special "Voki for Education" web site section.

1.2.2 Creating a Voki

Voki.com is a program that allows you to make an animated character (avatar) and give it your own voice or use text-to-speech. Within the program, you can customize your character, give it a voice, select a background, and even the player. The video length is limited to 60 seconds (Albright & González, 2015). This tool could be used by a faculty member for instructional purposes or in place of a text based announcement. Possible student uses for such a tool include an alternate

means of creating/providing feedback, a succinct discussion board response, or an interactive asynchronous meeting tool.

While the tool is free and does not require the creation of an account, creating an account lets you save characters for reuse at a later time. It is important to note that the account setup requires the user to enter their birth date to ensure that the users creating an account are age 13 or above. It is the responsibility of each individual to decide whether they feel comfortable creating accounts and sharing personal information online. (Voki, 2015)

1.2.3 Activities

Voki Classroom is designed to enhance the way you manage your students' Voki assignments. There are many more ways you can use Voki speaking avatars in your classroom to help promote learning and greater interaction. You are only limited by your creativity. Some ideas I came across on the net were the following:

- Asking them to create virtual presentations that are created with a Voki speaking avatar and a PowerPoint or other presentation. The avatar can guide the presentation, which students will have fun creating (with a little more creative latitude) and their peers will have fun listening to, helping both to learn more.
- Help bring historical and literary figures to life by asking students to create a speaking avatar for them. Not only will students have to create an avatar in that person's likeness — and may have to imagine it based on cues for literary figures.
- School can record a personalized welcome message and embed onto the school website.
- Create Voki to let students know what they need to do in class.
- Simply create a Voki (with recorded instructions) for assignment section of your subject, letting students know what they're expected to do.

- Students can create avatars to share their views on any topic in the school, a current issue in the news, or any other opinions on works or events and have a Voki debate.

1.3 Vocaroo

Vocaroo is a shiny new service for sending voice messages across the inter webs. It is still under development though, so problems may occur. Vocaroo does not provide permanent storage; there are simply too many messages recorded for this to be possible.

How long can the recorded message be?

There is no fixed limit on message length, however be aware that even brief internet connection outages can cause recording to be stopped or to fail, and with longer recordings the chance of this increases.

How long are messages kept for on Vocaroo?

There is not a definite age at which messages are deleted, however it is likely messages will expire after a few months. If a message is important, you should download and save it to your own computer as soon as possible to avoid losing it.

This website is work-in-progress; consequently, new tools and tutorials will added on an on-going basis - based on perceived needs and on requests from users (i.e. from you). Do you have a specific request? It could be about Moodle, about Cambro, about a web 2.0 application, about well, pretty much anything.

1.3.1 Definition

Vocaroo is a free service that allows users to create audio recordings without the need to install any software. You do not even have to create an account to use Vocaroo. All you need to provide is a microphone. To create a recording just go to Vocaroo.com, click record, grant Vocaroo access to your mic, and start talking. After completing your recording, Vocaroo gives you the choice to publish it or to scrap it and try again. What I like about Vocaroo besides the ability to record without installing software is the option to embed the recording anywhere, Vocaroo provides the embed code for you. You can also download your recording, just look for the download link at the bottom of the page (it is small and easily overlooked).

Applications for Education

Vocaroo is an easy, free service that teachers and students can use to create audio recordings for use in slide shows or in blogs and websites. I've seen Vocaroo being used to embed audio recordings into Google Earth place marks.

1.3.2 Creating a Vocaroo

How many times have you wished for a fast, easy, free way to record audio in your classroom? <http://www.vocaroo.com/> is your answer! It's not some new, fly-by-night, ad-infested, about-to-go-belly-up Web 2.0 service – it's been around since 2007 (and I really should have shared it by now). It is the easiest way I've found to create audio recordings for use in projects. Here's how it works.

You head over to <http://www.vocaroo.com/> with your microphone plugged in and working (before the site loads). You press the “Click to Record” button. You then press the Adobe Flash Player “Allow” button that pops up and recording begins:

1.3.3 Activities

An activity using the Vocaroo Web 2.0 tool might look like the following scenario in a 9th grade literacy class.

Assignment: Write an Argument Using Multiple Sources

1. Analyze different opinions in the narrative, “The Fun They Had”, the “Virtual High School Interview “video, and the article, “Virtual Schools Not for Everyone”. Take notes while you read these sources. You will need to use the information for a writing assignment.
2. Use the information/details found in these sources to write the following assignment: Your parents are considering having you attend a virtual high school. Write an argumentative essay explaining why you agree or disagree with the idea. Support your claim with evidence from what you have read.
3. Use the Web 2.0 Tool, Vocaroo.com to record your argument. Use speaking and writing grade level standards provided in the rubric. Send your completed argument in an email to your assigned partner. Vocaroo directions: 1. Go to vocaroo.com 2. Click record button on screen; click allow; record message, click-click here to send, click email icon 3. Click email, fill in partner name next To Fill in your name-From; type code in box, click send.
4. Critique your partner’s argument for content and presentation. Use listening and writing grade level standards provided in the rubric. Provide at least two suggestions for improvement in your critique. Send your critique back as a recording using the Web 2.0 Tool, Vocaroo.com
5. You may respond to each other as many times as you like/need to in order to reach assignment standards found on rubric.

6. Assignment is due on_____.

This assignment requires students to use higher order thinking skills, such as, synthesizing, analyzing, and creating. It also meets the requirements of reading and writing standards for ninth grade students. The students are also required to use digital skills at the applying level because they have to upload, share, and edit their reading of their argument. The Vocaroo tool does not require students to do challenging work, they simply need to record, but the content of the associated assignment, such as this writing assignment, can be challenging, making the Vocaroo tool part of the assignment. Students are allowed the freedom to do the critique part of the assignment when and where they choose.

Using the Vocaroo Web 2.0 tool might make the assignment more exciting and engaging for students. It would also force students to focus on their speaking standards' expectations, as well as reading, writing, and technology. Students may have better outcomes in production speech using this tool. The tool allows them to communicate using their own voices and at flexible times and places. These factors may contribute to better and more successful outcomes.

1.4 Voicethread

Here are some great resources for you to explore from teachers/educators who are using Voicethread in their classrooms.

Teachers are just beginning to explore the power of Voicethread with their students and colleagues so many of the current Voicethread have experimental comments. However, each one gives you an opportunity to see the creative uses being explored to enhance education and engage all students. "Borrow" their ideas and create your OWN Voicethread.

This is a great Voicethread created by Alec Couros who did his doctoral dissertation in educational technology related to social networking. It not only

demonstrates a use for Voicethread, but it provides an excellent example of how participating in social networks can be very powerful ways to learn. This Voicethread is called "What Does the Network Mean to you?" and starts with an excellent visual chart.

1.4.1 Definition

A Voicethread is a collaborative, multimedia slide show that holds images, documents, and videos and allows people to navigate pages and leave comments in 5 ways - using voice (with a mic or telephone), text, audio file, or video (via a webcam).

1.4.2 Creating a Voicethread

Collaboration and reflection are 2 of the biggest skills that kids need but aren't really getting enough of. Having the opportunity to work together in meaningful ways and to reflect on their work and the work of their peers is key to being a learner. There are lots of tools that you can use to help kids collaborate and reflect. Blogs are a great example. Podcasts are another. However, each can be daunting to set up and actually do.

What is Voicethread you ask?

It is a multimedia slideshow that allows users anywhere in the world to collaborate. Here are the basics:

1. Create a free account.
2. Upload images, documents, and videos to the presentation.
3. Share.

Once the Voicethread is created is when the magic happens. Comments can be left around each part of the slideshow either by voice, text or video. You can also annotate comments as well. Everything can be embed on a webpage or in a blog for even easier sharing.

How many Voicethread can I create using my free account?

The maximum number of Voicethread that can be created with a free account is three (3). Paid plans are available for Higher Education if the Voicethread is going to be used to extend that both the Instructor and Students will exceed the free account limit. The Instructional Technologists in Educational Technology at Dartmouth College would be happy to speak with Instructors about implementation strategies for Voicethread and account needs.

How many slides can be placed in a Voicethread?

There is a maximum of 50 slides per Voicethread or adding five (5) slides every week for ten (10) weeks. Or use all three (3) Voicethreads adding 12 - 15 slides a week to an activity. The Instructional Technologists in Educational Technology at Dartmouth College would be happy to speak with Instructors about implementation strategies for Voicethread and account needs.

How many users can I invite to view/comment on the Voicethread?

The free version of Voicethread allows you to invite up to 50 users to comment/view. Individuals invite to participate in this tool they will need to have a Voicethread account in order to comment. If it is being used by Instructors for course activities it is suggested that Students use their Dartmouth email addresses to create their account.

How many comments can appear per slide?

Voicethread easily displays 35 comments on one page. After 35 it will paginate and provide a button that will display the remaining comments.

Can YouTube videos be embedded into a Voicethread slide?

At this time, YouTube videos must be downloaded and then uploaded into Voicethread to use them in a slide. Voicethread reminds users to be mindful of copyright and fair use when choosing this option. The maximum file size can upload into the Voicethread is 25MB file upload limit.

1.4.3 Activities

Users can doodle while commenting, use multiple identities and pick which comments are shown through moderation. Voicethreads can even be embedded on web sites and exported to MP3 players or DVDs as archival movies. With Voicethread, group conversations are collected and shared in one place from anywhere in the world (Ángel, Huertas, Trenholm, & Steegmann, 2012)

If you set up and use the free accounts, you are violating the terms of use. It states you must be 13 to register or even use this Web 2.0. If you are not 13 then a parent/ guardian must set up the account. Therefore, it looks like all the parents of your grade 1 and 2 classes would need to set up the accounts if you choose to use the free accounts. Which would be a nightmare for managing accounts and passwords?

SECTION TWO

2. SPEAKING SKILL

The first piece of advice is not to get too hung up on trying to sound like a native speaker. Would you start learning the piano in an attempt to sound like Mozart? The first rule of speaking English is to learn to speak clearly and concisely and remember you won't just be speaking to native speakers: There are roughly 380 million native speakers out there, but as many as a billion people speak English as a second language, you do the math.

Try to avoid using idioms and slang (I always say learn it, but do not use it). It might sound clever to say "You're barking up the wrong tree," but if you use it in the wrong situation, or if the other person simply doesn't understand you, you'll only look silly when you try to explain what you meant to say, or what it actually means.

English speaking tips

Get over any fear you might have of making mistakes. Be patient with yourself. Learning any language can be frustrating, but frustration won't help you, so let it go.

Grasp every opportunity you have to speak with people in English. Talk to friends who are also learning English. Go out together for coffee and only speak English to each other!

Read short stories out loud and try to see, say and hear the words to reinforce your memory. Record yourself and play it back *later*, how does it sound? Find English-speaking friends:

- You might not be able to find any friendly native speakers where you live, but if you can't find anyone who'll actually *help* you, don't worry, you'll still be able to figure out if they can understand you.
- Get onto Second Life. It's the one place I've found where you're guaranteed a conversation - it's an adult environment, and you won't always want to talk to the people you meet, but for every blood sucking vampire who asks if they can bite you, there are at least ten, nice people who just want to socialize. If you want a list of nice places to go, just contact me on the forum.
- There are several internet based voice chat programs out there: Yahoo! Messenger, Google Talk, Skype and I'm sure there are lots more.
- Look for people with the same interests as you. It's no good asking everyone you meet to help you with your English, rather develop natural friendships based on your hobbies etc. Eventually you will make friends and they will be much more likely to give you correction / guidance.
- Join an English club or conversation group. Around the world there are many English-speaking clubs, these clubs are not just for expats but for people interested in the English way of life. They can be friendly and fun. For a list of English clubs. Check magazines as well as your phone book, your local newspaper and your local university. Or if there isn't one in your area - start one! Place an advertisement in your newspaper for people interested in starting a group.
- Visit an Irish/English/Australian theme pub or British food shop, you can usually find one in the larger cities. Often, the waiters and waitresses come from English-speaking countries; the menu is often in English too!
- Once your English is good enough, go shopping in some tourist areas. You'll find lots of shop assistants speak very good English.
- If you can travel to an English speaking country, do it.

Singing

Try singing along to English songs. With friends or in the privacy of your own bathroom. Lots of the major games: Consoles have karaoke.

Games

Nowadays, like Sing Star on the Play station.

On the internet

Can speak to another person on Skype or in Second Life, besides can listen to or chat with other learners and native speakers there, or join one of the many social networking sites. They are all free, so there are no more excuses.

On the network

Use the pronunciation pages to improve your understanding. Use Voice Thread to practice tongue twisters, introductions, some karaoke resources, words to some popular songs on the English magazines.

On this site

You can find some karaoke resources and ideas on the learn English through songs page.

Pronunciation skills

Accents really don't matter anymore. You can spend a fortune and waste a lot of time trying to "get rid of" your accent, time and money that you could spend learning more English. So, unless you are up for a role in a film, don't worry about your accent too much. That said, people need to be able to understand you, so pronunciation and enunciation are important.

Be playful. Mimic famous people play with the different accents in films, etc., for example: can do a mean John Wayne.

Learn the phonetic alphabet.

List words that have the same sound add to the lists as you learn more words. For example, words that rhyme with me: he, we, pea, sea, key, and fee.

Work on one problem sound at a time. Read slowly concentrating on the pronunciation of particular words. Record yourself, keep the tape and record yourself later, have you improved? Don't be shy - ask a friend to listen to the tape too. Don't worry about sounding like a native, it is more important to speak clearly and pleasantly than it is to sound like the Queen of England - Even the Queen of England doesn't sound like she used to.

2.1 Pronunciation

English pronunciation is one area of language acquisition, which until the beginning of the 1990's had received limited attention by linguistic researchers. There is a need for continued research in this area of phonology and phonetics if we are to fully understand how native-like accents are achieved in Second language Acquisition (SLA) and how teachers, on the practical level can help students develop proficient SL pronunciation. Phonological awareness is essentially how the language acquirer learns to identify and understand the system and patterns of speech sounds. Because of the abstract and complex nature of phonology the Non Native Speaker (NNS) needs to learn to deal with the mental aspects of the L2 language system. In contrast to phonological awareness is phonetically awareness, which is learning to understand the physical sounds or articulatory structures of the L2, (Wallace, 2011).

Pronunciation should be introduced at the earliest stage in language acquisition rather than trying to rectify fossilized language patterns at a later stage.

2.1.1 Sounds

The sounds of English and the International Phonetic Alphabet

This chart contains all the sounds (phonemes) used in the English language. For each sound, it gives:

- The *symbol* from the International Phonetic Alphabet (IPA), as used in phonetic transcriptions in modern dictionaries for English learners — that is, in A. C. Gimson’s phonemic system with a few additional symbols.

The chart represents British and American phonemes with one symbol. One symbol can mean two different phonemes in American and British English. See the footnotes for British-only and American-only symbols.

- Two English *words* which use the sound. The underline shows where the sound is heard.
 - The links labeled *Amer* and *Brit* play sound recordings (Flash is required) where the words are pronounced in American and British English. The British version is given only where it is very different from the American version.
1. Almost all dictionaries use the e symbol for the vowel in bed. The problem with this convention is that e in the IPA does not stand for the vowel in bed; it stands for a different vowel that is heard, for example, in the German word Seele. The “proper” symbol for the bed vowel is ε (do not confuse with ɜ :). The same goes for eə vs. εə.
 2. In əʀ and ɜ:ʀ, the ʀ is not pronounced in BrE, unless the sound comes before a vowel (as in answering, answer it). In AmE, the ʀ is always pronounced, and the sounds are sometimes written as əʀ and ɜʀ.
 3. In AmE, ɑ: and ɒ are one vowel, so calm and cot have the same vowel. In American transcriptions, hot is written as hɑ:t.

4. About 40% of Americans pronounce ɔ: the same way as ɑ: : so that caught and cot has the same vowel. See cot-caught merger.
5. In American transcriptions, ɔ: is often written as ɒ: (e.g. law = lɒ:), unless it is followed by r , in which case it remains an ɔ: .
6. In British transcriptions, oo is usually represented as əʊ . For some BrE speakers, oo is more appropriate (they use a rounded vowel) — for others, the proper symbol is əʊ . For American speakers, oo is usually more accurate.
7. In eə^r ɪə^r ʊə^r , the r is not pronounced in BrE, unless the sound comes before a vowel (as in dearest, dear Ann). In AmE, the r is always pronounced, and the sounds are often written as er ɪr ʊr .
8. All dictionaries use the r symbol for the first sound in red. The problem with this convention is that r in the IPA does not stand for the British or American r ; it stands for the “hard” r that is heard, for example, in the Spanish word *rey* or Italian *vero*. The “proper” symbol for the red consonant is ɹ .
9. In American English, t is often pronounced as a flap t , which sounds like d or (more accurately) like the quick, hard r heard e.g. in the Spanish word *pero*. For example: letter. Some dictionaries use the ɾ symbol for the flap t .

2.1.2 Stress

Word stress is your **magic key** to understanding spoken English. Native speakers of English use word stress naturally. Word stress is so natural for them that they don't even know they use it. Non-native speakers, who speak English to native speakers without using word stress, encounter two problems:

1. They find it difficult to understand native speakers, especially those speaking fast.
2. The native speakers may find it difficult to understand them.

In this lesson, we look at the most important aspects of word stress, followed by a short quiz to check your understanding:

What is Word Stress?

In English, we do not say each syllable with the same force or strength. In one word, we accentuate ONE syllable. We say one syllable very loudly (big, strong, important) and all the other syllables very quietly.

Let's take 3 words: photograph, photographer and photographic. Do they sound the same when spoken? No. Because we accentuate (stress) ONE syllable in each word. And it is not always the same syllable. So the "shape" of each word is different.

Where do I Put Word Stress?

There are some word stress rules about which syllable to stress. But...the rules are rather complicated! Probably the best way to learn is from experience. Listen carefully to spoken English and try to develop a feeling for the "music" of the language.

When you learn a new word, you should also learn its stress pattern. If you keep a vocabulary book, make a note to show which syllable is stressed. If you do not know, you can look in a dictionary. All dictionaries give the phonetic spelling of a word. This is where they show which syllable is stressed, usually with an apostrophe just before or just after the stressed syllable. (The notes in the dictionary will explain the system used.)

Look at (and listen to) this example for the word *plastic*. There are two syllables and the first syllable is stressed.

Why is Word Stress Important?

Word stress is not used in all languages. Some languages, Japanese or French for example, pronounce each syllable with equal emphasis.

Other languages, English for example, use word stress and pro-NOUNCE DIF-fer-ent SYL-la-bles with more or less im-POR-tance.

Word stress is not an optional extra that you can add to the English language if you want. It is **part of the language!** Fluent English speakers use word stress to communicate rapidly and accurately, even in difficult conditions. If, for example, you do not hear a word clearly, you can still understand the word because of the *position* of the stress.

Think again about the two words *photograph* and *photographer*. Now imagine that you are speaking to somebody by telephone over a very bad line. You cannot hear clearly. In fact, you hear only the first two syllables of one of these words, *photo...* Which word is it, *photograph* or *photographer*?

Syllable (noun): a unit of pronunciation that has one vowel sound, and may or may not be surrounded by consonants. A syllable can form a whole word or part of a word. For example, there is one syllable in *cat*, two syllables in *monkey* and three syllables in *elephant*.

To understand word stress, it helps to understand **syllables**. Every word is made from syllables. Each word has one, two, three or more syllables.

2.1.3 Intonation rhythmic structures

In linguistics, **intonation** is the variation of spoken pitch that is not used to distinguish words; instead it is used for a range of functions such as indicating the

attitudes and emotions of the speaker, signaling the difference between statements and questions, and between different types of questions, focusing attention on important elements of the spoken message and also helping to regulate conversational interaction. It contrasts with tone, in which pitch variation in some languages *does* distinguish words, either lexically or grammatically. (The term *tone* is used by some British writers in their descriptions of intonation, but this is to refer to the pitch movement found on the nucleus or tonic syllable in an intonation unit – see *Intonation in English: British Analyses of English Intonation*, below).

Although intonation is primarily a matter of pitch variation, it is important to be aware that functions attributed to intonation such as the expression of attitudes and emotions, or highlighting aspects of grammatical structure, almost always involve concomitant variation in other prosodic features. Crystal for example says that "...intonation is not a single system of contours and levels, but the product of the interaction of features from different prosodic systems – *tone, pitch-range, loudness, rhythmicality* and *tempo* in particular." cited by (Revolvy, s.f.)

All vocal languages use pitch pragmatically in intonation — for instance for emphasis, to convey surprise or irony, or to pose a question. Tonal languages such as Chinese and Hausa use intonation in addition to using pitch for distinguishing words.

Many writers have attempted to produce a list of distinct functions of intonation. Perhaps the longest was that of W.R. Lee who proposed ten. J.C. Wells and E. Couper-Kuhlen) both put forward six functions. Wells's list is given below; the examples are not his:

- Attitudinal function (for expressing emotions and attitudes).

Example: a fall from a high pitch on the 'mor' syllable of "good morning" suggests more excitement than a fall from a low pitch.

- Grammatical function (to identify grammatical structure).

Example: it is claimed that in English a falling pitch movement is associated with statements, but a rising pitch turns a statement into a yes–no question, as in *He's going **home**?* This use of intonation is more typical of American English than of British. It is claimed that some languages, like Chickasaw and Kalaallisut, have the opposite pattern from English: rising for statements and falling with questions.

- Focusing (to show what information in the utterance is new and what is already known), example: in English *I saw a **man** in the garden* answers "Whom did you see?" or "What happened?", while *I **saw** a man in the garden* answers "Did you hear a man in the garden?"
- Discourse function (to show how clauses and sentences go together in spoken discourse).

Example: subordinate clauses often have lower pitch, faster tempo and narrower pitch range than their main clause, as in the case of the material in parentheses in "The Red Planet (as it's known) is fourth from the sun".

- Psychological function (to organize speech into units that are easy to perceive, memorize and perform). Example: the utterance "You can have it in red blue green yellow or **black**" is more difficult to understand and remember than the same utterance divided into tone units as in "You can have it in **red** | **blue** | **green** | **yellow** | or **black**"
- Indexical function (to act as a marker of personal or social identity).

Example: group membership can be indicated by the use of intonation patterns adopted specifically by that group, such as street vendors or preachers. The so-called high rising terminal, where a statement ends with a high rising pitch movement, is said to be typical of younger speakers of English, and possibly to be more widely found among young female speakers.

It is not known whether such a list would apply to other languages without alteration.

2.1.4 Articulation

In phonetics and phonology, **articulation** is the movement of the tongue, lips, jaw, and other speech organs (the **articulators**) in order to make speech sounds.

Sound is produced simply by expelling air from the lungs. However, to vary the sound quality in a way that can be useful for speaking, two speech organs normally need to come close to each other to contact each other, so as to create an obstruction that shapes the air in a particular fashion. The point of maximum obstruction is known as the place of articulation, and the way in which the obstruction is formed and released is known as the manner of articulation. For example, when making a *p* sound, the two lips come together tightly, blocking the air for a little while and causing a buildup of air pressure. The lips are then released suddenly, leading to a burst of sound. The place of articulation of this sound is therefore called *bilabial*, and the manner is called *stop* (also known as a *plosive*).

Articulation can be shown with magnetic resonance imaging to demonstrate how the tongue, lips and jaw move and the rise and fall of the soft palate. Such movement alters resonant properties of the vocal tract, and imposes a "time-varying formant structure" onto the speech signal. The study of articulation in making speech is called articulatory phonetics.

An obstructionist necessarily formed when two articulators come close together. Generally, one is moving (the active articulator), and the other is stationary (the passive articulator). As a result, what is normally termed the "place of articulation" is actually a combination of a *place of active articulation* and a *place of passive articulation*. For example, the English *f* sound is said to be *labiodental*, which is a shorthand way of saying that the active articulator is the lower lip, which

moves up (along with the jaw in general) to contact the upper teeth. The lower lip can also be the active articulator for other places of articulation (e.g. *bilabial*, where it contacts the upper lip, as in English *p*). Likewise, the upper teeth can be the passive articulator for other places of articulation (e.g. *dental*, where the tongue contacts the upper teeth, as in the English *th* sound).

The places of articulation used in English are:

- Bilabial: Both lips come together, as in *p*, *b* or *m*
- Labiodental: Lower lip contacts upper teeth, as in *f* or *v*
- Dental: Tongue tip or tongue blade (part just behind the tip) contacts upper teeth, as in the two *th* sounds (e.g. *thin* vs. *this*)
- Alveolar: Tongue tip contacts the alveolar ridge (the gums just behind the teeth), as in *t*, *d*, *n*, or *l*; or tongue blade contacts the alveolar ridge, as in *s* or *z*
- Postalveolar: Tongue blade contacts the postalveolar region behind the alveolar ridge, as in *sh*, *ch*, *zh*, or *j*; or tongue tip contacts the postalveolar region, as in *r*
- Palatal: Middle of tongue approaches or contacts the hard palate, as in *y*
- Velar: Back of tongue contacts the soft palate (or "velum"), as in *k*, *g* or *ng*
- Labiovelar: Back of tongue approaches the soft palate and lips also come close to each other, as in *w*
- Laryngeal: No obstruction anywhere but in the vocal cords down in the throat, as in *h*

"Manner of articulation" refers in general to characteristics of the speech organs other than the location of the obstruction(s). There are multiple parameters involved here, and different types of each. The manners of articulation used in English are:

1. Degree of stricture: How much blockage occurs at the primary articulation (the place of greatest obstruction). The types in English are:

- **Stop:** Complete blockage followed by sudden release, as in *t, d, p, b, k, g*. The blockage of air causes air pressure to build up; when released, the air bursts out, giving these sounds their characteristic sharp quality.
- **Fricative:** Incomplete blockage but still close enough to cause significant airflow turbulence, as in *f, v, s, z, sh, zh* and both *th* sounds. The turbulence causes the characteristic noisiness of fricatives.
- **Affricate:** Complete blockage followed by a gradual release, resulting in a combination of stop + fricative, as in *ch* and *j*.
- **Approximant:** Incomplete blockage and far enough apart that airflow is smooth, as in *r, y, w*, and *h*.

2. Alternative air flow: The air travels a path other than down the center of the mouth:

- **Nasal:** Complete blockage of air out the mouth but air can freely flow out the nose, as in *m, n, ng*.
- **Lateral:** Complete blockage of air by the center of the tongue but air can flow out the sides of the tongue, as in *l*.

3. Dynamic movement of the tongue:

- **Flap:** Very brief complete blockage of air, in a way that doesn't cause any pressure buildup or release burst, as in the American English pronunciation of *t* and *d* between vowels.
- **Trill:** Multiple brief complete blockages in a row, caused by the active articulator (e.g. the tongue) vibrating. A trilled *r* is well known in Spanish and also occurs as the normal pronunciation of *r* by some Scottish English speakers.

Approximants, nasals, laterals, flaps, and trills are often grouped together as *sonorants* or *resonants* (which also includes vowels); all of them have in common the fact that there is smooth airflow throughout the consonant, and they are nearly always voiced

2.2 Language registers

In linguistics, a **register** is a variety of a language used for a particular purpose or in a particular social setting. For example, when speaking in a formal setting contrary to an informal setting, an English speaker may be more likely to use features of prescribed grammar—such as pronouncing words ending in *-ing* with a velar nasal instead of an alveolar nasal (e.g. "walking", not "walkin'"), choosing more formal words (e.g. *father* vs. *dad*, *child* vs. *kid*, etc.), and refraining from using words considered nonstandard, such as *ain't*.

2.2.1 Static register

This style of communications RARELY or NEVER changes. It is “frozen” in time and content. e.g. the Pledge of Allegiance, the Lord’s Prayer, the Preamble to the US Constitution, the Alma Mater, a bibliographic reference, laws.

2.2.2 Formal register

A formal register is neither colloquial nor personal and is the register that is mostly used in academic writing. It is a register where strong opinions can be expressed objectively; it does not break any of the rules of written grammar and often has a set of rules of what not to do when using this register. The following extract is from Crystal's book: *A dictionary of linguistics and phonetics* (Revolvy, s.f.).

For example: *Several stages of development have been distinguished in the first year of a child's life when it develops the skills necessary to produce a successful first word. According to Crystal (1997) cited by (Revolvy, s.f.), the primitive vocal sounds are displayed within the first two months with basic features of speech such as the ability to control air flow and produce rhythmic utterance. Sounds such as cooing, quieter sounds with a lower pitch and more musical develop between six and eight weeks of age. Cooing dies away around three and four months and then a period called vocal play develops; an experimental stage, where a baby has more control and experiments with vocal practice.*

2.2.3 Consultative register

This is a standard form of communications. Users engage in a mutually accepted structure of communications. It is formal and societal expectations accompany the users of this speech. It is professional discourse. e.g. when strangers meet, communications between a superior and a subordinate, doctor & patient, lawyer & client, lawyer & judge, teacher & student, counselor & client,

2.2.4 Casual register

This is informal language used by peers and friends. Slang, vulgarities and colloquialisms are normal. This is “group” language. One must be member to engage in this register. e.g. buddies, teammates, chats and emails, and blogs, and letters to friends.

2.2.5 Intimate register

This communications is private. It is reserved for close family members or intimate people. e.g. husband & wife, boyfriend & girlfriend, siblings, parent & children.

2.3 Speaking difficulties

English speaking difficulty #1 – Listening

Remember that when you're having a conversation, you're only talking about 50% the time – the other 50% is spent listening to the other person speak. If you don't understand what the other person is saying, it's difficult to reply. Here are two simple solutions to this problem:

First, practice some listening EVERY DAY. All you need is 10-15 minutes per day to develop your listening skills. You can get free English podcasts on websites like ESLpod.com and listen to them while driving, taking public transportation, exercising, or doing housework. Next, memorize these phrases that you can use in conversation when you don't understand something:

- I beg your pardon.
- I'm sorry, I didn't understand that.

English Speaking Difficulty #2 – Vocabulary

Sometimes when you're speaking English, you have a sentence in mind, but you're missing two or three important vocabulary words – and then it becomes difficult to say what you're thinking.

The solution? Learn more vocabulary words! But there's a good way and a not-so-good way to learn new words. The not-so-good way is to read lists of words and definitions and try to memorize them.

A good way is to learn words in “families.” For example, imagine you're in an airport. Do you know the words for everything you see? (Luggage, check-in desk, travel agency, flight attendant, boarding pass) If not, look for the words you don't

know in a dictionary. Now think about what kind of conversations you might have in an airport. How would you ask for help if you can't find the gate? What would you say if you missed your flight? How about going through immigration?

Create conversations and write them down in your vocabulary notebook. This will help you learn useful words that are all related to each other, so the next time you're in an airport; you won't have problems with missing vocabulary.

English Speaking Difficulty #3 – Pronunciation

English words can be difficult to pronounce – and when speaking English, you have to consider not only the pronunciation of the individual words, but also the connection between the words in the sentence. There's also the “rhythm” and intonation of the sentence to consider – and sometimes your mouth gets confused!

There are two things that can help you improve your English pronunciation. One way is to take a pronunciation course. Another way to improve your pronunciation is to keep practicing your listening. The more you listen to English, the more your pronunciation will naturally get closer and closer to native pronunciation.

A good way to practice is to get an audio sample with transcript. Listen to one or two sentences (while reading the transcript), then pause the audio and try to repeat the sentences exactly as the person said them. Practicing pronunciation like this will help you improve very fast.

English Speaking Difficulty # 4 – Confidence

If you feel nervous and are afraid of making a mistake while speaking English, then your problem is confidence. There are three things that can help increase your confidence:

First, don't worry too much about grammar! Just do your best to communicate, and you'll often be successful even if you do make a small grammar mistake. Second, keep a positive attitude, think of yourself as an English speaker (because you are!) and focus on celebrating what you know, not being frustrated about what you don't know. Third, practice speaking English as much as possible in low-pressure situations. Here are two examples of low-pressure situations: Talk to yourself! It might feel ridiculous, but it really helps! Talk to your teacher and your friends in English class. If you make a mistake, they can correct you.

2.3.1 Low level of fluency

People that are learning English always say they want to be 'fluent' in English, but what does 'fluent' sound like? How will you know when you are fluent in English? Are you already fluent in English? According to the dictionary, 'fluent' means to be able to express oneself easily and articulately.

Most likely you will never speak English as fluently as a native speaker but people that learn to speak English can come close. A native speaker is someone who has spoken a language since birth, meaning it is their mother tongue. It is nearly impossible for an English language learner to sound 'native' unless they were immersed in the language when they were a child. This could mean they immigrated to an English speaking country at a young age or maybe had all of their education in English and extensively interacted with native speakers.

2.3.2 Mother tongue interference

Interference refers to the arrangement of patterns that transfer from the introduction of foreign elements into the most highly structured domains of a language such as the phonemic system, the morphological system and some areas of the vocabulary. Interference is the effect of bilingualism or multilingualism. It is a

linguistic situation whereby features of the first language are negatively transferred to the first. It is a process that occurs during the period of learning.

2.3.3 Poor pronunciation

First impressions

Pronunciation is definitely the *biggest thing that people notice when you are speaking English*. Let me tell you a personal anecdote about this.

Michal and I once went to a conversation class taught by Americans. Before the class started, the teacher said to us: “So, do you speak good English?” I replied “We think so”, and the guy said “It sure sounds like you do”. Notice that I just said three words and the teacher could already tell if my English was good or bad. Why did he think my English was good? It wasn’t because I used difficult words or advanced grammar structures. It was the way I pronounced English words.

When you talk to a person in real life, they may not notice your limited vocabulary or grammar mistakes. But they *will* notice right away if your pronunciation is good or bad. If your pronunciation is poor, they will think about you as *the guy/girl who speaks bad English*, and good grammar and vocabulary won’t help you!

2.3.4 Lack of confidence

Many students face the common problem that although they spent six or seven years studying English at school, they can't pronounce an English sentence correctly, and they are not confident enough to communicate in the language.

Experts advise that students should not think too much about how they will sound and should not be afraid of making a mistake. Taking part in English speaking

clubs is also an effective way to practice listening and speaking, along with summer camps for high school students.

SECTION THREE

3. WEB 2.0 TOOLS AND SPEAKING SKILLS

Effective communication skills are important in many walks of life.



Today's employers look for individuals with effective communication skills in reading, writing, speaking, and listening skills. After graduation students will realize that these basic communication skills are essential in attaining their life's goals.

In the Classroom

Students communicate daily by texting and posting on Facebook pages and other social media avenues to stay in touch with friends. Teachers can help students make the connections between their recreational writing and the kinds of writing they need to become successful beyond the classroom.

3.1 Conversational English

When other teachers, even other ESL teachers, hear I'm teaching an ESL conversation class, they often say it sounds "relaxing," or "fun" or "easy." Most

teachers will smile at this, of course, recognizing that any teaching, while it may be fun, is almost never “relaxing” or “easy.”

And while the conversation class may certainly be less rigorous than, for example, an advanced writing class, it has its own set of problems. In a writing class, I know what the students need, and the title “Advanced ESL Composition” alone suggests the curriculum: course readings and several student essays on related topics over the course of the semester, in drafts increasing polished and focused on structure, grammar, and punctuation. A conversation class, however, is less defined. What exactly is a conversation class? What is the curriculum? Sometimes there’s not even a course text available. Despite this initial lack of clarity, however, there are general principles of best practice that a conversation class can be built around.

3.1.1 Meeting People

Greeting and introductions conversation that are between 2 people.

Below there is some brief conversations between two people. The conversations are about, 2 friends meeting by chance, 2 people asking what they do for a living and the last one is about 2 friends meeting at the movies.

If you have a friend or a class friend each take turns with each conversation and swop roles.

3.1.2 Short conversations

A brief conversation between 2 old friends meeting by chance at a cafe

Sarah: Hello Jason, how are you, it's been a long time since we last met?

Jason: Oh, hi Sarah I've got a new job now and it's going great. How about you?

Sarah: Not too bad.

Jason: How often do you eat at this cafe?

Sarah: This is my first time my friends kept telling me the food was great, so tonight I decided to try it. What have you been up to?

Jason: I have been so busy with my new job that I have not had the time to do much else, but otherwise, I and the family are all fine.

Sarah: Well, I hope you and your family have a lovely meal.

Jason: Yes you too.

Conversation about two people asking each other what they do for a living.

David: Hello, my name is David It's nice to meet you.

Jenny: Hi, I'm Jenny. It's my pleasure to meet you.

David: Am sorry. What was your name again?

Jenny: Jenny.

David: So Jenny, What do you do for a living?

Jenny: I work at the local school teaching English. What do you do for a living?

David: I'm also an English teacher, but am currently out of work.

Jenny: Sorry to hear that. It has been really nice talking to you.

David: Yes. It was a great pleasure meeting you.

Conversation about two friends meeting by chance at the movies.

Bob: Hi Jason, it's great to see you again.

Jason: Wow, it's great seeing you. How long has it been? It can be more than 6 months. I'm doing well. How about you?

Bob: Not too bad.

Jason: What movie are you and the family going to see?

Bob: I came here to see the Simpsons movie. How about you?

Jason: I'm going to watch Terminator 4.

3.2 Speaking skills activities using Web 2.0

Many great free online Web 2.0 teaching tools are available for teachers - if you know where to find them!

I want to share some Web 2.0 teaching tools that are some of the best-of-the-best ones that have worked for me, my students, and other teachers.

Basic information, curriculum ideas, and other resources are included to save you time in getting started. You'll discover that Web 2.0 can provide compelling teaching and learning opportunities.

What is Web 2.0?

A simple definition of Web 2.0 is the “Read/Write Web.” Originally, the Internet was a place to locate information - mainly a "Read Only Web." As the Internet slowly changed, web sites were developed that let people "write," collaborate, and share information, such as Wikipedia, Postcards, twitter, LinkedIn, Badoo, Facebook, etc. in this ways educators face many challenges today. They must adapt to a generation of students who have grown up using the Internet.



We live in a global, knowledge-based economy. According to the **Common Core State Standards**, students must master vital 21st century skills so they will be college and career ready.

Students must be able to –

- Communicate effectively,
- Collaborate with others,
- Think creatively and critically and,
- Gather, analyze, and synthesize information.

Technology, media literacy skills, and technical skills are integrated throughout the **Common Core State Standards**. Many Web 2.0 tools support these standards.

3.2.1 Voice animation using Voki

Voki enables your students to express themselves on the web with their own voices using talking avatars. Your students can customize their Voki to look like

themselves or to take on the identity of other types of characters or historical figures that you're reading about in class. Your avatar can speak with your students' voices which are added through a microphone, an upload, or a phone.

How to Get Started

1. Register at www.voki.com/
2. Once you're logged in, click 'Get Started'
3. Change your character by following the arrows.
4. You can change hair, clothing, bling, the background, etc.
5. When you're satisfied with the appearance of your avatar, click DONE
6. Now, give it a voice! You can either record directly into the Voki, by clicking on the microphone and RECORD.
7. Click DONE when you have finished.
8. Now click PUBLISH.
9. Give your creation a name and click SAVE
10. Close the small box in the center of the screen and highlight the code you are given to post on your blog or Wiki. Your Voki can also be sent to others via email.

3.2.2 Recording using Vocaroo

Do I need a microphone to use Vocaroo?

Yes... if you don't have a microphone handy, headphones can sometimes be used instead (by plugging them into your computer's microphone port). Please note we accept no responsibility for any explosions that result from you doing this.

I always get "Connection failed" when I try to record.

You are probably behind a restrictive firewall. This is very common if you are connecting from a school or workplace. Vocaroo currently requires TCP port 1935 to be opened on your network.

On the other hand, if you can sometimes connect successfully but at other times cannot, this may be a problem with Vocaroo. Please report tobugs@vocaroo.com if this happens frequently!

Nothing is being recorded. How do I configure my microphone?

Please check your microphone is enabled and the volume is loud enough. To change your microphone settings, right click on the voice recorder (where it says "Click to Record" on the Vocaroo main page), then select "settings". From here you can select the microphone tab to access the microphone volume slider. You can also check the correct microphone is selected in the drop down box.

SECTION FOUR**4. SCHOOL INFORMATION****4.1 ALANGASÍ HIGH SCHOOL**

About 20 kilometers from the city of Quito, we find one of the most prodigious zones in natural resources and thermal waters, in this paradisiac place surrounded by Ilaló mount, there is the Alangasí parish which belongs to Quito. As time passes, the cultural field has developed successfully, because people have found here the inspiration for the creation of their art pieces, who, taking advantage of the peace of the place and the unpolluted nature environment, have done their best creations in paintings, sculpture, music, and handicrafts typical in this town.

The Alangasí National High School is located in this parish, that started as a private institution in 1973, and in 1975 changed its work as a public school, formalized as such through Ministry decree N° 104-1976, having for this purpose seven teachers, one accountant, and one doorman, working initially in the Teodoro Wolf school in the afternoons just with basic education until getting all the infrastructure they have today; the steps given have been really important because until 1984 there was the basic infrastructure, and with the pass of the years and the uninterested and enthusiastic work of its authorities, teachers staff, parents and students, all the goals were being reached in the educational field and also in the improvement of the infrastructure.

This institution, accord to the technological and scientific progress, and based on the necessities for the country's development, has the specialties of Industrial Mechanics, Chemical – Biology, and the possibility to increase the specialties in the technical area. The educational work is developed according to the objectives that the education in our country has posted up to our reality. The teaching learning process is supported with the use of workshops, laboratories, library, audio-visuals, didactic material, computer lab, and recreational spaces. Since 1975 the Alangasí High School has increased not only in infrastructure but also the teacher's staff, according to the necessities and growing of the parish.

Nowadays, the school has 948 students and 53 teachers, who teach in the different subjects of the specialties: Accountancy, General Sciences, and Metal Mechanics. The General Basic Education Works in the morning section, and the Baccalaureate in the afternoon.

4.1.1 Location

The Institution is located in the Alangasí parish which is placed in the east of the capital city of Quito, in Los Chillos Valley, on Abdon Calderon and Eloy Alfaro Streets.

4.1.2 Infrastructure

The school has three new buildings, in the three-floor building study three 8th's and six 10th's in the two-floor building study three 8th's and one storage room for keeping the meals for breakfast. In the second floor there is the big room for multiple usages. In the last building Works the administrative staff and the teachers area. These buildings are located at the east of the School. There are also two old buildings of two floors, where study the 9th's and part of the 10th's, the computer lab, chemistry lab, the snack bar, the restaurant. These are located at the north of the School. There are two basketball and volleyball fields, surrounded by roofs to protect people against rain and sun; there is a small soccer field which is in front of the three mechanic workshops, next to them there is a small two-floor building that has a storage room for mechanic's, and on the second floor there is a 9th. There are 18 bathrooms, a parking lot for the teachers which is in front of the administrative area. At the entrance there is a small two-floor building where functions the General Supervision on the second floor, and below there is a salon for parents' meetings when they are required to talk about the academic and behavioral performance of their children. The frontal part of the Institution has a great fence while in the back there is a part that has no fence.

4.1.3 Vision

To become in 2020 the public educational institution leader at a local and national level in the supply of public education of quality and human, that gives the society integral, reflexive, pro-positive citizens, with global awareness; counting with a trained teaching team, compromised with the principles of good living and the goals of the national education, with a high pedagogical and professional profile; and at the same time being a model for the rest of educational institutions, with a solid implementation of the different formative levels of General Basic Education and Baccalaureate in its different modalities: International Baccalaureate, Sciences, Accounting, Mechanics and Metal Constructions.

4.1.4 Mission

The Alangasí National High School is an educational Institution that supplies General basic Education at a high level and Baccalaureate in its different branches: International Baccalaureate, Sciences, Accounting, Mechanics and Metal Constructions, that educates and forms teenagers with competences of performance, thinking and reflexive, with open minds and learning attitudes, leaders with human quality, capable of facing the world challenges, based on values such as: solidarity, justice, equity, intercultural, respect to life and the nature, love and peace; that contributes to the local and international development, to promote the social transformation and the survival of the planet, through the principles of Sumak Kawsay (good living) with the support and participation of the Educational Community.

2.4 Hypothesis Formulation

2.4.1. WORKING HYPOTHESIS

The use of technological of web 2.0 (Voki, Vocaroo and Voice threat) tools have great influence in the development of the EFL speaking skill.

2.4.2. NULL HYPOTHESIS

The use of technological o web 2.0 (Voki, Vocaroo and Voicethread) tools do not have any good influence in the development of the EFL speaking skill.

CHAPTER III

METHODOLOGICAL DESIGN

3.1 Research type and design

This research will be descriptive, of field and Quasi-experimental; we use these types of researches because with the descriptive research we can observe the qualitative behavior in front of these applications, with the field research we can observe the complex, conflicting and problematic that students have at the moment to produce speech, while with Quasi-experimental to explain the variation of the level in the production of speech, so that, it guarantees the objectivity, the reliability, and the validity of results.

3.1 Population and simple

The population will be thirty one students of second year of bachelorette, specialization Accounting “B” at Alangasí School. The students are 17 years old around, There are twenty two girls and eleven boys. The students are very shy but they like to research things. Furthermore they are encouraged and pre disposed to the new activities in order to acquire the L2.

3.2 Field work

The research is going to be applied to thirty one students of second year of bachelorette, specialization accounting at Alangasí School during the first partial of second term 2014-2015 school year. This institution is located at Alangasí town, on OE 144 Abdon Calderon and Eloy Alfaro Streets. The mission of this college is to form students in different technical areas such as: Mechanical and metal constructions, Accounting and general baccalaureate unified; It has morning and

afternoon hours. Alangasí high school has two modern buildings which function first, second and third year of baccalaureate, and facilities in where work other grades of the institution, there are 948 students and 53 teachers.

3.3 Instruments for data collection

These instruments will help us to know the advance of the experiment if students achieved to improve the level of speaking skill and to measure it.

- Pretest in order to know the real English speaking level.
- Tests of evaluation in order to know the advance of the experiment

3.4 Data Processing and analysis

In this case, the Quantitative data will be analyzed and tabulated using measures of central tendency, specifically the Mean as the most accurate to get results and to compare its measures of dispersion that involves range, variance and standard deviation. Description statistics is used to describe information through the use of the numbers. Some basic steps in descriptive statistics are:

- Collect and Classify data.
- Summarize data.
- Present data.

Use inferential statistics if data allows drawing a conclusion.

CHAPTER IV

DISCUSSING AND RESULTS

4.1. Graphical exposition of results

As mentioned in a previous chapter, in this point to be demonstrated if the hypothesis is true or false, therefore in the following graphics will be measure the positive increase, be applied a diagnostic pretest in order to know what is the real English speaking level from second bachelorette accounting “A” and after that applied many activities and exercises using the technology (Web 2.0 tools), contrasting these techniques with Test of evaluation in order to know the advance of the experiment. This was chosen because testing speaking proficiency has never been an easy issue and some difficulties are involved, as it is stated by (Hingle & Linington , 1997)

“In replying to this question, one needs to consider briefly the findings of researchers working in the field of language testing. “The testing of speaking is widely regarded as the most challenging of all language tests to prepare, administer and score,” writes Harold Madsen, an international expert on testing (Madsen, 1983). This is especially true when examining beginning-level pupils who have just started to acquire English, such as those applying for admission to primary school. Theorists suggest three reasons why this type of test is so different from more conventional types of tests.

Firstly, the nature of the speaking skill itself is difficult to define. Because of this, it is not easy to establish criteria to evaluate a speaking test. Is “fluency” more important than “accuracy,” for example? If we agree fluency is more important, then how will we define this concept? Are we going to use “amount of information conveyed per minute” or “quickness of response” as our definition of fluency?”

A second set of problems emerges when testing beginning-level speakers of English, which involves getting them to speak in the first place, and then defining the role the tester will play while the speaking is taking place. Relevant elicitation procedures which will prompt speakers to demonstrate their optimum oral performance are unique to each group of speakers and perhaps even unique to each occasion in which they are tested. The tester will therefore need to act as a partner in the production process, while at the same time evaluating a number of things about this production.

A third set of difficulties emerges if one tries to treat an oral test like any other more conventional test. “In the latter, the test is often seen as an object with an identity and purpose of its own, and the children taking the test are often reduced to subjects whose only role is to react to the test instrument” (Madsen, 1983). In oral tests, however, the priority is reversed. The people involved are important, not the test, and what goes on between tester and testee may have an existence independent of the test instrument and still remain a valid response.

4.1.1 Results of the pretest (Diagnostic Test)

EXPERIMENTAL GROUP

TABLE 1

Results of pretest

PARAMETERS	GRADES /10	PERCENT/100 each one
FLUENCY	1,63	16,3
PRONUNCIATION	1,47	14,7
CONTENT	1,53	15,3
QUESTIONS/ANSWERS	1,47	14,7
AVERAGE	1,53	15,25

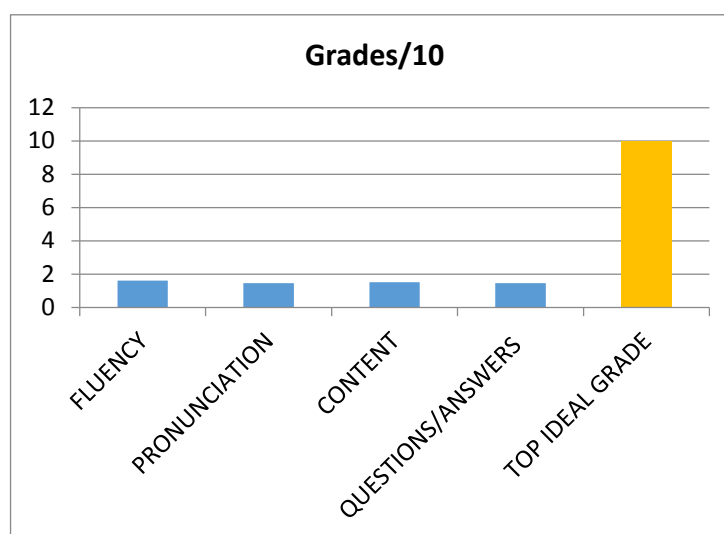


FIGURE 3. Grades of Experimental Group.

Elaborated by Consuelo Rosales and Emilio Basantes, 2015.

According to the results from the pretest taken to the students of Second year accounting (experimental group) show a very low average level in the parameters of the speaking skill, it is due to this group of students give a little importance of learning a second language.

CONTROL GROUP

Table 2

Results of pretest

PARAMETERS	GRADES/10	PERCENT/100 each one
FLUENCY	3,75	37,5
PRONUNCIATION	4,18	41,8
CONTENT	3,95	39,5
QUESTIONS/ANSWERS	3,88	38,8
AVERAGE	3,94	39,40

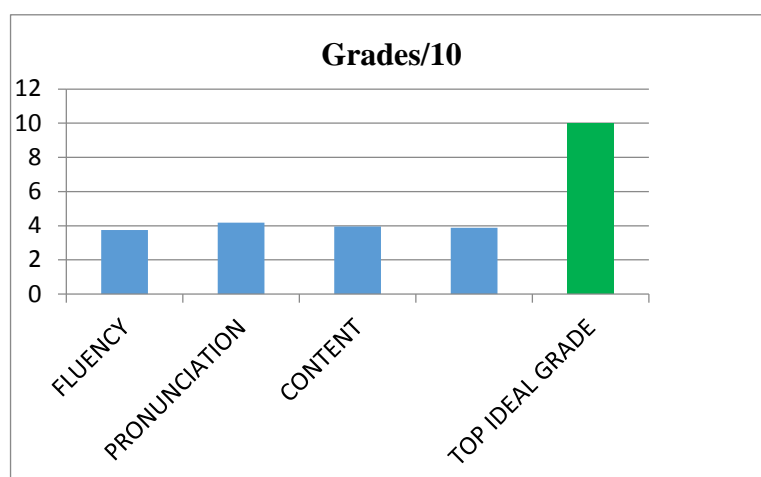


FIGURE 4. Grades of Control Group.

Elaborated by Consuelo Rosales and Emilio Basantes, 2015

According to the results on table 2 and figure 4 allow us to watch that the students of this group have higher scores in relation to the experimental group, however, this group has a low level of production of speaking skill too in reference to 10, which is the maximum score.

4.1.2 Application of Web 2.0 tools

EXPERIMENTAL GROUP

TABLE 3

Results of Application of Web 2.0 tools.

PARAMETERS	1st.	2nd.	3rd.	4th.	5th.	AVERAGE	PERCENT/100 each one
	WEEKS						
FLUENCY	1,63	2,8	4,50	5,6	7,5	4,41	44,06
PRONUNCIATION	1,47	3,5	5,60	6,4	8,4	5,07	50,74
CONTENT	1,53	3,4	4,60	5,5	7,3	4,47	44,66
QUESTIONS/ANSWERS	1,47	3,3	5,20	6,1	8,9	4,99	49,94
AVERAGE	1,53	3,25	4,98	5,90	8,03	4,74	
Percent increase (%)		53	69	74	81		

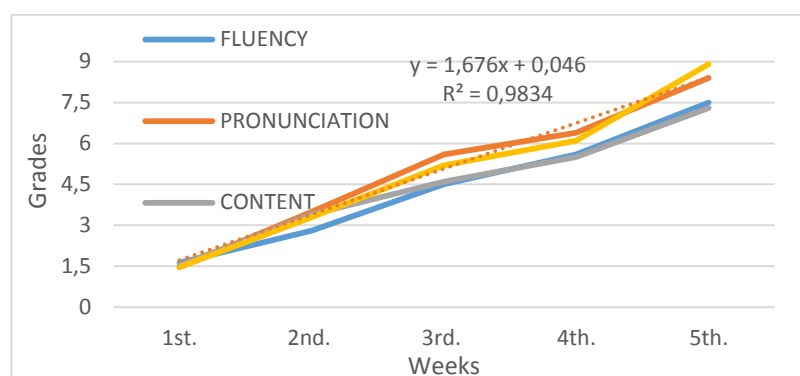


FIGURE 5. Results of grades during application of Web 2.0 tools.

Elaborated by Consuelo Rosales and Emilio Basantes, 2015.

According to the results on table 3 and figure 5, show a representative advance in the different parameters to measure the improvement speaking skill. In the first week, the level of whole parameters are low, but in the second one there was an significant increase in a 53 %, while in the third week there was a 69 %, and in fourth and fifth weeks were 74 % and 81 % respectively; that it means with the use of Web 2.0 tools the students can improve their skills, in this case the speaking skill.

CONTROL GROUP

TABLE 4

Results of control group.

PARAMETERS	WEEKS					AVERAGE	PERCENT/100/each one
	1st.	2nd.	3rd.	4th.	5th.		
FLUENCY	3,75	3,75	3,94	4,42	4,80	4,13	41,32
PRONUNCIATION	4,18	4,25	4,45	4,65	5,23	4,55	45,52
CONTENT	3,96	4,30	4,01	4,38	4,87	4,16	41,63
QQ. AA.	3,88	4,12	4,72	4,43	4,82	4,39	43,94
AVERAGE	3,94	4,11	4,28	4,47	4,95	4,31	43,10

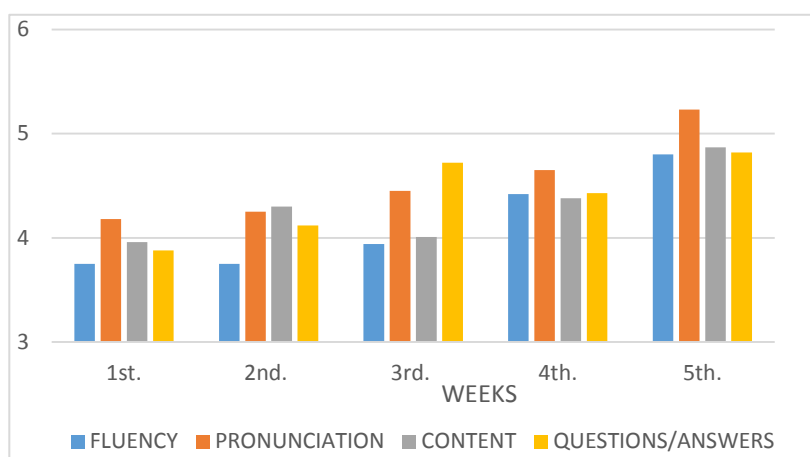


FIGURE 6. Results of grades during application of Web 2.0 tools.

Elaborated by Consuelo Rosales and Emilio Basantes, 2015.

According to the results on table 4 and figure 6 show a low increase week by week, taking into account that this group of students (control) there were good scores reference from experimental group, who used Web 2.0 tools (Voki, Vocaroo, Voicethread), it indicates that traditional method don't motivate in the learning process.

4.1.3 Results of the Posttest

EXPERIMENTAL GROUP

TABLE 5.

Postests Results.

PARAMETERS	GRADES/10	PERCENT/100/each one
FLUENCY	4,89	48,90
PRONUNCIATION	5,41	54,10
CONTENT	4,98	49,80
QUESTIONS/ANSWERS	5,00	50,00
AVERAGE	6,056	60,56

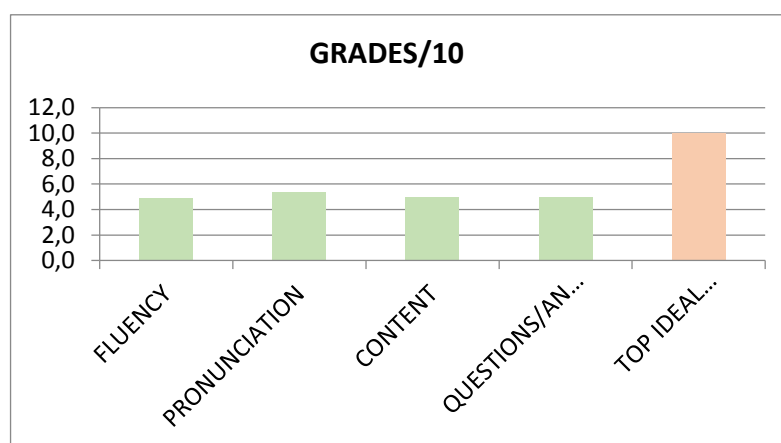


FIGURE 7. Grades of experimental group

Elaborated by Consuelo Rosales and Emilio Basantes, 2015.

According to table 5 and figure 7, allow observe that after five weeks of applying Web 2.0 tools to the experimental group, the results are amazing because all the parameters (fluency, pronunciation, content and questions/answers) improved positively.

CONTROL GROUP

TABLE 6

Postest Results.

PARAMETERS	GRADES	PERCENT/100 each one
FLUENCY	4,54	45,40
PRONUNCIATION	4,75	47,50
CONTENT	4,6	46,00
QUESTIONS/ANSWERS	4,61	46,10
AVERAGE	4,6	46,3

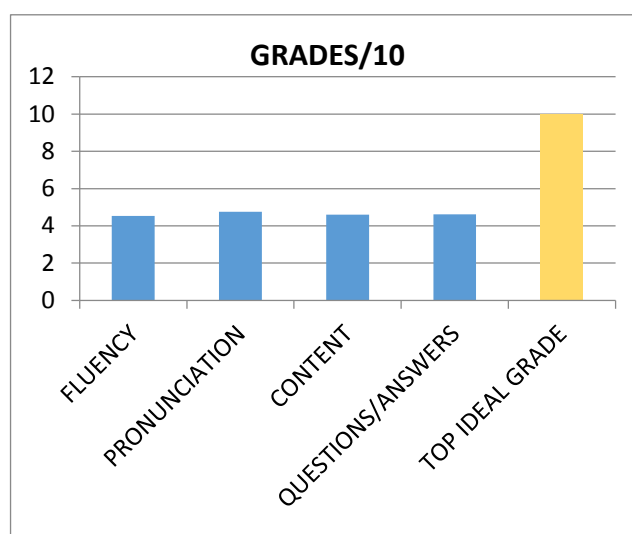


FIGURE 8: Grades control group.

Elaborated by Consuelo Rosales and Emilio Basantes, 2015.

According with the table 6 and figure 8, we can watch that the performance of this group is similar at the beginning of the project with averages 4.00 around.

4.1.4 Comparative results of Control and Experimental Groups

TABLE 7

Comparison of posttests results from both groups

PARAMETERS	Experimental Group	Control Group
FLUENCY	4,89	4,54
PRONUNCIATION	5,41	4,75
CONTENT	4,98	4,6
QUESTIONS/ANSWERS	5,00	4,61
AVERAGE	5,07	4,6

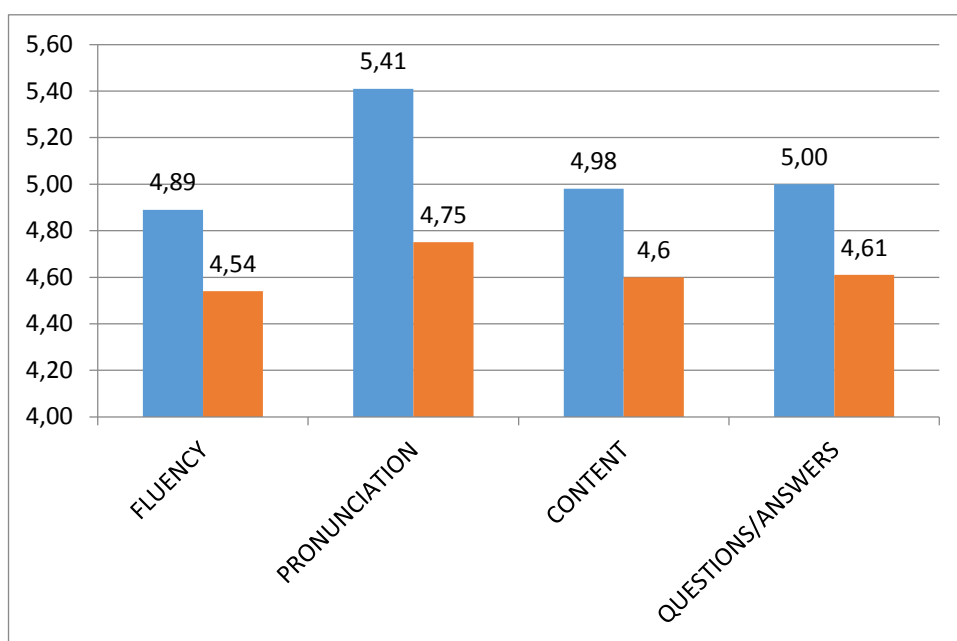


FIGURE 9. Comparison between experimental and control group.

Elaborated by Consuelo Rosales and Emilio Basantes, 2015.

According to the table 7 and figure 9, we can clearly see a significant difference between both groups, which indicates that the use of the technology (Web 2.0 tools – Voki, Vocaroo and Voicethread) are tools of great help in the teaching-learning process.

CHAPTER V

CONCLUSIONS

After having determined and analyzed the causes-effects of this research project entitled “Influence of the web 2.0 tools (Voki, Vocaroo and Voicethread) as techniques to improve the speaking skill in students of second year of accounting at the Alangasí high school, during the first partial of the second term of 2014-2015 school year”, which was carried out through a quasi-experimental method, the results are satisfactory. The statistical analysis permitted to reject the Null Hypothesis and sustained the Research Hypothesis. Therefore some conclusions can be established:

1. The results of the pretest demonstrated that the level of competence in the speaking skill of students of second “A” at Alangasí High School was very low. While the posttest allowed us to know the advance on this competence or if they stayed in the same level of speech production, if there is an advance means that the hypothesis is working or otherwise this one is null; therefore according to the results it was verified that the use of the Web 2.0 tools: Voki, Vocaroo and Voicethread should be in the planning lessons on the teaching-learning process.
2. The use of web 2.0 tools helped students to lose their fear and increased their confidence on themselves, and their pronunciation is better and their fluent speech production, too.
3. Through five weeks students enjoyed with their practices, it indicates that students want interactive classes using new resources with modern methods.

CHAPTER VI

RECOMMENDATIONS

The experience of doing this research has been very demanding and rewarding. It allows learning new and useful things for English teachers. After using the Web 2.0 tools: Voki, Vocaroo and Voicethread as techniques to improve the speaking skill in this little time with students of second accounting “A” at Alangasí High School, we have had the opportunity to know more on how to apply these ones in the teaching - learning process. Therefore, the recommendations are the following:

1. In order to see the progress of the students, teachers change their routine classes with innovative ones and adopt the use the Web 2.0 tools as techniques to improve the four skills on the target language, apply them in the next curriculum planning and in this way to foster the teaching-learning process.
2. It is important to mention that teachers can apply other methodologies in order to get better results. In this case, the techniques that offer the web 2.0 tools Voki, Vocaroo, and Voicethread are practiced. It means that the teachers will share classes more fashionably, and the students will be more motivated with something that they like.
3. One-week training (4 hours a day from 8:00 to 12:30) about web 2.0 tools Voki, Vocaroo and Voicethread addressed to the English teachers staff at “Alangasí high school” term 2014-2015.

CHAPTER VII

PROPOSAL

7.1. PROPOSAL

ONE-WEEK TRAINING (4 HOURS A DAY FROM 8:00 TO 12:00) ABOUT WEB 2.0 TOOLS VOKI, VOKAROO AND VOICETHREAD ADDRESSED TO THE ENGLISH TEACHERS STAFF AT “ALANGASI HIGH SCHOOL” TERM 2014-2015.

7.2. DESCRIPTION

After the research has been finished, and according to the results in the analysis-interpretation of statistical data, and the verification of the hypothesis; a proposal is required to be done. This proposal has the objective to help teachers to be more competent in teaching the speaking skill to their students at “ALANGASI HIGH SCHOOL”

The proposal has been planned and based on the lack of students’ competence of speaking production, which has been a problem that limits the students’ communicative competences.

The current proposal has the intention to help teachers to update their knowledge in technology specially the use of web 2.0 tools Voki, Vocaroo, and Voicethread involved in the process of teaching speaking, so that they will be empowered in their development of English teaching.

The proposal consists on one - week training which will be held at ALANGASI HIGH SCHOOL with a schedule of 4 hours a day from 8:00 to 12:30

from Monday to Friday about Web 2.0 tools Voki, Vocaroo and Voicethread addressed to the English teachers staff term 2014 - 2015.

7.3 JUSTIFICATION

Teaching English has two skills of production which are writing and speaking, from these the second one has always been more difficult by nature. There seems to be a conflict between the learners' perception that fluency and naturalness in spoken English are a synonym of success in learning the language and, their reluctance to participate in activities designed to develop competent speaking skills. It is strange that in the one skill area where we might expect real enthusiasm and interest like speaking we have problems instead.

Often, teachers assume that spoken-language skills can be developed by assigning students general topics to discuss or by getting them to give a short talk on some subjects. Not enough attention is given to the factors that inhibit or encourage the production of spoken language. In order to provide guidance in developing competent spoken English, it is necessary to examine the different uses of the spoken language, which learners will have to master as fluent speakers of the target language.

After showing all these reasons, the need for developing spoken English, it is suitable to carry out the proposed training on Web 2.0 tools Voki, Vocaroo, and Voicethread for improving speaking production. Its great importance aims to have a better institutional development and mainly for helping teachers in their task of teaching speaking.

7.4 OBJECTIVES

7.4.1. General

To carry out one-week training (4 hours a day from 8:00 to 12:30) about web 2.0 tools Voki, Vocaroo and Voicethread addressed to the English teachers staff at “Alangasí high school” term 2014-2015

7.4.2. Specific

- To design a one week training related to Web 2.0 training tools for teachers.
- To provide teachers with technological tools that let them be more effective in their teaching in the students` oral production.
- To apply the features of Web 2.0 tools Voki, Vocaroo, and Voicethread for speaking production during the teachers´ training.
- To motivate teachers to use the innovative technological tools in order to improve oral production in the students of Alangasí High School.

7.5. THEORETICAL FOUNDATION.

Most students consider the speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in oral production.

Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to

faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. In the communicative model of language teaching, instructors help their students to develop this body of knowledge by providing authentic practice that prepares students to communicate in real life.

The speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer questions in a conversation.

On the other hand, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation.

7.6 DEVELOPMENT OF THE TRAINING

WEB 2.0 TOOLS VOKI, VOCAROO, AND VOICETHREAD FOR TEACHING SPEAKING

CONTENT:

1. Web 2.0 tools description and advantages

1.1 Fundamental features of Web 2.0 tools

1.2 Voki

1.2.1 Definition

1.2.2 Creating a Voki

1.2.3 Activities

1.3 Vocaroo

1.3.1 Definition

1.3.2 Creating a Vocaroo

1.3.3 Activities

1.4 Voicethread

1.4.1 Definition

1.4.2 Creating a Voicethread

1.4.3 Activities

2. Speaking skill

2.1 Pronunciation

2.2 Sounds

2.3 Stress

2.4 Intonation rhythmic structures

2.5 Articulation

Web2.0 tools training timetable

TRAINING ABOUT WEB 2.0 TOOLS					
HORA	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08:00-09:00	Goals of the Web 2.0	Introduction and definition of Web 2.0 tools	Vocaroo: definition	Voicethread: definition	Speaking skill: Pronunciation
09:00-10:00	Communicative Competence	Creating a Voki	Creating a Vocaroo	Creating a Voicethread	Sounds and stress
10:00-10:30	BREAK				
10:30-12:30	Linguistic Competence	Activities	Activities	Activities	Intonation rhythm structures

DIDACTIC UNIT 1				
Subject: Training on Speaking Web 2.0 tools		Responsible: Consuelo Rosales and Emilio Basantes		
Topic: Communicative Competence		Period: Four hours (60 minutes)	Year: 2014- 2015	
CONTENTS	OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<ul style="list-style-type: none"> - Goals of this training - Communicative Competence Linguistic competence 	<ul style="list-style-type: none"> - To describe the context in which teachers develop their work - To know what is and how to develop communicative competence - To encourage teachers to use Web 2.0 tools for oral production 	<ul style="list-style-type: none"> - Dialogue memorization - Backward build up drill - Single slot substitution - Multiple-slot substitution - Transformation Drill - Use of minimal pairs - Authentic Materials 	<ul style="list-style-type: none"> - Tape recorder - Laboratory - Computer - Image projector 	<ul style="list-style-type: none"> - Teachers will answer some questions - Individual Participation - Pair work

DIDACTIC UNIT 2				
Subject: Training on Speaking Web 2.0 tools		Responsible: Consuelo Rosales and Emilio Basantes		
Topic: Web 2.0 tools Voki		Period: Four hours (60 minutes)	Year: 2014- 2015	
CONTENTS	OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
- Definition	- To know the fundamentals of Web 2.0 Voki.	- Teachers practice creating a recording in Voki	- Laboratory	- Teachers will answer some questions
- Creating a Voki	- To practice the creation of a recording using Voki.	- Role Play	- Board	- Individual Participation
- Activities	- To make teachers value the principles of Web 2.0 tools		- Image projector	- Group work

DIDACTIC UNIT 3				
Subject: Training on Speaking Web 2.0 tools		Responsible: Consuelo Rosales and Emilio Basantes		
Topic: Web 2.0 tools Vocaroo		Period: Four hours (60 minutes)		Year: 2014- 2015
CONTENTS	OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<ul style="list-style-type: none"> - Definition - Creating a Vocaroo - Activities 	<ul style="list-style-type: none"> - To know the fundamentals of Web 2.0 Vocaroo. - To practice the creation of a recording using Vocaroo. - To make teachers value the principles of Web 2.0 tools 	<ul style="list-style-type: none"> - work in mixed groups - exchange information - Teachers will create a recording using Vocaroo 	<ul style="list-style-type: none"> - Laboratory - Board 	<ul style="list-style-type: none"> - Group work - Class performance in orally form - Teachers will answer some questions

DIDACTIC UNIT 4				
Subject: Training on Speaking Web 2.0 tools			Responsible: Consuelo Rosales and Emilio Basantes	
Topic: Web 2.0 tools Voicethread			Period: Four hours (60 minutes)	Year: 2014- 2015
CONTENTS	OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<ul style="list-style-type: none"> - Definition - Creating a Voicethread - Activities 	<ul style="list-style-type: none"> - To know the fundamentals of Web 2.0 Voicethread. - To practice the creation of a recording using Voicethread - To make teachers value the principles of Web 2.0 tools 	<ul style="list-style-type: none"> - work in mixed groups - exchange information - Teachers will create a recording using Vocaroo 	<ul style="list-style-type: none"> - Laboratory - Board 	<ul style="list-style-type: none"> - Group work - Class performance in orally form - Teachers will answer some questions

DIDACTIC UNIT 5				
Subject: Training on Speaking Web 2.0 tools		Responsible: Consuelo Rosales and Emilio Basantes		
Topic: Speaking Skill		Period: Four hours (60 minutes)		Year: 2014- 2015
CONTENTS	OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<ul style="list-style-type: none"> - Pronunciation - Sounds - Stress - Intonation rhythmic structures 	<ul style="list-style-type: none"> - To know different examples of pronunciation activities. - To know how to apply and explode in the classroom sound discrimination techniques. - To Experience how fun can be Interactive classroom activities 	<ul style="list-style-type: none"> - Think pair share - Three step interview - Brainstorm - Three minute speaking - Numbered heads - Team pair - Partners 	<ul style="list-style-type: none"> - Paper - pictures - Board - Pencils - Books 	<ul style="list-style-type: none"> - Stimule-response - Class performance in orally form - Attitudinal - Teachers will answer some questions - Group work

CHAPTER VIII

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