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Tema: THE USE OF TOONTASTIC APP AS A TEACHING DIDACTIC STRATEGY TO IMPRUVE A1 ENGLISH STUDENTS´ORAL SKILL

Trabajo de Titulación, previo a la obtención del Título de Cuarto Nivel de Magister en Enseñanza de Inglés como Lengua Extranjera

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Edgar Quinabanda

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THE USE OF TOONTASTIC APP AS A TEACHING DIDACTIC STRATEGY TO IMPROVE A1 ENGLISH STUDENTS´ ORAL SKILL

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AUTOR: *Licenciado Edgar Gonzalo Quinabanda Taris*.
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FECHA: *Uno de marzo de dos mil veinte y tres.*

RESUMEN EJECUTIVO

The main objective of this study titled "The use of Toontastic app as a teaching didactic strategy to improve a1 English students 'oral skill" was to determine the applicability of the Toontastic application as a didactic teaching method to improve the oral skills of A1 English level students at the Galo Plaza Lasso school in Quito. The methodology used was a mixed approach, quantitative and qualitative, based on the use of surveys which one was applied to 62 students, a control group and an experimental group, and interviews directed to four teachers of the English area to determine the current situation of the students of the Galo Plaza Lasso school in Quito, regarding the development of oral skills in the 2021-2022 academic year. Likewise, the quasi-experimental and descriptive research was considered to diagnose the development of the students' oral skills through a questionnaire, and to describe the characteristics of the object of study that emphasizes the development of oral skills, identifying the aspects that influenced the deficiency. The correlational level served as a basis for measuring the relationship between the independent variable: Technological tools and the dependent variable: oral skill. From Spearman's correlation coefficient, the results of the pre-test and post-test determined a value of 0.000, less than 0.05. This determined the validated the alternative hypothesis: the use of the Toontastic application improves the oral skills of A1 level students at the Galo Plaza Lasso school in Quito, where teachers have used an application in the classroom at least once. In addition, from their experience, the activity that most contributes to the development of oral

communication is group work. It is thus concluded that Toontastic app is a good teaching didactic strategy in the communicative competence oral, but it is important teachers and students know how to use it in the classroom.

KEYWORDS: *ORAL ABILITY, ENGLISH LANGUAGE, PRE-TEST AND POST-TEST, TOONTASTIC APP.*

CHAPTER I

RESEARCH PROBLEM

1.1 Introduction

Technology currently plays an essential role in the modern educational system, due to the benefits provided by the various mobile resources and tools that act as strategies to facilitate the teaching and learning processes of English as a foreign language. Therefore, technology helps to develop linguistic skills. Also, technology can overcome traditional teaching methods issues. When old methods are used, a certain level of deficiency is evidenced in the students, they present difficulties when carrying out the curricular activities in the English area inside and outside the classroom.

Nowadays, developing oral skills is one of the most essential skills in teaching-learning the English language. Unfortunately, speaking is the most difficult skill to develop since students have less practice due to its complexity and traditional strategies or common methods. The incorporation of technology such as audiovisual resources, 3D applications, and online tools are educational methods to improve and apply a better way of teaching and learning. Modern methods have as the main objective to let the teacher plan content from another perspective with the use of technology as interactive strategies giving support to the academic content and thereby promoting the ability to think and develop oral skills in students spontaneously. Learning this language skill improves communication skills in all contexts and areas.

In consideration of the previous mentioned, the present research "THE USE OF TOONTASTIC APP AS A TEACHING DIDACTIC STRATEGY TO IMPROVE A1 ENGLISH STUDENTS´ ORAL SKILL IN GALO PLAZA LASSO SCHOOL IN QUITO" is proposed. The methodology of the research is qualitative and quantitative in order to identify the current situation of the problem related to the development of oral skills. The research is divided in chapters, which are described below:

- **CHAPTER I:** It includes the description of the study problem, introduction, justification, and general and specific objectives.

- **CHAPTER II:** It consists of the description of the literature background done by other authors.

- **CHAPTER III:** It contains the methodological framework, it specifies the location of the study, the equipment, and materials, the type of research, the scientific questions, the population, and the sample are defined, and it describes how the information is collected and processed.

- **CHAPTER IV:** The results and their discussion are presented.

- **CHAPTER V:** The conclusions and recommendations of the investigation are established.

- **CHAPTER VI:** The proposal is presented as an alternative solution to the identified problem. Finally, the bibliography and annexes are presented.

1.2 Justification

It should be noted that technology in recent times has had a great contribution to the educational system as teaching and learning processes are developed in an automated and digitized way. However, in several cases the school's English level is still low, it can be related to the deficient training of students and teachers on the use of equipment and technological elements, the expected results are not achieved. The inclusion of technology as an aid in the educational system brings great benefits for teacher's work concerning their teaching process and allows reinforcing the student learning process in an interactive way.

A more visible sign of technological progress and innovation, which facilitates interactive communication between two or more people, are the modern and innovative mobile applications, which in the last decade have become the main tool for data flow, whether short messages or complete files. In the same way, due to the informative speed and ease of use, they are used in business and education, being developed with specific approaches to help the user to understand the content.

The **relevance** of this research is mainly of a social nature, it seeks to understand that academic education is a compendium of formative processes and procedures for men and women, in a generic way within the social and cultural code. They are aligned to democratic parameters in all educational institutions, to enhance the development of students' competencies based on the production of knowledge and wisdom, which contribute to the reduction of inequality within the same environment, considering that education is a fundamental right with legal recognition.

The **importance** of this research focuses on the benefits of the application of 'Toontastic' as a didactic strategy that contributes to the improvement of oral language and therefore the mastery of speech in English A1 students from Galo Plaza Lasso school in Quito. Toontastic can establish a playful and interactive environment, with innovative strategies that help to enhance creativity and motivation to learn a foreign language.

The **need** presented by the research consists in the inclusion of new teaching and learning methods, based on technological approaches and educational models, thus facilitating the planning of the didactic structures for the development of the oral skills of A1 level students in English.

This research is **reliable** because it has the support of the institution's authorities. They consider that mobile technology currently contributes significantly to improving the teaching and learning processes of A1 English students of the Galo Plaza Lasso school in the city of Quito. Similarly, teachers' and students' interest in data collection is to help determine the effectiveness of technology in academic training.

The **beneficiaries** of this research will be directly to the A1 English students in Galo Plaza Lasso School, who through the proper use of the Toontastic app will aquire knowledge. They will be able to develop in a dynamic way their speaking skills and strengthen communication with their classmates and teachers.

1.3 Objetives

1.3.1 General

The purpose of this study is to determine the applicability of the Toontastic App as a didactic teaching method in order to improve the oral skill of students in A1 English at Galo Plaza Lasso School in Quito.

1.3.2 Specifics

1 To provide a theoretical foundation for the topics related to mobile applications and oral skill development.

2 To diagnose the students' oral skill development through a questionnaire.

3 To propose a didactic guide based on learning strategies that facilitate the use of the Toontastic app to strengthen A1 English students' oral skill in Galo Plaza Lasso School in Quito.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Research background

In reference to previous studies about the use of mobile applications or platforms, the following studies are cited:

In recent years there have been several research papers that establish teaching strategies to improve oral skills in English through the use of innovative mobile applications or platforms in the teaching-learning process in educational institutions. To do this, various sources of research found in scientific articles, repositories, books, among others, are mentioned below, which serve as theoretical support for the research work.

Pardo and Cisterna (2019) carried out the research "Screen recording applications for smartphones: An effective tool to improve fluency in English language", it was aimed to evaluate the efficiency of mobile applications to improve the fluency of oral communication in English language. There was both qualitative and quantitative research conducted on 31 students between the ages of 12 and 13. It is necessary to clarify that the coexistence sampling method was used to select the participating students and the communication style of the participants through several English-speaking sessions where they used video recording applications on smartphones. Each student listens to four sessions with the app of 90 minutes each. The data was collected through pre-established and assigned conversations, for the statistical analysis an interview and focus group were applied. The author concluded that the use of recordings in smart devices for versatile applications helped to develop the teaching and learning process.

The research previously mentioned is important for its positive effect on the development of oral communication in English through recordings on smart devices, which integrates interesting strategies that encourage students to develop their oral skills in a dynamic and interactive way.

Mendoza (2020) carried out an investigation that aimed to implement self-assessment using mobile phones assisted by the Padlet technological tool. It was both quantitative and qualitative research. In the study, 22 students between 13 and 15 years of age

participated. The children were in ninth grade of English level A1 at the "Milenio" Secondary High School in a rural area of Junin. An oral interaction rubric and a semi-structured interview were applied. This project had five self-assessed video tasks through a rubric. In addition, the author argued that self-regulation with mobile devices improves oral interaction in students and highlighted that self-regulated learning through technological applications facilitates the development of oral skills from mobile devices. The results obtained showed that students presented positive results in the improvement in oral language communication and also facilitated the interaction of the teachers in class with the students.

The author's conclusions lead to the understanding that there are a range of technological and audiovisual alternatives to develop the oral skills of students in the area of English in a way that facilitates and motivates their learning in that language.

In addition, Piray (2018) carried out research with the aim of determining the influence of digital narrative on the development of oral expression. It had a quasi-experimental research design. In the study, 20 students of 1st-year BGU from the 'Unidad Educativa Pichaihuap' were part of the control group that received classes with conventional techniques and 20 students from the experimental group received treatment with digital storytelling technique; both groups presented a pretest and a posttest. The intervention was carried out for a period of five weeks. The researcher concluded that the use of digital storytelling helped to improve student's oral skills, develop their creativity, critical thinking, improve their pronunciation, fluency, intonation, accent and be more precise when expressing ideas and thoughts.

For the purposes of this research, it should be noted that there are several learning strategies such as those mentioned above. For this reason, it would be good to introduce these topics for the development of this research. Since oral ability means elaborating and transmitting information, it is essential to help students develop it.

Another research was carried out by Peña (2019) where he aimed to analyze the effects of the use of audiovisual materials on the development of oral expression. It was a quantitative and qualitative research where 55 students in ninth grade of the Educational Unit "Vicente Anda Aguirre " participated. The students took a pre and a post-test. In addition, an interview was applied to both teachers to obtain information of the practice in the classroom. The researcher produced a booklet with ten study

plans, which were used during the intervention period. After this process, the author concludes that the use of audiovisual materials has positive effects on oral expression, and educators recommended the use of audiovisual materials in their didactic planning to improve student performance.

It is necessary to consider the cited research since it allows to point out alternatives to arouse the interest and motivation of the students to develop and enhance their oral ability through technological and interactive strategies. Therefore, it is a great challenge to carry out this research.

All these studies and investigations arise to obtain relevant information for the construction of the investigation since it responds to the objectives carried out in a theoretical way- It is said that the Toontastic application is a didactic strategy to improve oral skills in their full development learning and of this way be optimal for the evolution of the English language as such, facilitating the teaching process both by the teacher and the student's learning, emphasizing ideas, forms, and even new things to ensure that a message is understood.

2.2 Independent Variable Framework

Within this section, a literature review is carried out in relation to the categories of the independent variable, that is Technological tools: Toontastic according to Operationalization of variables.

2.2.1 Technological tools: Toontastic as a teaching didactic strategy

Toontastic application is involved, which is a digital tool created and designed in a didactic and creative way for iOS, Chromebooks, and Android devices. This application had great success in various classrooms almost all over the world, since it directly helped in the writing and oral skills development, so creativity was the primary tool in this process. This application allows each student to simply and easily create stories, designs, and books, among others through drawings, giving way to their animation and narration Gunter et al. (2016). Toontastic application contains various sections for the creation of innovative material to improve oral and written skills in the English language. They are mentioned below:

• Epic Layers

• Historical films

• Mysteries

• Social lessons

• Cooking programs

• Silent movies

• School reports

• Fan fiction

• Friends Movies

• Science fiction

• Documentaries

• Memes

At the same time, there are records within the educational system that respond to the teaching-learning process that serves for the evaluation of literature as such, where it will be presented in the following table.

Table 1

Sheet for the evaluation of digital literature.

Dimensions	Parameters	Indicators
Formal aspects	Availability	➢ Accessibility
		➢ Operability
		➢ Permanent updating of content
	Security	➢ Control system
		➢ Parental Protection
		➢ Control of purchases
	Paratextual elements	➢ Ergonomics
		➢ Navigation
		➢ Icons
	Editorial product	➢ Creation context and agents involved

Contents	Options for Languages	➢ Typography
		➢ Type reading
		➢ Sound effects
		➢ Characters
		➢ Geographical and temporal adjustments
		➢ Geolocation
	Multimodality	➢ Relationship between text, image and sound.
		➢ Animation and gameplay
	Participation	➢ Grade and type of participation
	Interpretive complexity	➢ Combining all the content of the activity.
Suitability for the reader	Potential recipient	➢ Evolutionary stage
		➢ Level of technological familiarity
		➢ Level of digital literacy

Source: Rivera (2019)

Therefore, within digital literature, the diversity and richness of content can be present, beginning in a textual and graphic way to choose and transform with didactic strategies from the Toontastic application, in which you interact and create stories, talks, games, among others, and therefore try to reinforce oral skills.

Having said that, the world evolves every day and requires comprehensive training in future generations, in such a way that through the innovation of didactic strategies the message is transmitted effectively. Therefore, for its implementation, cognitive processes are needed that encompasses the construction of meaning and the interpretation of oral discourse to reach all the people in its field who are willing to listen carefully to the information (Ayala et al. 2022).

2.2.1.1 Technological applications

According to Stevenson and Bauer (2020), a technological tool is any "software" or "hardware" that helps to perform a task well, understanding by "performing well" that the expected results are obtained, saving time and saving resources personal and

financial

So, Castro (2017) mentioned that mobile platforms or applications are very important and useful for learning and teaching respectively. The author carried out research aimed at the use of technological resources to improve oral skills focused on the English language. He also said that technology directly influenced the life of all human beings, it facilitated the search for information, innovation, experiment, and reduced the time for the acquisition of innovative things. The author highlights useful elements such as:

1   Teacher-student interaction

2   Teacher's Guide

3   Student experimentation

4   Update in the digital world

5   Improvement of the English language (Castro, 2017, p. 19).

In the same research line, Sandoval (2020) carried out a paper where the objective was to analyze the impact of the application of lessons recorded on podcasts in order to improve oral skills. Nine women between 22 to 45 years with A1 English level participated in the research. Participants experienced four synchronous podcast sessions in which feedback was provided using eight criteria of an analytic rubric. In the end, as part of the intervention, a focus group was used to collect the opinions of the participants about the new methodology. The researcher concluded that the podcasts helped to improve oral skills in a descriptive way and that the use of these tools was a significant complement to facilitate oral skills in the teaching of English as a language. secondary.

By having the impact of applications aimed to improve English speaking skills in students, it is a good point of reference to introduce themes to develop this research with data that provide relevant information.

Menacho et al. (2020) research aimed to describe positive and negative aspects in the implementation of virtual platforms as a didactic tool in the teaching and learning process in the English language. In addition, the researcher raises the need to change and innovate the functionality of the teaching-learning process both in the structure and in the way of imparting knowledge in the classroom. It was a qualitative and

descriptive investigation where she concluded that this didactic resource favors:

• Autonomous work

• Motivation

• Innovation

• Communication

Then, the cited research is taken as a reference because it establishes advantages and benefits when implementing virtual didactic strategies in the English area in a way that meaningful learning is achieved.

Likewise, technology is present in all areas of life for the effect and development of learning and teaching activities. The strategies for technological development to flow are mediated by the use of mobile devices and applications continuously and increasing them, because learning a new language through the support of these becomes a super useful aspect to study, achieve understanding the problems and solve them in such a way that their functions are used in such a way that the existing gaps are covered (Musa and Mohamad, 2017).

The use of mobile applications turns out to be promising in the new time, new generations have easy and integrated access to the systems, thus. mobile apps support synchronous and asynchronous learning. This means that learning can be acquired inside and outside of the classroom and makes students capable of their own learning control. In addition, this paradigm serves to enhance and motivate learning processes through interaction, collaboration and access to different pedagogical resources and knowledge management (Azarova, et al., (2021).

Learning through mobile devices or applications according to Bustillo et al. (2017), facilitates the development of activities corresponding to the English language, which allows positive changes in each one and thus gives an innovative turn where they respond to:

• Ability to create.

• Capture the content.

• Access educational resources.

• Use a digital device.

• Process learning stimuli.

• Communication with peers.

• Communication with tutors or teachers.

• Deep exploration of the practice of new things (p. 776).

2.2.1.2 Didactic strategy

According to Martínez et a.l (2019) didactic strategies "are defined as the set of broad and general guiding actions that teachers contextualize, specify and adapt to their pedagogical work to achieve proposed educational goals to produce new and better knowledge in their students"

Terán (2018) refers to the incorporation of pedagogical applications as a didactic strategy in order to improve topics such as oral ability of the English language. Where, students are able to adapt to the innovative development technology within their spontaneous learning, practice and use the learned stuff in their daily lives. In turn, there are security elements that applications that are developed based on technology must have. Below is a table detailing the elements with their characteristics, respectively:

Table 2

Application security features

Items	Features
Exception Handling	➢ Handle problems that occur at runtime.
	➢ Does not allow the user to interact directly with system errors.
Authentication control	➢ Prevent access to the application from unauthorized people.
	➢ Practice username and password to access the system.
Authorization control	➢ Allows restricting access to specific sites.
	➢ Application information according to the role it has.

Protection of user information	➢ Sensitive user information is stored in a location on the device.
	➢ It can be accessed from the application itself.
User types	➢ The design application for the existence of two roles, such as
	● Administrator user
	● Guest user

Source: Sahin and Ozenc (2021)

Navarro (2022) mentions that the incorporation of media and social networks is one of the best alternatives that have been implemented in schools for teaching and learning in an English course. The purpose of this research reveals assessments and impressions of the A1 English level regarding oral ability. The approach used was qualitative with its observation techniques and discussion groups, where the results indicate that the digital tools or applications are flexible and freely accessible to deal with innovative content and modify teaching strategies to improve the learners' quality of life.

Then, the learning of these applications allows the construction and development of knowledge and digital and technological skills for the proper use of these. This allows accessing, managing, creating, and sharing information that serves as meaningful for teaching and learning to collaborate, communicate and solve problems or conflicts present in a creative and interactive way in the development of activities (UNESCO, 2018).

Adopting the aforementioned strategies, Manzano (2019) developed five types of strategies related to the oral interaction approach that develop didactic strategies based on the use of applications for an improvement within the ability of the moment in which the English language is spoken, which are broken down in the following table.

Table 3

Types of strategies related to the oral interaction approach.

Type	Concept
Elision	➢ It refers to avoiding or abandoning a topic or message started, this occurs when the vocabulary is scarce. Therefore, communication is prevented.

Paraphrases	➢ It is an alternative form of expression, which consists of a semantic word similar to the original, with a circumlocution or, in turn, a new word made by the person who wants to communicate the message.
Conscious transference	➢ It is the literal translation of the codes that the person who transfers and the conscious interacts with.
	➢ He pretends to think in her mother tongue and translate it into her second language as is.
Request for help	➢ The use of a dictionary stands out, for people who speak the language correctly or who are native speakers of it.
Imitation	➢ It refers to the gestures that are usually used, since, not having a clear understanding of the language, they resort to mimicry of what they want to convey.

Source: Manzano (2019).

In the same context, Stevens et al. (2022) covers the strategies referring to the oral approach, which he divided into four types that are developed in the following table:

Table 4

Types of strategies related to the oral approach

Types	Features
Reduction strategies	➢ Formal, when the use of rules or linguistic elements is avoided.
	➢ Functional, if they affect aspects of the communicative intention.
Achievement Strategies	➢ Compensatory, is when the initial plan is replaced by another of a strategic nature.
	➢ Recovery, which allows the initial plan to be maintained.
Conceptual strategies	➢ Analytical, when the student makes use of his conceptual knowledge.
	➢ Integrals, relationships between concepts.
Communication strategies	➢ Morphological, when the speaker manipulates his linguistic knowledge.
	➢ Transfer, another language.

Source: Stevens et al. (2022)

The didactic strategies of the interaction approach, as well as oral skills, are totally useful for a student who is in the process of opting for a communicative or oral expression skill, since they are simple, clear and precise ways of making knowledge meaningful to transmit information or messages. These, in effect, cause satisfaction and problem solving along the way, allowing effective communication and interaction, trying as much as possible to manage a second language, and perfecting the skills to be able to communicate and express with an addition referring to the implementation and innovating in the effect. and development of technological applications (Mendoza, 2020).

In addition, it is very important that the interaction that arises between teacher and student plays a fundamental role in the practice of didactic strategies and in the teaching-learning process, establishing fundamental oral expression skills for better development of the class. The interaction and communication are fortuitous based on experiences and achieve a significant reflection throughout their student and professional life, which allows them to improve their quality of life and have a wide field to be able to develop their professional life. a better way. Being able to express oneself in English opens doors throughout the world as the second official language of developed countries with new information technologies and are based on applications for better development and meaningful learning (Romero and Corpas, 2019).

2.3 Dependent Variable Framework

Within this section, a literature review is carried out in relation to the categories of the dependent variable, that is oral skill according to operationalization of variables.

2.3.1 Oral Skill

According to Gordillo (as cited in Herrera and González, 2017), oral skill is defined as the individual's ability to express him/herself verbally in order to communicate with others. This is based on linguistic rules of a language, from which the ability to listen (receptive), and the ability to speak (productive) are developed.

The process in which the oral skill is carried out to develop didactic strategies that promote oral expression in the English language must be short, varied and active to generate impact and interest. Therefore, the process has the ability to analyze linguistic

knowledge through components that refer to the explanation of the structure of spoken language framed in phonemes, syllables and syntactic constructions. And also, the ability to control the procedures that facilitate the passage and location of linguistic information in matters of grammatical verification and sounds (Jiménez, 2018).

Rivera (2019) defined the didactic strategies to improve oral skills as: "lexical, syntactic, morphological and semantic aspects' ', cataloged as the conventional strategy, linguistic courtesy and discursive practice that encompass a power relationship that allows oral expression fluid. According to a series of socio-communicative relationships both in their social practice and in linguistic-communicative ones according to the different contexts and challenges that arise when communicating important facts to the existing community.

2.3.1.1. Linguistic oral skills

Yupa (2018) defines linguistics as: "mechanisms, techniques or plans in learning a second language" that aim to solve the difficulties that arise when communicating a message in another language. Since not knowing the meaning of the words makes it difficult to transmit ideas. However, they exist to communicate: the interaction approach, which refers to the relationship between the learner and the interlocutor; and the psycholinguistic approach, which conceives the cognitive processes, the mental and individual plans of each individual that communicates in such a way that, despite being longer or more expressive, it easily transmits the idea.

The learning of didactic strategies to improve skills in the English language emerges as promising because it frames procedures that teachers and students go through. They can consciously organize themselves to build new forms of learning and in turn achieve goals, either by adapting or covering their own needs, in which an active participation is carried out by the students and innovative by the teacher in charge, for a significant learning (Guagchinga, 2019).

In reference to oral expression, this is a form of communication between people through an established system, cataloged by the language, whether native or learned, which allows the development of attitudes, skills, and pedagogical knowledge. Taking into account the motivation to dialogue, participation in events in which it is necessary to express an opinion and a socio-affective climate that is based on respect, empathy,

positive relationships, and in turn valuing all the aforementioned aspects since all people are unique and are free to express themselves (Rojas, 2019).

2.3.1.2 Linguistic rules

According to Handayani (2018), speech is one of the communication skills that allows people to deliver a message to others. This is usually focused on the meaning but it is usual to forget the grammatical form, which causes errors such as a correct pronunciation or correct choice of words that does not make it easy to understand. But Handayani (2018) mentions that the problem is people who have a misconception about grammar, that it only involves learning to write and give less importance to the ability to speak.

Thus, within any language such as English, there are linguistic rules that play an important role in learning, since they facilitate having a clear and orderly structure and understand the message that is transmitted. However, for González (2015) it is essential that the student first learn to listen and then speak and with this it leads him to understand the meaning of a word; therefore, the ability to listen will be the first step for the student to be able to express himself orally, but following a series of linguistic rules.

It is so, the different languages like English, Spanish, French, Portuguese, etc., they have their own symbols and these are unique, as well as their grammatical rules for combinations. Therefore, language in society is considered a vehicle of thoughts that is transmitted from one place to another and it is only up to the human being to learn new ones, being able to improve their oral expression skills in any place where they are actively developed and struggling. Against the difficulties that arise in communication guided by rules that make up phonological, morphological, syntactic, semantic and pragmatic parameters (Santamaria, 2019).

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1. Location

The present study was carried out at Galo Plaza Lasso school, AMIE (code: 17H00179), located at Avenue Gonzalo Valencia N60-89 and Bartolomé Ruiz, Quito. Pichincha province, parish of Cotocollao, in the urban area. The school works under the regimen 'Sierra' according to Ecuador's education system and has two modes of study: morning and afternoon. The educational center has a total of 1005 students and 25 teachers, whose educational level is basic. The socioeconomic level of the community is medium, with regular access to Internet connection, but all basic services. The native language spoken is Spanish.

3.2 Techniques and instruments

For data collection, a survey was applied to the students to determine the usability of the Toontastic App at Galo Plaza Lasso school in Quito, for the purpose of data collection it was necessary to comply with the following:

3.2.1 Pre-test and post-test

The pre-test and post-test were applied in order to diagnose the students' oral skills development through a questionnaire. Subsequently, to propose a didactic guide based on learning strategies that facilitate the use of the Toontastic app to strengthen A1 English students' oral skill in Galo Plaza Lasso School in Quito. The structure of the pre-test contemplated four activities, which were worked individually, in groups or in pairs. The tests measured pronunciation and intonation, lexical range and appropriateness of linguistic choices, fluency, interaction, cohesion and coherence in both the control and experimental groups. The pre-tests had a total score of 20 points (See Annex 1).

Similarly, in the post-test, four activities were used to measure pronunciation and intonation, lexical range and appropriacy of linguistic choices, fluency, interaction, cohesion and coherence. The students of the experimental group were introduced to the Toontastic application. The post-tests had a total score of 20 points (See Annex 2).

For this purpose, a presentation of the Toontastic app was previously made, where instructions were given on how to download it, how it works, its configuration and

phases. This was done in a session within the classroom, the students were made aware that the application is free and its advantages were used as didactic and innovative material. The exposure needed to be done as the students had not heard of this application before.

The instruments were previously validated by two experts prior to its execution in the classroom (See Annex 3).

3.2.2 Survey

The survey was conducted in person, 4 school teachers answered 6 closed-ended questions. The purpose of these questions was to diagnose if the teachers of the institution know the importance of technological applications as a didactic strategy to develop the oral ability of the English language (See Annex 4).

As additional information, was made a survey. It was applied to the experimental group and the control group (See Annex 5) to determine the usability of the Toontastic App at the Galo Plaza Lasso school. For data collection with the experimental group, it was necessary to comply with the following:

Students were asked to fill out the questions according to their knowledge about the use of technological resources in teaching English, as a didactic strategy and to know the applicability of the Toontastic app to improve speaking or oral skills.

The final survey (See Annex 6) was applied to the experimental group to find out whether the application of the Toontastic tool helped to improve speaking skills. These questions were established based on the response capacity of each student to each question.

3.3. Research approach

The research approach was based on quantitative and qualitative data. Tor this, it has been taken into account numerical data for analysis based on specific statistical techniques to answer questions according to the survey to teachers where the study used a hypothesis. The qualitative approach has been used to understand the phenomenon or reality addressed.

Based on the above, the mixed approach has served as a basis to obtain information that will facilitate the determination of the current situation of the students at Galo Plaza Lasso school in Quito, regarding the development of oral skills in the 2021-2022

academic period.

According to what has been reviewed in the literature, this research uses a quasi-experimental design. Rogers and Revesz (2019) determine that this type of design examines whether or not there is a causal relationship between two variables (dependent and independent), where the observation occurs in subjects, units or groups without taking into account a random criterion. Thus, it has served as a basis to diagnose the students' oral skill development through a questionnaire.

Because of the depth of the study, the research is descriptive, emphasizing the development of oral skills and identifying the aspects that influenced the deficiency.

Finally, a correlational level was used, which establishes a "relation existing between phenomena or things or between mathematical or statistical variables which tend to vary, be associated, or occur together in a way not expected" (Akoglu, 2018, p. 91). This relationship was used to measure the relationship between the independent variable Technological tools (TOONTASTIC APP), and the dependent variable oral skill.

3.4 Hypotheses or Scientific Questions

Ho: The use of Toontastic App does not improve the oral skills of the A1 level students at Galo Plaza Lasso School in Quito.

Hi: The use of Toontastic App improves oral skills of the A1 level students at Galo Plaza Lasso School in Quito.

3.5 Population and sample

In the present study the population identified to carry out this research were the A1 level students at Galo Plaza Lasso school in Quito. A control group and an experimental group were used, each with 31 students, for a total of 62 students involved. In addition, 4 teachers (3 women and 1 man) of the English area, who work at the Galo Plaza Lasso school, were involved in the research.

3.6 Data Collection Plan

The analysis of the collected data was carried out using the statistical software SPSS, which guaranteed the reliability of the instruments and the certainty of the results obtained. This analysis was done after the application of the respective techniques which determined the current situation of the students regarding the development of

oral skills.

3.7 Data processing and statistical analysis

In order to obtain information that would allow compliance with the objectives of this study, a pretest and posttest were used for the experimental and control groups. Thus, the process began with a general induction of each group regarding the purpose of the research.

Subsequently, a pre-test was applied to the control and experimental groups, to diagnose the students' oral skill development through a questionnaire. This included four activities, which were carried out in one hour of class, that is, 35 minutes, for each group.

The post-test was administered to the experimental group. For its application, 5 classes were previously conducted to introduce the students to the use of Toontastic App as a teaching didactic strategy to improve the English level in oral skills.

The initial survey was applied in the experimental and control group with the objective of knowing the perception that students have about technological tools to support the teaching of a second language. In addition, it allows knowing the willingness and motivation that students will have when using this new methodology to improve oral skills in the English language.

Finally, a survey was applied to the teachers, with the purpose of diagnosing if the teachers of the institution know the importance of the technological applications as a didactic strategy to develop the oral skills of the English language. The technique was applied in a single moment.

Based on the above, the data obtained from each group were analyzed using SPSS software. Using statistics, the validity or not of the hypothesis and the degree of applicability of the Toontastic App teaching didactic strategy to improve A1 English students' oral skill in Galo Plaza Lasso School in Quito were determined.

3.8 Resources and materials

The equipment and materials used on this research were:

a) Technological resources:

- Laptop.

- Slides.
- Projector.
- Printer.
- Mobile phone.
- Internet.

b) Materials:

- A4 sheets.
- Pens.
- Notebooks.
- Pencils
- Eraser.

c) Human resources:

- Students.
- Investigator.
- Project's tutor.

3.9. Operationalization of variables

Table 5

Independent variable: Technological tools (TOONTASTIC APP)

DEFINITION	DIMENSIONS	INDICATORS	ITEMS	INSTRUMENTS
According to Stevenson and Bauer (2020), a technological tool is any "software" or "hardware" that helps to perform a task well, understanding by "performing well" that the expected results are obtained, saving time and saving resources personal and financial.	Technological tools	Technological applications	1. Do you think that technology helps to develop oral skills? 2. Would you like your English teacher to use technological applications to develop oral skills?	Survey
		Didactic strategy	3. What topics would you like to address with the use of an app during speech development? 4. Have you ever autonomously used an application to develop oral skills?	Interview

Prepared by: Edgar Quinabanda.

Table 6

Dependent variable: Oral Skill

DEFINITION	DIMENSIONS	INDICATORS	ITEMS	INSTRUMENTS
According to Gordillo (as cited in Herrera and González, 2017), oral skill is defined as the individual's ability to express him/herself verbally in order to communicate with others. This is based on linguistic rules of a language, from which the ability to listen (receptive), and the ability to speak (productive) are developed.	Linguistic oral skills	Definition	1. You like to speak English	
			2. Activities you would like to do to communicate orally in English.	Survey
	Linguistic rules	Ability to listen	3. In order to improve communication, the aforementioned techniques were applied	Interview
			4. You feel safe when presenting a topic in class.	
		Ability to speak		

Prepared by: Edgar Quinabanda.

3.10. Information Collection Plan

Table 7

Information Collection Plan

BASIC QUESTIONS	EXPLANATION
1. WHY INVESTIGATE?	To provide possible alternative solutions aimed at improving teaching-learning processes, conditions caused by outdated or lack of knowledge and use of technological tools based on the analysis and study of each of its causes.
2. TARGET POPULATION?	A1 level students and teachers from at Galo Plaza Lasso School in Quito.
3. WHAT ASPECT ABOUT?	Use of the Toontastic App to improve the oral skills of A1 level students.
4. RESPONSIBLE?	Researcher: Edgar Quinabanda
5. WHEN?	Academic period 2022-2023
6. ¿WHERE?	Galo Plaza Lasso School in Quito
7. ¿HOW?	Survey application
8. ¿INSTRUMENTS?	Structured Questionnaires
9. ¿CONDITION?	Total confidentiality and autonomy

Prepared by: Edgar Quinabanda.

RESULTS AND DISCUSSION

4.1 Analysis of results and data interpretation

4.1.1 Pre-test and post-test results

The results were obtained from both the experimental and control groups. The pre-test was taken from 62 students of A1 English level of the educational center Galo Plaza Lazo in the city of Quito in order to diagnose the students' oral skill development through a questionnaire.

Subsequently, the post-test was taken to the experimental group (31 in total) of A1 English level of the educational center Galo Plaza Lazo in the city of Quito. This was done in order to diagnose the students' oral skill development through a questionnaire after induction on the Toontastic App.

The following rubric was used to determine qualification:

Quality of production:

1. Pronunciation and intonation: 1-4

2. Lexical range and appropriacy of linguistic choices: 1-4

3. Fluency: 1-4

4. Interaction: 1-4

5. Cohesion and coherence; 1-4

Total: 20 points.

Table 3 shows the scores obtained.

Table 8

Pre-test and post-test results of experimental and control group

No.	Pre-test		Post-test
	Experimental group	Control group	Experimental group
1	7	6	17

2	6	7	18
3	5	7	17
4	7	8	17
5	10	9	18
6	8	9	19
7	10	5	19
8	5	8	17
9	8	10	18
10	11	5	20
11	9	10	18
12	10	8	19
13	12	10	19
14	7	7	17
15	12	10	20
16	6	8	17
17	10	9	20
18	8	5	18
19	8	10	18
20	10	9	19
21	5	6	17
22	8	11	18
23	7	5	18
24	10	10	20
25	10	8	18
26	9	11	19
27	10	7	19
28	7	10	17
29	8	11	17
30	8	5	17
31	5	10	18

Prepared by: Edgar Quinabanda.

Interpretation:

As can be seen in Table 1, within the pre-test phase, both in the experimental group and in the control group, the marks obtained reflect a relatively low level, without marked differences between one and the other. Regarding the post-test, it can be seen that after carrying out an induction on the Tooncast app for oral development in English, there is a significant improvement as reflected in the marks obtained, which on average add up to 18 points, that is, a very good mark. The above reflects a first inference that the use of the Toontastic APP A1 English students' oral skill in Galo Plaza Lasso School in Quito.

4.2 Hypothesis verification

In this section we develop the statistical process to validate or reject the hypothesis proposed in this study. The purpose is to determine the applicability of the didactic teaching strategy of the Toontastic application to improve the oral skills of English A1 students at the Galo Plaza Lasso School in Quito. The process is explained below.

4.2.1 Hypothesis approach

Ho: The use of Toontastic App does not improve the oral skills of the A1 level students at Galo Plaza Lasso School in Quito.

Hi: The use of Toontastic App improves oral skills of the A1 level students at Galo Plaza Lasso School in Quito.

4.2.2 Variables

Independent variable: Technological tools (TOONTASTIC APP).

Dependent variable: Dependent variable: Oral Skill.

4.2.3 Decision making

The significance level (α) was established as values equal to or lower than 0.05. This means that if the statistical values obtained through the T-test are equal to or less than 0.05, the null hypothesis (Ho) is rejected; otherwise, if a value greater than 0.05 is obtained, the alternative hypothesis (Hi) is rejected.

4.2.4 Data collection and calculation of statistics

This section describes the results for the control group as well as the experimental group in the pre- and post-tests. See Table 4.

a) Results for the experimental group:

Table 9

Data collection experimental group.

No.	Pre-test	Post-test	Differences
1	7	17	10
2	6	18	12

3	5	17	12
4	7	17	10
5	10	18	8
6	8	19	11
7	10	19	9
8	5	17	12
9	8	18	10
10	11	20	9
11	9	18	9
12	10	19	9
13	12	19	7
14	7	17	10
15	12	20	8
16	6	17	11
17	10	20	10
18	8	18	10
19	8	18	10
20	10	19	9
21	5	17	12
22	8	18	10
23	7	18	11
24	10	20	10
25	10	18	8
26	9	19	10
27	10	19	9
28	7	17	10
29	8	17	9
30	8	17	9
31	5	18	13

Prepared by: Edgar Quinabanda

Interpretation:

Table 4 shows a significant difference both in the pre-test and in the post-test, which indicates that the individual grade has improved in the experimental group after applying the didactic strategy: The Toontastic application.

Next, it is described if the alternative hypothesis is validated or not. For this, Spearman's Rho has been used. See Table 5.

Table 10

Rho of Spearman results to validate the hypothesis of the experimental group

			Pre-test	Post-test
Rho de Spearman	Pre-test	Coeficiente de correlación	1,000	,799**
		Sig. (bilateral)	.	,000
		N	31	31
	Post-test	Coeficiente de correlación	,799**	1,000
		Sig. (bilateral)	,000	.
		N	31	31

The value obtained is 0.000, which is less than 0.05 as previously explained. This means that the alternative hypothesis is fulfilled, that is: the use of Toontastic App improves oral skills of the A1 level students at Galo Plaza Lasso School in Quito.

4.3 Results of final teacher´s Survey

In this section, we present the results of the survey conducted on four teachers of the educational unit Galo Plaza Lazo. The purpose is to obtain relevant data to propose a didactic guide based on learning strategies that facilitate the use of the Toontastic app to strengthen A1 English students' oral skill in Galo Plaza Lasso School in Quito.

● Would you like your students to develop oral skills in English?

Table 11
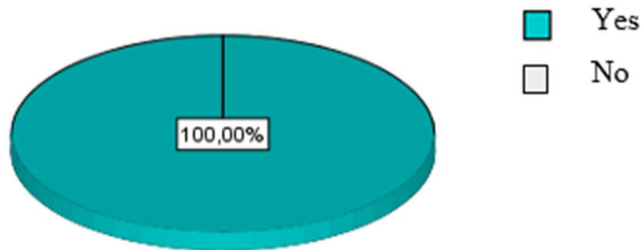
Interest in to improve oral skills

Option	Frequency	Percentage
Yes	4	100%
No	0	0%

Source: Survey to teachers from A1 level.
Researcher: Edgar Quinabanda**.**

Figure 1

Interest in to improve oral skills

Source: Survey to teachers from A1 level.
Researcher: Edgar Quinabanda**.**

Analysis

In this study, it was observed that 100% of the teachers thought it was important for the students to develop oral skills in English, and 0% did not.

Interpretation

As can be seen, it is very important for the respondents that the student develops oral skills, which indicates that they understand the importance of developing this skill. However, for Bonzar (2019), this constitutes a great challenge for both the teacher and the student, thus the appropriate procedures must be found to help them master this skill with active methodologies that motivate them to learn.

● Do you consider that the incorporation of technology helps to develop students' oral skills?

Table 12

Incorporation of technology helps to develop students' oral skills

Option	Frequency	Percentage
Yes	4	100%
No	0	0%

Source: Survey to teachers from A1 level.
Researcher: Edgar Quinabanda**.**

Figure 2

Incorporation of technology helps to develop students' oral skills

100,00%

☐ Yes
☐ No

Source: Survey to teachers from A1 level.
Researcher: Edgar Quinabanda**.**

Analysis

The study found that 100% of teachers believe that the incorporation of technology enhances students' oral skills, and 0% say that it is not.

Interpretation

From the results obtained, it can be deduced that the group surveyed understands that the use of technology strengthens the student's mastery of oral skills. In this sense, according to Sosas (2021), there are different technological tools that allow them to channel the tasks that are carried out, as well as increase fluency and precision in speaking. Additionally, they generate confidence among students, reduce anxiety and apprehension.

● In your pedagogical practices, would you like to use technological applications to develop oral skills?

Table 13

Interest in to use technological applications to develop oral skills

Option	Frequency	Percentage
Yes	4	100%
No	0	0%

Source: Survey to teachers from A1 level.
Researcher: Edgar Quinabanda**.**

Figure 3

Interest in to use technological applications to develop oral skills
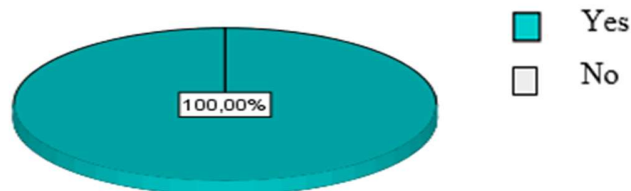
Source: Survey to teachers from A1 level.
Researcher: Edgar Quinabanda**.**

Analysis

Regarding the question of whether the teacher would like to use technological applications to develop oral skills in his/her pedagogical practice, the results indicate that 100% say yes, and 0% say no.

Interpretation

Undoubtedly, among the group surveyed there is an interest in strengthening oral skills with the student through technology. Gutiérrez et a. (2022), considers that the use of technology in language in general facilitates the construction of communities to share resources such as innovative educational experiences, improves reflection on practice, and supports the teacher's work in the classroom. Finally, in oral skills, it facilitates a better evaluation of this competence in the students.

● What topics would you like to cover in your classes with the use of a technology application?

Table 14

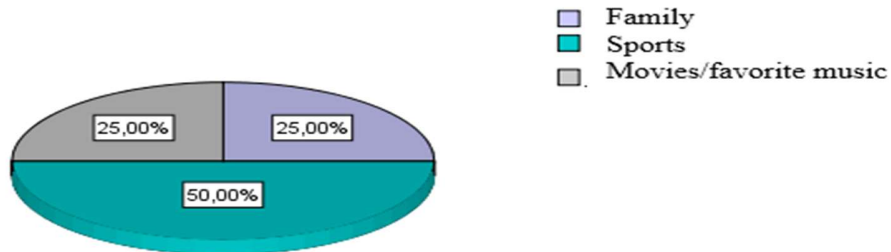*Kind of topics to cover in the classes with the use of a technology application*

Option	Frequency	Percentage
Family	1	25%
Sports	2	50%
Movies/favorite music	1	25%

Source: Survey to teachers from A1 level.

Researcher: Edgar Quinabanda**.**

Figure 4

Kind of topics to cover in the classes with the use of a technology application

Source: Survey to teachers from A1 level.
Researcher: Edgar Quinabanda**.**

Analysis

When asked what topics they would like to discuss in the classroom with the use of a technological application, it is observed that 50% of the topics are related to sports, 25% to family and 25% to topics such as movies or favorite music.

Interpretation

Among the teacher's preferences, it is understood that sport becomes more relevant as a central theme to support the use of technology in the classroom. The idea is that the teacher adequately articulates technological tools with the development of English skills such as oral. For Reza (2018), this means that since technology has long been an important element within the teaching-learning environment, the use of an appropriate methodology that captures the student's attention is important.

- Have you ever used an application to develop oral skills in your English classes?

Table 15

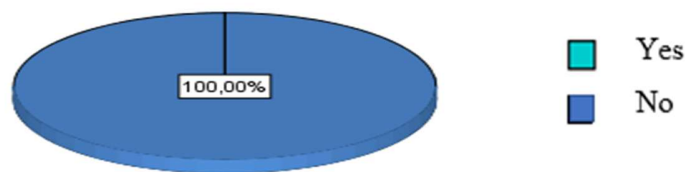*Used an application to develop oral skills in your English classes*

| Option	Frequency	Percentage
Yes	0	0%
No	4	100%

Source: Survey to teachers from A1 level.

Researcher: Edgar Quinabanda**.**

Figure 5

Used an application to develop oral skills in your English classes

Source: Survey to teachers from A1 level.
Researcher: Edgar Quinabanda**.**

Analysis

Regarding the question that asks if they have ever used an application to develop oral skills in their English classes, the answers indicate that 100% have not and 0% have. When obtaining a total negative response, there is no answer as to which application has been used.

Interpretation

The results obtained generate the need to propose alternatives that promote the development of oral skills through the use of technology. Therefore, the use of apps such as Toontastic app allows to achieve this goal. The idea is, according to Akkara et al. (2020) to strengthen spaces in which students improve speech fluency, generate coherence in speaking and pronunciation accuracy, elements that, according to them, technology provides in teaching oral skills.

● According to your teaching experience, which activities most promote oral communication in the English language?

Table 16

Used an application to develop oral skills in your English classes

Option	Frequency	Percentage

Expositions	1	25%
Role play	1	25%
Pair/group work	2	50%

Source: Survey to teachers from A1 level.
Researcher: Edgar Quinabanda**.**

Figure 6

Used an application to develop oral skills in your English classes
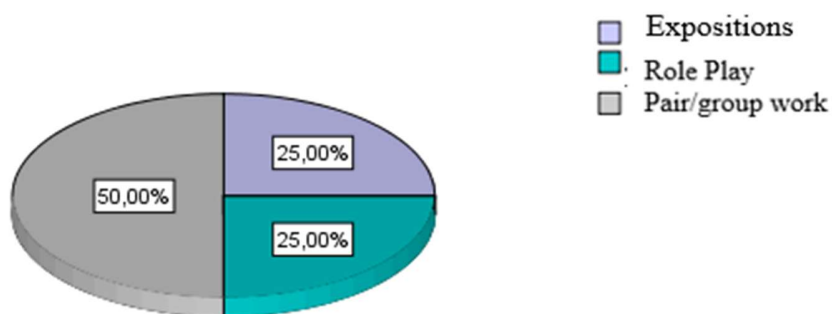
Source: Survey to teachers from A1 level.
Researcher: Edgar Quinabanda**.**

Analysis

Finally, when asked which activities, according to the teacher's experience, most promote oral communication in the English language, 50% concluded that working in pairs or groups, 25% that exposition and 25% that role-playing games.

Interpretation

From the above, it can be deduced that the best activity to develop oral skills among students is working in pairs or groups. For this purpose, there are a variety of active methodologies that facilitate the development of this skill. However, it is also important that these activities are also developed from different apps such as the Toontastic App.

4.4 The findings

After the research process was carried out with the teachers and the results obtained in the survey, the following was obtained:

The teacher is interested in helping students develop oral skills where they agree that technology contributes to this process. In addition, they consider that in pedagogical practice it is a tool that they would like to use. Here it is highlighted that the use of applications to develop oral skills in English classes is not unknown to the group of respondents, while all indicate that at least once they have used it.

On the other hand, the sports are the theme for which they are most inclined to deal in language classes with the use of a technological application, followed by topics related such as the family or favorite movies and music.

Finally, they agree that, from their experience in teaching, the activity that contributes most to oral communication in English is pair or group work, followed to a lesser extent by role play and exhibitions.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

After the investigative process carried out, the main conclusions are presented based on the specific objectives. It is explained below: According to the provided a theoretical foundation for the topics related to mobile applications and oral skill development it is concluded that: The use of technology in education methods to promote language skills significantly improves student learning by being dynamic, interesting, varied and focused on achieving a specific objective. It is important to emphasize that these tools are useful as long as the teacher chooses correctly those that allow for achieving the planned objectives.

According to diagnose the students' oral skill development through a questionnaire it is concluded that:

- As a result of the findings in the study, the general objective was achieved, since the Toontastic App as a teaching method produced significant improvements in the speaking skills of the A1 level English students at the Galo Plaza Lasso school in Quito.

- The difference between the initial and final state of the students' oral skills was quantified by evaluating their performance with questionnaires.

- Toontastic App contributes significantly to the improvement of oral expression in students. In addition, it contributes to the development of a lesson plan that allows the development of these skills.

- Currently, the Galo Plaza Lasso School does not use technological tools in the classroom. In spite of this, teachers appreciate the importance of using technology to develop oral skills and consider this an important part of their student's education. In addition, they all consider that digital tools promote the development of learning, even though their use may be limited, thus it is necessary to elaborate a tutorial on the Toontastic App for the teachers in order to familiarize them with the app.

- Finally, there are several topics such as sports that are preferred to develop activities in class, however, it is essential that the teacher clearly identifies what methodology and activities will achieve the objectives of learning in the classroom, at the same time these activities should motivate students to learn.

Teachers Galo Plaza Lasso School in Quito consider that digital tools promote the development of learning, even though their use may be limited, thus it is necessary to elaborate a tutorial on the Toontastic App for the teachers in order to familiarize them with the app.

Finally, according to propose a didactic guide based on learning strategies that facilitate the use of the Toontastic app to strengthen A1 English students' oral skill in Galo Plaza Lasso School in Quito, it is important that the proposal introduces activities help students to get better their fluency and pronunciation using themes such as:

- The verb to "be"
- Simple Past Tense (regular and irregular verb)
- Simple Present Tense (regular and irregular verb)
- Present continuous

Lastly, pronunciation and fluency improved because they were reinforced with some activities using the Toontastic application They were also evaluated with the application of the technological tool the booket.

5.2 RECOMENDATIONS

- According to the literature, the use of technology is relevant for linguistic improvement in general and for oral skills. If the methodology and technological tools are properly addressed, they allow to strengthen knowledge in the student, enrich teacher-student and student-student relationships, and also promote the creation of support communities where experiences in the use of technology in education are shared, useful to face new challenges. Nowadays, people live in a society where technology surrounds us and the use of technology in the new

generations is inherent. Technology and English are essential ingredients in an interconnected world. Educational methods should implement the use of digital and mobile tools to efficiently achieve the established objectives and achieve specific skills.

- More studies should be done in order to measure the effectiveness and highlight the benefits of other mobile applications in the development of oral skills. Technological tools are also useful to evaluate oral skills through objective and reliable assessments of the knowledge and learning progress of each student. Thus, its use is indispensable, useful, effective, and objective.

- The usage of traditional methodology should not be applied in modern times. Everything changes and education is no exception. Therefore, the use of digital tools such as Toontastic App may support and help teacher to motivate students to learn. That's why the present study recommends take into account this proposal as a contribution to improve the oral ability of English with technological tools such as Toontastic app

CHAPTER VI

THE PROPOSAL

UNIVERSIDAD TÉCNICA DE AMBATO

PROGRAMA DE MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

MODALIDAD DEL TRABAJO DE TITULACIÓN: PROYECTO DE TITULACIÓN CON COMPONENTE DE INVESTIGACIÓN APLICADA Y DE DESARROLLO

TEMA: DIDACTIC GUIDE THE USE OF TOONTASTIC APP AS A TEACHING DIDACTIC STRATEGY TO IMPROVE ORAL SKILL OF ENGLISH.
LEVEL 1

Trabajo de Titulación, previo a la obtención del Título de Cuarto Nivel de Magister en Enseñanza de Inglés como Lengua Extranjera

---

Autor: Edgar Gonzalo Quinabanda Taris

Directora: Licenciada Nelly Patricia Galora Moya Magíster

Ambato-Ecuador

2022

Table of content

TOPIC: Didactic Guide: The use of Toontastic app as a teaching didactic strategy to improve oral skill of English. Level 1

6.1 Informative data:

- Name of the Institution: Galo Plaza Lasso School
- Students: 8vo-EGB
- Estimated time of execution: eleven days.
- Beginning: February 6th
- Ending: February 20th.
- Responsable: Lic. Édgar Gonzalo Quinabanda Taris.

6.2 Introduction

After the research process conducted in this study, it has been determined that the use of the Toontastic App contributes to the development of oral skills. It has generated the need to develop a didactic guide focused on six lesson plans, which have been designed based on animated stories as a didactic resource in the classroom.

Prior to this, it has been considered to explain the background of the proposal, the justification, the objectives (general and specific), as well as the feasibility analysis, the activities, the padlets and the methodology. Subsequently, each activity is introduced, the structure of which is shown in Table 17 and Table 18.

Tabla 17

Structure of the lesson plan.

LESSON PLAN No.	
SESSION No.	
Teacher´s name: Edgar Quinabanda	
Date:	Time:
Level:	**Grade:**
THEME:	
Objective:	
Procedure	

Time	Activities	Materials
	PRESENTATION	
	PRACTICE	
	PRODUCTION	

Produced by: Edgar Quinabanda.

Table 18

Lesson plan structure. Session

LESSON PLAN No.		
Session No. Reinforcement activity		
Teacher´s name: Edgar Quinabanda		
Date:	Time: 35 minutes	
Level: A1	**Grade:**	
THEME:		
General objective:		
Procedure		
Time	**Activities**	**Materials**
	PRESENTATION	
	PRACTICE	
	PRODUCTION	

Produced by: Edgar Quinabanda.

6.3 Background of the Proposal

Faced with the demands of the educational system in the so-called Knowledge Society of the 21st Century, a series of methodological proposals and pedagogical tools have emerged aimed at improving the teaching-learning processes. Under the traditional classroom methodology, these have become repetitive spaces of a memory-based system that contributes little to the abstraction of significant knowledge.

This is a reality that is evidenced in this research with a group of students from the Galo Plaza Lasso educational center in Quito. Anchored to this, there is an absence of the use of technology in the classroom to improve students' oral skills. This determines that the teacher has limited knowledge about what kind of technological tools are useful, and how to apply them to students with a medium to low level of oral skills.

This is because when applying the Toontastic app in a group of students (control) and relating the results obtained between this and the experimental group within the traditional methodology, it was concluded that there are significant differences in the grades obtained.

Based on the above, we have considered designing a didactic guide on the use of the Toontastic app for the development of the oral skills of the A1 level students at Galo Plaza Lasso School in Quito. The idea is that from the application, English classes will be more active, and dynamic based on activities from the application focused on improving pronunciation and oral fluency in the students.

6.4 Justification:

Understanding that "speaking is one of the main means of communication among nations" (Nasri, 2022, p. 304) and therefore "requires great attention and special instruction" (Nasri, 2022, p. 304), the present study is justified to contribute to the development of oral skills in A1 level students at the Galo Plaza Lasso School in Quito.

For this purpose, the use of technological tools such as the Toontastic app was contemplated, which has been proven to improve oral skills in students after the research process conducted in this study. In addition, the teacher has clarity on what methodology to use to generate activities that motivate the student to learn, as well as which technological tools are viable to contribute to greater fluency and correct pronunciation of English.

The idea is to develop a didactic guide on the use of technological tools such as the Toontastic app to offer more active methodologies for teaching English to A1 level students at the Galo Plaza Lasso School. By adequately addressing the methodology and the technological tools, these allow to forge meaningful learning in the student, strengthen teacher-student and peer relationships, and promote the creation of communities in which different experiences of the use of technology in education can be shared.

6.5 Objectives

6.5.1 General objective

To design a didactic guide of activities which develop the oral skills of the A1 level students at Galo Plaza Lasso School using the technological tool Toontastic app.

6.5.2 Specific Objectives

- Elaborate classroom activities towards the improvement of vocabulary and pronunciation of words most used in everyday life contexts considering a dynamic storytelling.
- Conduct classroom activities related to the strengthening of oral skills in simple and compound tenses (past, present, and future), vocabulary and use of nouns as adjectives based on a dynamic storytelling.
- Create a short tutorial on the technological tool Toontastic app for its application in English language lesson plans towards the development of oral skills

6.6 Feasibility analysis

The proposal is feasible, it considers a series of activities related to active methodologies that include the support of technological tools such as the Toontastic app, an application that works in more active and motivating scenarios for learning. The idea is to strengthen the student's oral skills in everyday contexts that are exposed in a dynamic storytelling, and to improve pronunciation and fluency of the language.

To validate the proposal, we considered literature related to activities that contribute to improve oral skills, whose selection criteria involved their specific feasibility in this field. The didactic guide becomes a useful tool for the teacher, not only as a tutorial to elaborate a dynamic storytelling, but also as a guide to elaborate a series of lesson plans (10 in total-session 1-2) according to Toontastic app on how to apply the in the classroom. Additionally, a lesson plans about a class dealing with the use of Toontastic app.

6.7 Methodology

The use of the didactic guide suggests five classes focused on the following topics:

- The verb to "be"
- Simple Past Tense (regular and irregular verb)
- Simple Present Tense (regular and irregular verb)
- Present continuous

Likewise, the activities are developed from the Toontastic app, as a series of dynamic storytelling that have been elaborated from everyday contexts. The lesson plans were designed to improve pronunciation and fluency of words using short sentences, and the duration of each lesson ranges from 35 to 40 minutes.

At the end, an evaluation process of what has been learned in the classes was proposed, considering another technological tool: the booklet.

6.8 Scope of the experiment

Number of the lesson plan	Topic	Materials	Number of hours	Language skills	Activities
No.1	●	●	40 minutes		●
No.3	●	●	40 minutes		●
No.2	●	●	40 minutes		●
No.4	●	●	40 minutes		●
No.5	●	●			●
No.6	●	●			●
No.7	●	●			●
No.8	●	●			●

6.9 Lesson plans

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"Didactic Guide: The use of Toontastic app as a teaching didactic strategy to improve oral skill of English. Level 1"

Lesson Plan about the use of Toontastic App

Edgar Gonzalo Quinabanda Taris

	LESSON PLAN	

LESSON PLAN		
Teacher´s name: Edgar Quinabanda		
Date:	Time: 40 minutes	
Level: A1	**Grade:** 8vo EGB	
THEME: Use of Toontastic App		
General objective: Introduce the student to the use of Toontastic App.		
Procedure		
Time	**Activities**	**Materials**
10	**PRESENTATION** • The teacher greets and calls the roll. • The teacher introduces the student to the use of Toontastic App presenting a short video. • While the video is being shown, the teacher takes explanatory breaks.	• Video https://n9.cl/sl0jo
15	**PRACTICE** • Teacher encourages students • The teacher presents a new video about tips of Toontastic App. • Teacher responds to concerns.	• Toontastic App • Video https://n9.cl/az03y
15	**PRODUCTION** • The teacher divides the students into groups of five. • The teacher asks each group to create a story based on they learned and present it to the class.	• Toontastic App

Rubric

<table>
<tr><td colspan="3" align="center">**Toontastic app Rubric**</td></tr>
<tr><td align="center">**Knowledge**</td><td align="center">**Practice**</td><td align="center">**Production**</td></tr>
<tr><td>- Student understands Toontastic app

-Student understands Toontastic app
but needs reforce

-Student doesn´t understand Toontastic app</td><td>Student understands Toontastic app

-Student understands Toontastic app
but needs reforce

-Student doesn´t understand Toontastic app</td><td>Student understands Toontastic app

-Student understands Toontastic app
but needs reforce

-Student doesn´t understand Toontastic app</td></tr>
</table>

Universidad Técnica de Ambato

Programa de Maestría en Enseñanza de Inglés como Lengua Extranjera

"Didactic Guide: The use of Toontastic app as a teaching didactic strategy to improve oral skill of English. Level 1"

Lesson Plan 1

Edgar Gonzalo Quinabanda Taris

	LESSON PLAN 1	
	Session 1	
Teacher´s name: Edgar Quinabanda		
Date:	Time: 40 minutes	
Level: A1	**Grade: 8TH EGB**	
THEME: Verb to be		
General objective: To improve the level of pronunciation of words from the use of verb to be.		
	Procedure	
Time	**Activities**	**Materials**
10	**PRESENTATION** • The teacher greets and calls the roll. • The teacher introduces the student to the use of verb to be by presenting a short video. • While the video is being shown, the teacher takes explanatory breaks.	• Video: https://n9.cl/qpj5r
15	**PRACTICE** • Teacher encourages to practice the verb to be using Toontastic App according to oppositive adjectives. • Then, the teacher asks questions related to which words they identified in the cartoon.	• Toontastic App
15	**PRODUCTION** • The teacher projects a new Toontastic App related to the verb to be. • Teacher invites to listen the conversation twice if it is necessary. • Students must identify the learning about the verb to be. To do this, the teacher proposes a card game projecting images related to the verb to be. • Students play a card game using verb to be. • The group that gets the most hits wins	• Toontastic App • Flashcards the verb to be

Produced by: Edgar Quinabanda.

Rubric

<table>
<tr><td colspan="5">A1 Speaking Rubric
Quality Of Production</td></tr>
<tr>
<th>Pronunciation and intonation</th>
<th>Lexical range and appropriacy of linguistic choices</th>
<th>Fluency</th>
<th>Interaction</th>
<th>Cohesion & coherence</th>
</tr>
<tr>
<td>- Individual sound prosody.
- Is mostly intelligible.
- Has limited control of word stress and intonation.</td>
<td>- Uses the vocabulary required to deal with all test tasks.
- Responds at word, phrases or larger utterance level.</td>
<td>- Promptness
- Almost always responds promptly, although there may be hesitation and some pausing mid utterance.</td>
<td>- Reception/Responding Support required.
- Responds appropriately to instructions, questions and visual prompts and very little support is required.
- Is able to ask for support if required.</td>
<td>- Control/Extent/Cohesion
- Uses some simple structures correctly but makes some mistakes, although meaning is general clear.
- Can join ideas with some simple linkers (e. g. and, but. The, when).</td>
</tr>
</table>

<table>
<tr><td colspan="3" align="center">**LESSON PLAN 1.**</td></tr>
<tr><td colspan="3" align="center">**Session 2. Reinforcement activity**</td></tr>
<tr><td colspan="3">Teacher´s name: Edgar Quinabanda</td></tr>
<tr><td colspan="2">Date:</td><td>Time: 35 minutes</td></tr>
<tr><td colspan="2">Level: A1 (8TH)</td><td>**Length of the first lesson:**</td></tr>
<tr><td colspan="3">**THEME:** Verb to be</td></tr>
<tr><td colspan="3">**General objective:** To reinforce the level of pronunciation of words from the use of verb to be.</td></tr>
<tr><td colspan="3" align="center">**Procedure**</td></tr>
<tr><td align="center">**Time**</td><td align="center">**Activities**</td><td align="center">**Materials**</td></tr>
<tr>
<td align="center">**5**</td>
<td>**PRESENTATION**

• The teacher greets and calls the roll.
• The teacher reinforces the class by revising verb to be with some flashcards.
• Ask students to answer questions about verb to be of the image.</td>
<td>• Flashcards.</td>
</tr>
<tr>
<td align="center">**20**</td>
<td>**PRACTICE**

• The teacher divides the students into groups of five.
• Teacher asks each group to create a story based on a first scenario.
• Each group must create the story based on verb to be they remember.</td>
<td>• Toontastic App</td>
</tr>
<tr>
<td align="center">**10**</td>
<td>**PRODUCTION**

• The teacher asks each group to present their story.</td>
<td>• Toontastic App</td>
</tr>
</table>

Produced by: Edgar Quinabanda.

Rubric

A1 Speaking Rubric Quality Of Production				
Pronunciation and intonation	**Lexical range and appropriacy of linguistic choices**	**Fluency**	**Interaction**	**Cohesion & coherence**
- Individual sound prosody. - Is mostly intelligible. - Has limited control of word stress and intonation.	- Uses the vocabulary required to deal with all test tasks. - Responds at word, phrases or larger utterance level.	- Promptness - Almost always responds promptly, although there may be hesitation and some pausing mid utterance.	- Reception/Responding Support required. - Responds appropriately to instructions, questions and visual prompts and very little support is required. - Is able to ask for support if required.	- Control/Extent/Cohesion - Uses some simple structures correctly but makes some mistakes, although meaning is general clear. - Can join ideas with some simple linkers (e. g. and, but, the, when).

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"Didactic Guide: The use of Toontastic app as a teaching didactic strategy to improve oral skill of English. Level 1"

Lesson Plan 2

Edgar Gonzalo Quinabanda Taris

LESSON PLAN 2		
SESSION 1		
Teacher´s name: Edgar Quinabanda		
Date:	Time: 40 minutes	
Level: A1	Grade: 8vo EGB	
Theme: My daily routine. Simple Present Tense		
General objective: To improve pronunciation and fluency in English through the use of sentences with Simple Present Tense		
Procedure		
Time	Activities	Materials
10	**PRESENTATION** • The teacher greets and calls the roll. • The teacher introduces the student to the use of sentences with simple present tense through the presentation of a short video. • While the video is being shown, the teacher takes explanatory breaks.	**Video** https://n9.cl/wgq5d
15	**PRACTICE** • Teacher encourages to practice the nouns as adjectives watching a video. • Ask to meet in groups of 5 students. • • Then he exposes the video with the exercises that will have to be answered in the classroom.	**Video** https://n9.cl/10dji
15	**PRODUCTION** • The teacher projects a Toontastic App related to dialogues in simple present tense. • The teacher invites to listen the conversation twice if it is necessary. • Students play a card game using verb to be. Teacher proyects images related to the verb to be. • The group that gets the most hits wins	• Toontastic App

Rubric

A1 Speaking Rubric Quality Of Production				
Pronunciation and intonation	**Lexical range and appropriacy of linguistic choices**	**Fluency**	**Interaction**	**Cohesion & coherence**
- Individual sound prosody. - Is mostly intelligible. - Has limited control of word stress and intonation.	- Uses the vocabulary required to deal with all test tasks. - Responds at word, phrases or larger utterance level.	- Promptness - Almost always responds promptly, although there may be hesitation and some pausing mid utterance.	- Reception/Responding Support required. - Responds appropriately to instructions, questions and visual prompts and very little support is required. - Is able to ask for support if required.	- Control/Extent/Cohesion - Uses some simple structures correctly but makes some mistakes, although meaning is general clear. - Can join ideas with some simple linkers (e. g. and, but. The, when).

LESSON PLAN 2		
Session 2. Reinforcement activity		
Teacher´s name: Edgar Quinabanda		
Date:	Time: 35 minutes	
Level: A1	**Grade:** 8vo EGB	
THEME: My daily routine. Simple Present Tense		
General objective: To reinforce the level of pronunciation and fluency of words using sentences with nouns as adjectives		
Procedure		
Time	**Activities**	**Materials**
5	**PRESENTATION** • The teacher greets and calls the roll. • The teacher reinforces the class by remembering the use of sentences in simple present tense. • • Ask students to answer the opposite adjective of the image.	Flashcards.
20	**PRACTICE** • The teacher divides the students into groups of five. • • Ask each group to create a story based on a four stage. • • Each group must create the story based on the use of sentences in simple present tense.	• Toontastic App
10	**PRODUCTION** • The teacher asks each group to present their story.	• Toontastic App

Produced by: Edgar Quinabanda.

Rubric

A1 Speaking Rubric Quality Of Production				
Pronunciation and intonation	**Lexical range and appropriacy of linguistic choices**	**Fluency**	**Interaction**	**Cohesion & coherence**
- Individual sound prosody. - Is mostly intelligible. - Has limited control of word stress and intonation.	- Uses the vocabulary required to deal with all test tasks. - Responds at word, phrases or larger utterance level.	- Promptness - Almost always responds promptly, although there may be hesitation and some pausing mid utterance.	- Reception/Responding Support required. - Responds appropriately to instructions, questions and visual prompts and very little support is required. - Is able to ask for support if required.	- Control/Extent/Cohesion - Uses some simple structures correctly but makes some mistakes, although meaning is general clear. - Can join ideas with some simple linkers (e. g. and, but, the, when).

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"Didactic Guide: The use of Toontastic app as a teaching didactic strategy to improve oral skill of English. Level 1"

Lesson Plan 3

Edgar Gonzalo Quinabanda Taris

LESSON PLAN 3		
Session 1		
Teacher´s name: Edgar Quinabanda		
Date:	Time: 40 minutes	
Level: A1	**Grade:** 8vo EGB	
Theme: My last activities (Simple Past tense)		
General objective: To improve the level of pronunciation and fluency of words using sentences in the past simple.		
Procedure		
Time	Activities	Materials
10	**PRESENTATION** • The teacher greets and calls the roll. • The teacher introduces the student to the use of sentences in the past simple with the exposition of a short video. • While the video is being shown, the teacher takes explanatory breaks.	**Video** https://n9.cl/2sxx4
20	**PRACTICE** • Teacher encourages to practice the past simple using an audio • Then he invites the students to practice in small dialogues in groups of 5 people. • Theme: Activities they did in the previous weekend.	**Audio** Dialogue 03 - Inglés Spanish - La tweekend - El findesan anapazadou.p3
10	**PRODUCTION** • The teacher projects a Toontastic App related to the simple past. Teacher invites to listen the conversation twice times if it is necessary. • Students must identify the sentences in past simple. To do this, the teacher proposes to divide into groups of 5 people who will have to practice small dialogues. Topic: Activities they did in the previous weekend. • Students present the dialogues in a creative way	• Toontastic App

Produced by: Edgar Quinabanda.

Rubric

A1 Speaking Rubric Quality Of Production				
Pronunciation and intonation	**Lexical range and appropriacy of linguistic choices**	**Fluency**	**Interaction**	**Cohesion & coherence**
- Individual sound prosody. - Is mostly intelligible. - Has limited control of word stress and intonation.	- Uses the vocabulary required to deal with all test tasks. - Responds at word, phrases or larger utterance level.	- Promptness - Almost always responds promptly, although there may be hesitation and some pausing mid utterance.	-Reception/Responding Support required. - Responds appropriately to instructions, questions and visual prompts and very little support is required. - Is able to ask for support if required.	-Control/Extent/Cohesion - Uses some simple structures correctly but makes some mistakes, although meaning is general clear. - Can join ideas with some simple linkers (e. g. and, but. The, when).

LESSON PLAN 3.		
Session 2. Reinforcement activity		
Teacher´s name: Edgar Quinabanda		
Date:	Time: 35 minutes	
Level: A1	**Grade:** 8vo EGB	
THEME: My last activities (Simple Past tense)		
General objective: To reinforce the level of pronunciation and fluency of words using sentences in the past simple.		
Procedure		
Time	**Activities**	**Materials**
5	**PRESENTATION** • The teacher greets and calls the roll. • The teacher reinforces the class by remembering the use of sentences in the past simple • Teacher asks students to look at the pictures and answer the question: What did they do last weekend?	Flashcards.
20	**PRACTICE** • The teacher divides the students into groups of five. • Teacher asks each group to create a story based on a second scenario. • Each group must create the story based on the use of dialogues in the past simple.	• Toontastic App
10	**PRODUCTION** • The teacher asks each group to present their story.	• Toontastic App

Produced by: Edgar Quinabanda.

Rubric

A1 Speaking Rubric Quality Of Production				
Pronunciation and intonation	**Lexical range and appropriacy of linguistic choices**	**Fluency**	**Interaction**	**Cohesion & coherence**
- Individual sound prosody. - Is mostly intelligible. - Has limited control of word stress and intonation.	- Uses the vocabulary required to deal with all test tasks. - Responds at word, phrases or larger utterance level.	- Promptness - Almost always responds promptly, although there may be hesitation and some pausing mid utterance.	- Reception/Responding Support required. - Responds appropriately to instructions, questions and visual prompts and very little support is required. - Is able to ask for support if required.	- Control/Extent/Cohesion - Uses some simple structures correctly but makes some mistakes, although meaning is general clear. - Can join ideas with some simple linkers (e. g. and, but, the, when).

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"Didactic Guide: The use of Toontastic app as a teaching didactic strategy to improve oral skill of English. Level 1"

Lesson Plan 4

Edgar Gonzalo Quinabanda Taris

	LESSON PLAN 4	
	SESSION 1	
Teacher´s name: Edgar Quinabanda		
Date:	Time: 40 minutes	
Level: A1	Grade: 8vo EGB	
Theme: Weekend. Present Continuous		
General objective: To improve pronunciation and fluency of words using the present.		
Procedure		
Time	Activities	Materials
10	**PRESENTATION** • The teacher greets and calls the roll. • The teacher introduces the student to the use of the present continuous by showing a short video. • While the video is being shown, the teacher takes explanatory breaks.	**Video** https://n9.cl/bwen1
20	**PRACTICE** • Teacher encourages to practice the present continuous trough a game. • Teacher asks to meet in groups of 5 students. • • Then give each group five flashcards and one of them ask: What is/she/it/they doing? • The rest of them have to say out loud. • Next, students must complete the crossword • The student that completes the crossword first wins	**Crossword**
10	**PRODUCTION** • The teacher projects a Toontastic App related to the present continuous. • Teacher invites to listen the conversation twice times if it is necessary. • Students must identify the	• Toontastic App

	sentences in the present continuous. To do this, the teacher proposes to divide into groups of 5 people who will have to practice small dialogues related to the Toontastic app. • They perform dialogues in a creative way.		

Produced by: Edgar Quinabanda.

Rubric

A1 Speaking Rubric Quality Of Production				
Pronunciation and intonation	**Lexical range and appropriacy of linguistic choices**	**Fluency**	**Interaction**	**Cohesion & coherence**
- Individual sound prosody. - Is mostly intelligible. - Has limited control of word stress and intonation.	- Uses the vocabulary required to deal with all test tasks. - Responds at word, phrases or larger utterance level.	- Promptness - Almost always responds promptly, although there may be hesitation and some pausing mid utterance.	- Reception/Responding Support required. - Responds appropriately to instructions, questions and visual prompts and very little support is required. - Is able to ask for support if required.	- Control/Extent/Cohesion - Uses some simple structures correctly but makes some mistakes, although meaning is general clear. - Can join ideas with some simple linkers (e. g. and, but, the, when).

LESSON PLAN 4.		
Session 2. Reinforcement activity		
Teacher´s name: Edgar Quinabanda		
Date:	Time: 35 minutes	
Level: A1	**Grade**: 8vo EGB	
THEME: Present continuous / ing		
General objective: To reinforce the level of pronunciation and fluency of words using sentences in the present continuous		
Procedure		
Time	**Activities**	**Materials**
5	**PRESENTATION** • The teacher greets and calls the roll. • The teacher reinforces the class by remembering the use of sentences in the present continuous. • • Ask students to answer the present continuous of the image.	Flashcards.
20	**PRACTICE** • The teacher divides the students into groups of five. • Teacher asks each group to create a story based on a third scenario. • Each group must create the story based on the use of dialogues in the present continuous.	• Toontastic App
10	**PRODUCTION** • The teacher asks each group to present their story.	• Toontastic App

Produced by: Edgar Quinabanda.

Rubric

<table>
<tr><td colspan="5" align="center">A1 Speaking Rubric
Quality Of Production</td></tr>
<tr>
<td>Pronunciation and intonation</td>
<td>Lexical range and appropriacy of linguistic choices</td>
<td align="center">Fluency</td>
<td align="center">Interaction</td>
<td>Cohesion & coherence</td>
</tr>
<tr>
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- Is mostly intelligible.
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<td>- Uses the vocabulary required to deal with all test tasks.
- Responds at word, phrases or larger utterance level.</td>
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- Uses some simple structures correctly but makes some mistakes, although meaning is general clear.
- Can join ideas with some simple linkers (e. g. and, but, the, when).</td>
</tr>
</table>

EVALUATION

This step will be performed from the Booklet

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Annexes

Annex 1

Pre-test format

Student´s name: _____

Course: _____   **Date:** _____

Instructions:
- Read carefully the directions.
- If you have any questions ask the teacher.
- You have 60 minutes.

20
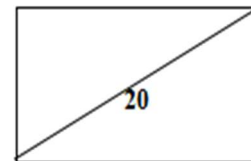
ACTIVITY 1. Introduce yourself. Use the verb to "be".

Pair work

Task 1.1. Listen to the audio five times and answer the following questions orally about Cristina Cruz. **(1,25 point)**

Link:https://drive.google.com/file/d/1cWkQIFEB9sRWNKMZQAmgYl95oSyLTzIJ/view?usp=sharing

1. What is her name?
2. How old is she?
3. Where is she from?
4. What neighborhood does she live in?

Individual work
Task 1.3. Into the class introduce yourself. **(1, 25 point)**

Key words
- name
- old
- from
- live
- study

ACTIVITY 2. My daily routine. Simple Present Tense using regular and irregular verb.

Individual work

Task 2.1. Watch the video and tell to your partners about daily routines that you watched. **(0.50 point)**

Link: https://www.youtube.com/watch?v=T6Np4AODNes

Pair work

Task 2.2. Look at the pictures and tell us what Tony's routine is. Check key works. **(1 point)**

Group work

Task 2.3. Now, in a short summary, tell us your daily routine. **(1 point)**

ACTIVITY 3. My last activities. (Simple Past Tense, using regular and irregular verb)

Individual work

Task 3.1. Watch the video, identify and pronounce the different verbs in Simple Past. **(0.50 point)**

Link: https://www.youtube.com/watch?v=MI3S3kdkofo

You went to Paris two years ago.

Pair work

Task 3.2. Look at the pictures and tell us what Camila and Mark did yesterday. **(1 point)**

What did Camila do yesterday?

What did Mark do yesterday?

Group work

Task 3.3. Now, tell us what did you do yesterday? **(1 point)**

Yesterday....

ACTIVITY 4. Weekend**. (**Present Continue)
Individual work
Task 4.1. Watch the video and share affirmative, negative sentence that you watched. **(0,50**

point)

Link: https://www.youtube.com/watch?v=I70Dt_jWg1Y

Pair work

Task 4.2. Look at the pictures and tell us what are they doing? **(1 point)**

Vocabulary help
- ride
- play soccer
- play with his pet.
- read

Group work

Task 4.3. Describe the activities your partner does. **(1 point)**

A1 Speaking Rubric				
QUALITY OF PRODUCTION	**Pree Test**		**Post Test**	
	Comments	**Mark (1-4)**	**Comments**	**Mark (1-4)**
Pronunciation and intonation				
Lexical range and appropriacy of linguistic choices				
Fluency				
Interaction				
Cohesion & coherence				
Total		/20		/20

| A1 Speaking Rubric Quality Of Production				
Pronunciation and intonation	**Lexical range and appropriacy of linguistic choices**	**Fluency**	**Interaction**	**Cohesion & coherence**
- Individual sound prosody. - Is mostly intelligible. - Has limited control of word stress and intonation.	- Uses the vocabulary required to deal with all test tasks. - Responds at word, phrases or larger utterance level.	- Promptness - Almost always responds promptly, although there may be hesitation and some pausing mid utterance.	- Reception/Responding Support required. - Responds appropriately to instructions, questions and visual prompts and very little support is required. - Is able to ask for support if required.	- Control/Extent/Cohesion - Uses some simple structures correctly but makes some mistakes, although meaning is general clear. - Can join ideas with some simple linkers (e. g. and, but. The, when).

Annex 2

Post-test format

Student´s name: _____

Course: _____ **Date:** _____

Instructions:

- Read carefully the directions.
- If you have any questions ask the teacher.
- You have 60 minutes.
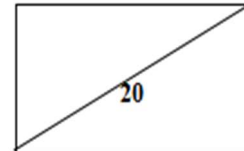
ACTIVITY 1. Introduce yourself. Use the verb to "be".

Pair work

Task 1.1. Listen to the audio and answer the following questions. **(2.50 points)**

Link:https://drive.google.com/file/d/1XiLwMFbEvSELsDj1Tzek57b56AO8wqAo/view?usp=sharing

Questions

1. What is his name?
2. How can we call him?
3. What ethnicity does teacher Edgar belong to?
4. How many languages does Mr. Taris speak?
5. Where is teacher Edgar from?
6. At the present time, what province does Mr. Taris live?
7. What neighborhood does he live in?
8. How old is he?
9. Where does he work?

Group work

Task 1.2. Now, introduce yourself. Record in Toontastic App in the first stage. **(2,50 points)**
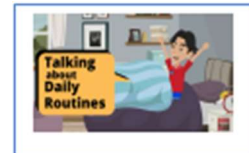
ACTIVITY 2. My daily routine. Simple Present Tense using regular and irregular verb.

Individual work

Task 2.1. Watch the video and identify George´s daily routine. **(1 point)**

Link: https://www.youtube.com/watch?v=IzLsfYxoH3U

Pair work

Task 2.2. Look at Ariel´s and Francy´s picture and contrast their daily activities**. (2 points)**

First of all,	then,	after that,	after,	and,	finally

Group work

Task 2. 3. Choose the second stage in Toontastic App and talk about your daily routine. **(2 points)**
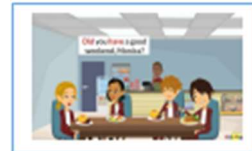
ACTIVITY 3. My last activities. (Simple Past Tense, using regular and irregular verb)

Individual work

Task 3.1. Watch the video about Monica's activities and identify what activities she did in her previous weekend. **(1 point)**

Link: https://www.youtube.com/watch?v=g-uW_KheiEc

Pair work

Task 3.2. Choose any flashcard and answer the questions. **(2 points)**

TV
- Did you watch TV yesterday?
- What did you watch?
- Did you watch it alone?

SHOPPING
- Did you go shopping last week
- What did you buy?
- How much did you spend?

READING
- Did you read a book last month?
- What was it about?
- Did you like it? Why?

VACATION
- Where did you go on your last vacation?
- How did you go there?
- What did you do?

HOUSEWORK
- Did you clean your room last Friday?
- Did you water any plants yesterday?
- Did you feed your pet?

SPORT
- Did you go jogging in the morning?
- Did you swim last summer?
- Did you train yesterday?

Group work

Task 3.3. Now, in Toontastic App in the third stage, you must record a video and tell us what activities did you do last weekend. **(2 points)**

ACTIVITY 4. Weekend**. (**Present Continue)

Individual work

Task 4.1. Watch the video and tell us. What are people doing? **(1 point)**

Link: https://www.youtube.com/watch?v=-JYdkTlIVpw

Pair work
Task 4.2. Look at the pictures and describe what they are doing. **(2 points)**

Group work

Task 4.3. Now, use the Toontastic application and go to scenario four, start recording and tell us what are your friends doing? **(2 points)**

A1 Speaking Rubric				
QUALITY OF PRODUCTION	**Pree Test**		**Post Test**	
	Comments	**Mark (1-4)**	**Comments**	**Mark (1-4)**
Pronunciation and intonation				
Lexical range and appropriacy of linguistic choices				
Fluency				
Interaction				
Cohesion & coherence				
Total		20		20

A1 Speaking Rubric Quality Of Production				
Pronunciation and intonation	**Lexical range and appropriacy of linguistic choices**	**Fluency**	**Interaction**	**Cohesion & coherence**
- Individual sound prosody. - Is mostly intelligible. - Has limited control of word stress and intonation.	- Uses the vocabulary required to deal with all test tasks. - Responds at word, phrases or larger utterance level.	- Promptness - Almost always responds promptly, although there may be hesitation and some pausing mid utterance.	- Reception/Responding Support required. - Responds appropriately to instructions, questions and visual prompts and very little support is required. - Is able to ask for support if required.	- Control/Extent/Cohesion - Uses some simple structures correctly but makes some mistakes, although meaning is general clear. - Can join ideas with some simple linkers (e. g. and, but. The, when).

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Annex 3

Instrument validators Pre-test and Post-test

UTA

UNIVERSIDAD TECNICA DE AMBATO

CENTRO DE POSGRADO

MAESTRIA DE LA ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

PRE-TEST VALIDATION

	A. Activities assess students´ oral skill		Observation	B. Oral skills content				C. Vocabulary knowledge		Observation
	Appropriate	Not appropriate		Adequate	Interesting	Difficult	Not adequate	Appropriate	Not appropriate	
I	X			X				X		
II	X			X				X		
III	X			X				X		
IV	X			X				X		

Lic. Sandra Porras, Msc.	060335706-2	*[signature]*
Name	ID number	Signature
ESPOCH	English Teacher	sandra.porras@espoch.edu.ec
Work place	Job position	Email address

UTA

CENTRO DE POSGRADO

MAESTRIA DE LA ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

POST-TEST VALIDATION

	A. Activities assess students´ oral skill		Observation	B. Oral skills content				C. Vocabulary knowledge		Observation
	Appropriate	Not appropriate		Adequate	Interesting	Difficult	Not adequate	Appropriate	Not appropriate	
I	X			X				X		
II	X			X				X		
III	X			X				X		
IV	X			X				X		

Lic. Sandra Porras, Msc.	060335706-2	*[signature]*
Name	ID number	Signature
ESPOCH	English Teacher	sandra.porras@espoch.edu.ec
Work place	Job position	Email address

UNIVERSIDAD TECNICA DE AMBATO

CENTRO DE POSGRADO

MAESTRIA DE LA ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

PRE-TEST VALIDATION

	A. Activities assess students´ oral skill		Observation	B. Content of oral skills to engage				C. Engage to the knowledge		Observation
	Appropriate	Not appropriate		Adequate	Interesting	Difficult	Not adequate	Appropriate	Not appropriate	
I	X			X				X		
II	X			X				X		
III	X			X				X		
IV	X			X				X		

Lcda. Ivonne Ochoa, Msc.	0103672259	
Name	ID number	Signature
Unidad Educativa Particular Emanuel	English teacher	ivonneoj@hotmail.com
Work place	Job position	Email address

UNIVERSIDAD TECNICA DE AMBATO

CENTRO DE POSGRADO

MAESTRIA DE LA ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA

POST-TEST VALIDATION

	A. Activities assess students´ oral skill		Observation	B. Content of oral skills to engage				C. Engage to the knowledge		Observation
	Appropriate	Not appropriate		Adequate	Interesting	Difficult	Not adequate	Appropriate	Not appropriate	
I	X			X				X		
II	X			X				X		
III	X			X				X		
IV	X			X				X		

Lcda. Ivonne Ochoa, Msc.	0103672259	
Name	ID number	Signature
Unidad Educativa Particular Emanuel	English teacher	ivonneoj@hotmail.com
Work place	Job position	Email address

Annex 4

Instruments applied in group of students. Pre-test

Annex 5

Instruments applied in group of students. Post-test-video