



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

TOPIC:

**“TELL ME MORE PLATFORM AND THE ORAL COMMUNICATIVE
COMPETENCE DEVELOPMENT IN THE SEVENTH AND EIGHTH
YEARS AT BASIC EDUCATION ECUATORIANO – HOLANDES
SCHOOL, AMBATO CITY”**

Proyecto de Investigación previo a la Obtención del Título de Licenciada en
Ciencias de la Educación Mención Inglés

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Ambato – Ecuador

2019

SUPERVISOR APPROVAL

CERTIFY:

I, Mg. Edgar Encalada holder of the I.D No.050182417-1, in my capacity as supervisor of the Research dissertation on the topic: “TELL ME MORE PLATFORM AND THE ORAL COMMUNICATIVE COMPETENCE DEVELOPMENT IN THE SEVENTH AND EIGHTH YEARS AT BASIC EDUCATION ECUATORIANO – HOLANDES SCHOOL, AMBATO CITY” investigated by Betty Carolina López Sánchez with I.D No. 180462410-2 confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Board of Directors.



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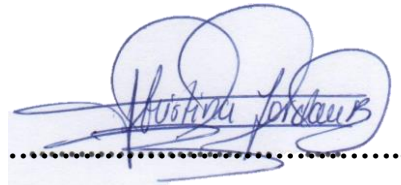
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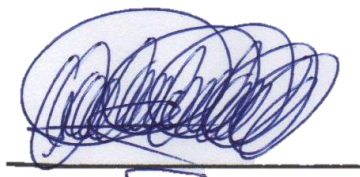
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TO:

The present research work is dedicated to my daughter Anahí, who with her sweet smile illuminates my days and gives me the strength to keep going.

To my family, especially to my parents who with their support and perseverance have directed my life and have helped me to move forward.

Carolina

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I thank God that He has given me a life full of blessings.

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Carolina

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ABSTRACT

TITLE: “TELL ME MORE PLATFORM AND THE ORAL COMMUNICATIVE COMPETENCE DEVELOPMENT IN THE SEVENTH AND EIGHTH YEARS AT BASIC EDUCATION ECUATORIANO – HOLLANDÉS SCHOOL, AMBATO CITY”

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Nowadays, the application of new technologies in the English teaching process have become useful tools that help to achieve a significant learning. The intention of this research is to determine the incidence of the TELL ME MORE platform in the development of the oral communicative competence in the students of seventh and eighth year of basic education. The importance of using these technologies to develop the communicative competences, especially the oral competence, is basing on scientific support and previous research. It's important to know what activities are performed by the teacher to develop this skill in order to corroborate this information, and in this way helps students to maximize their oral competence. This research is based on a quali-quantitative approach, due to it is feasible to implementation, this requires to design measurement instruments to obtain information concerning the variables and in this way to submit the result for studying and directly feel the reality that exist in the study group. This research work shows that must be implemented the use of technological resources and in this case the TELL ME MORE platform will help teachers and students to develop the oral communicative competence.

Key words: learning, education, TELL ME MORE platform, oral communicative competence, technological resources.

INTRODUCTION

It is necessary to recognize that the role of the teacher is not only limited to formulating and applying good teaching strategies, but it must extend to the complex task of propitiating and directing learning to the students, for this reason it is necessary to think about other dynamics that contribute to said complexity.

For this reason the present research work has been carried out with the theme “TELL ME MORE PLATFORM AND THE ORAL COMMUNICATIVE COMPETENCE DEVELOPMENT IN THE SEVENTH AND EIGHTH YEARS AT BASIC EDUCATION ECUATORIANO – HOLANDES SCHOOL, AMBATO CITY”

The present investigation consists of 5 chapters each one of them in relation to the subject to be investigated.

CHAPTER I: Information is established on the problem to be investigated and the importance of the development of oral communicative competence in the English language.

CHAPTER II: Called Theoretical Framework includes: Investigative Background, Philosophical, and Legal Foundations, Network of Inclusions, Constellations of Ideas of the two variables, the development of the fundamental categories, the approach of the Hypothesis and the Signaling of Variables.

CHAPTER III: Methodology, covers the Research Approach, Basic Modality of Research, Level or Type of Research Population and Sample, Operationalization of Variables, Information Collection, Processing and Analysis.

CHAPTER IV: It describes the analysis and interpretation of results obtained in student surveys to determine the verification of the hypothesis and the problem itself.

CHAPTER V: It contains the conclusions and recommendations that show the need to improve teaching and the use of educational platforms for the improvement of the oral communicative competence of the English language

CHAPTER I

THE PROBLEM

1.1. Theme

“TELL ME MORE PLATFORM AND THE ORAL COMMUNICATIVE COMPETENCE DEVELOPMENT ”.

1.2. Problem Statement

1.2.1. Contextualization

The importance of the English language is based on the fact that it is a communicative tool throughout the world, since this language is regarded as Lingua Franca. It is the means of communication among different societies. For these reasons, it is important to enhance its teaching.

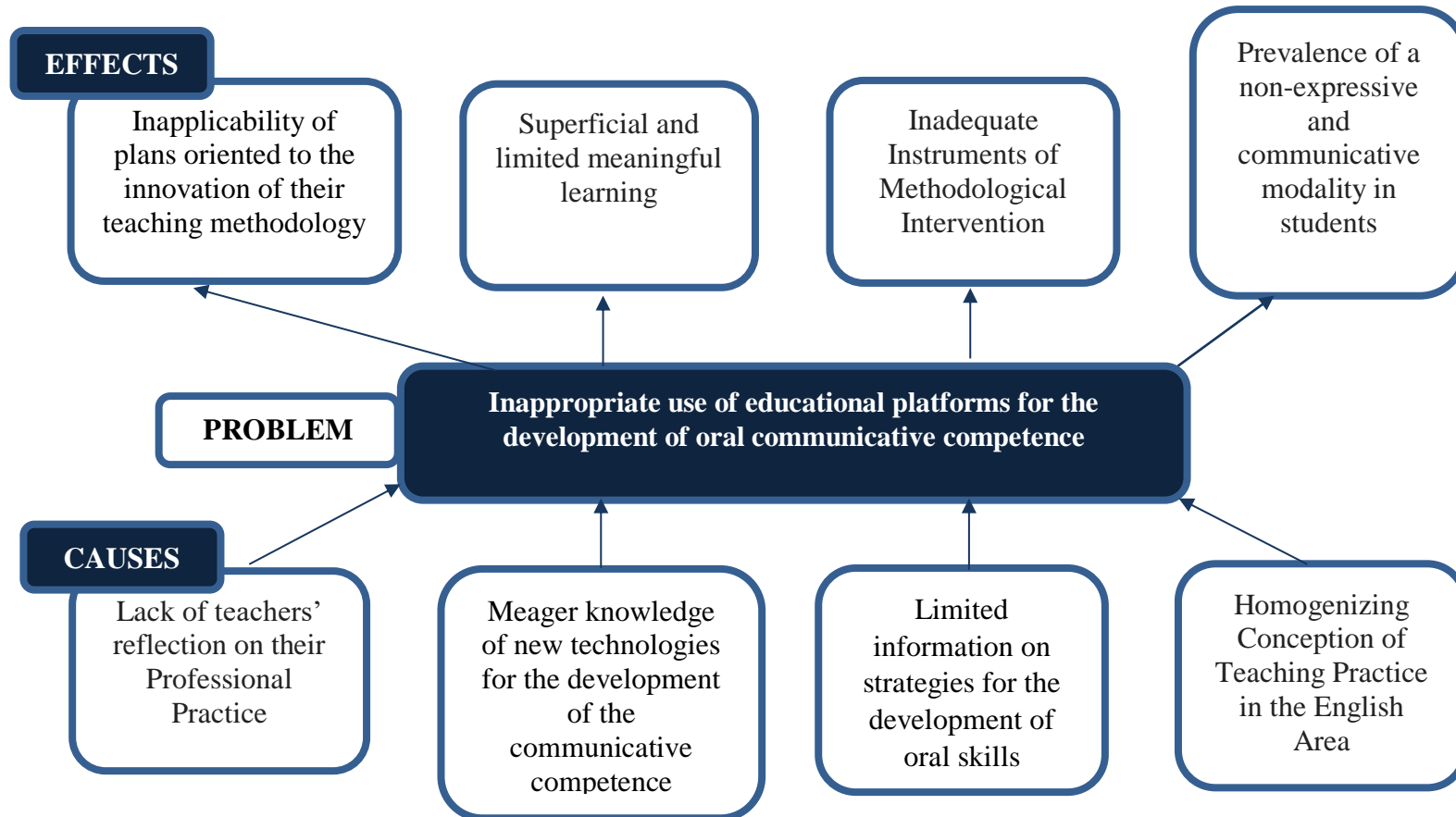
In Ecuador, English is potentialized in education, since the Education Ministry proposes a project whose main objective is that Ecuadorian students attain a functional level in the use of the language. Whence, their initiatives include updating national curriculum, professional development in the English area for teachers to be at the forefront in language methodologies, strategies, and to improve the teachers' training in the field of English. However, it should be emphasized that the hours taught in public schools are not enough to improve the development of communication in their students.

On the other hand, in Tungurahua a deficit in the use of English can be evidenced, since nowadays, public educational institutions have suppressed in their schedule

some hours (2 or 3) of foreign language teaching. For this reason, students do not fulfill the main objective, which is the use of the language for communication. However, there are different educational institutions that offer a language teaching with more hours than the general average, providing communication tools, using technology and thus achieving the assimilation of the language in an effective and significant way. According to (Rico, Ramírez, & Susana, 2016) in their article *“Development of oral competence through the use of Open Educational Resources”*, concluded that: The use of technology in the oral production and expression makes students’ participation more flexible. In other words, the use of innovative strategies help students to acquire the language in an enjoyable way.

At the present time, the Ecuatoriano Holandés School, located in Ambato, is undergoing a process of pedagogical transformation; the educational and academic process aspires to gradually leave the antagonistic and unsustainable behavioral model based on the systematic transmission of knowledge and framed in an explicit educational philosophy, linked to the improvement of communicative skills in students.

Problem Tree



Graphic 1: Problem Tree
Source: Direct Observation
Elaborated by: López, C (2018)

1.2.2. Critical Analysis

The bad teachers habit to reflect critically on their professional performance. It has restricted the issuance of value judgments about the fulfillment of their responsibilities in teaching, learning and the cognitive development of the students and, specially, the applicability of innovation-oriented plans for their didactic methodology in the English area.

It is necessary to analyze why, despite the many efforts that are made to develop effective study tools in populations of students of different levels, these often fail in their studies in English.

It is part of the evidence that this happens like this, because in these efforts there is a lack of knowledge of new technologies for the development of communicative competence in English language learning, and, specially, in the way they are taught. As a result, most of the teaching methodologies and student activities tend to privilege superficial, barely significant learning.

On the other hand, the limited information on strategies for the development of oral communicative competence of students in the English language, prevents teachers guide them effectively so that they become more aware and more autonomous in their task of learning in this subject. Teachers, unaware of the strengths and cognitive weaknesses of their students, subjectively evaluate them in relation to them, to correct what is necessary and reaffirm what is appropriate, since they have inadequate instruments of methodological intervention.

1.2.3. Prognosis

In case of not proposing an alternative solution to the problem related to the relegation of the use of educational platforms in the teaching practice of the English subject, teachers would not have techniques, instruments and procedures that enable

them to develop in the students the necessary communicative skills for effective use of English.

Ignorance of new educational strategies would not allow teachers to integrate the information imparted in order to facilitate its acquisition, storage and use; accordingly, the teacher would not be able to develop communicative skills that would ultimately enable him to implement teaching methodologies of greater significance in this area of training.

1.2.4. Problem formulation

How does the TELL ME MORE Platform influence the Development of Oral Communicative Competence in the students of seventh and eight years at Basic Education Ecuatoriano – Holandés School?

1.2.5. Research Questions

- Is there any influence of the TELL ME MORE platform in the development of the oral communicative competence?
- What are the activities that the teacher uses for the development of oral communicative competence?
- What are the benefits that the TELL ME MORE platform offers in the development of the oral communicative competence?

1.2.6. Delimitation of the Research Object

1.2.6.1 Content Delimitation

- **Field:** Education
- **Area:** Teaching Methodologies

- **Aspect:** TELL ME MORE Platform

1.2.6.2. Temporary Delimitation

The research was carried out during the academic period September – February 2019.

1.2.6.3. Spatial Delimitation

The research work was carried out at Basic Education Ecuatoriano Holandés School of Ambato, Tungurahua province.

1.3. Justification

TELL ME MORE is a multimedia platform for learning foreign languages which is directed, through different activities, to develop the communicative skills that students need for the correct use of the language: oral and written comprehension, oral and written expression. This is why this research is considered of great **importance** since oral communication competence can be improved in the students of the institution.

Its implementation in the educational activity is fully **feasible** because it has the institutional, logistical and economic support necessary for its development and future execution; the problematic object of study is well-known by the Researcher, it has the appropriate human and professional resources for the prolix progress of the project, it also has the assistance of the administrative authorities of the institution in which the investigation will be carried out and, the financial contributions are fully supported by the researcher.

It is **novel**, because within the institution this type of research has not been carried out, it is also liked by the people involved because with this research the English

learning as a foreign language is going to improve, as well as, the use of it for communication inside and outside the institution

Teachers and students will stand as the only **beneficiaries** of the implementation of this methodological variant of teaching, because it will allow them to distinguish the experiences of regulation of teaching and learning process, realizing the own resources of which they have and the shortcomings that also present, encouraging the motivation to improve their oral skills.

The **purpose** of this project is to develop oral communicative competence through the use of the TELL ME MORE platform in the students of eighth level at Basic Education at Ecuatoriano Holandés School.

1.4. Objectives

1.4.1. General Objective

To determine the incidence of the TELL ME MORE platform in the development of oral communicative competence.

1.4.2. Specific Objectives

- To scientifically support the use of the TELL ME MORE platform for the development of oral communicative competence.
- To identify the activities that the teacher performs for the development of oral communicative competence.
- To establish the benefits that Tell Me More has in development of the oral communicative competence in students

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Investigative Background

Interested in the achievement of the research objectives, the researcher has tried to investigate monographs, projects and research thesis of pre and postgraduate, whose contents save thematic similitude with the initiative in the development.

(Díaz & Cannon, 2012) In their research "Impact on the development of written competence with the support of Tell Me More multimedia software for English learning ", conclude:

An improvement in the academic performance of the students who worked with the multimedia technology TELL ME MORE has been proven, since in a general way there was evidence in the improvement of the use of the competence to be developed.

According to the previous paragraph, it is concluded that the activities generated in the Tell Me More platform as a pedagogical support tool has an improvement in the academic performance. Therefore, it will serve as a bibliographic support for the proposed research topic, because this platform will allow strengthening the meaningful learning of the English language.

(Holder, 2011) In his research “Communicative Competence and its relationship with the English teaching process”, states the following:

In the teaching of foreign languages, communicative behavior (both linguistic and cultural) constitutes a significant element of the student who comes into contact with culture. Their cultural behavior, of acceptance or not, towards the

culture of reception, their dispossession, sustenance or enrichment of stereotypes, are elements to be considered in order for the communicative process to have the desired success.

In this way the authors (Rosales, Zarate, & Rodríguez, Diciembre 2013), in their investigation "Development of communicative competence in the English language in an interactive platform" state that:

In the learning of a second language two terms are important: one of them is the learning of a language in itself, understood as the development of conscious knowledge of the second language; that is, the mastery of its rules and formulas through formal study. However, Krashen also states that learning a second language by means of grammar rules can only serve as a monitor or editor; in other words, this knowledge only serves to structure the statements correctly before speaking and also serves to self-correct the structures that will be used. (p.4-5)

The English Learning is a fertile field in the study presented it was found that both the students who take courses and the institutions that offer them need to be very clear about what education is and what responsibilities it implies. The benefits can be many, thus only if there is a planning of teaching and constant monitoring of progress to identify gaps and make improvements, it is also necessary that there are trained teachers who provide the interaction required for the acquisition of a second language.

According to these investigations it was concluded that the use of educational platforms helps the student to improve his oral communication competence since these platforms provide specific and striking activities for the development of the same.

2.2. Philosophical Foundations

The present research work is based on the Propositive Critical Paradigm, since it allows us to measure the interrelation of the variables that have served as the basis for the development of this work, found in a description of the existing problem in the teaching-learning process.

This paradigm assumes that nothing comes from anything. It means that prior knowledge gives birth to a new knowledge. It argues that learning is essentially active. A person who learns something new, incorporates it to their previous experiences and to their own mental structures.

Each new information is assimilated and deposited in a network of knowledge and experiences that previously exist in the person, as a result we can say that learning is neither passive nor objective, on the contrary it is a subjective process that each person is constantly modifying the light of your experiences.

2.3. Legal Basis

CONSTITUCIÓN DE LA REPÚBLICA DEL ECUADOR

RÉGIMEN DEL BUEN VIVIR

CAPÍTULO I

SECCIÓN PRIMERA.-Educación

Art.- 343 El Sistema Nacional de Educación tendrá como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población que posibiliten el aprendizaje, generación y utilización de conocimientos mediante las técnicas, estrategias, procesos y dinámicas que sean adecuados y flexibles a dicho procedimiento.

REGISTRO OFICIAL N°417. Segundo Suplemento. (2011).

LEY ORGÁNICA DE EDUCACIÓN INTERCULTURAL:

CAPÍTULO III

DE LOS DERECHOS Y OBLIGACIONES DE LOS ESTUDIANTES:

Art. 7.- De los derechos. a. Ser actores fundamentales en el proceso educativo. b. Recibir una formación integral y científica, que contribuya al pleno desarrollo de su personalidad, capacidades y potencialidades, respetando sus derechos, libertades fundamentales y promoviendo la igualdad de género, la no discriminación, la valoración de las diversidades, la participación, autonomía y cooperación.

CAPÍTULO IV

DE LOS DERECHOS Y OBLIGACIONES DE LAS Y LOS DOCENTES:

Art. 11.- Obligaciones b. Ser actores fundamentales en una educación pertinente, de calidad y calidez con las y los estudiantes a su cargo. i. Dar apoyo y seguimiento pedagógico a las y los estudiantes, para superar el rezago y dificultades en los aprendizajes y en el desarrollo de competencias, capacidades, habilidades y destrezas.

CONSTITUCIÓN DE LA REPUBLICA DEL ECUADOR

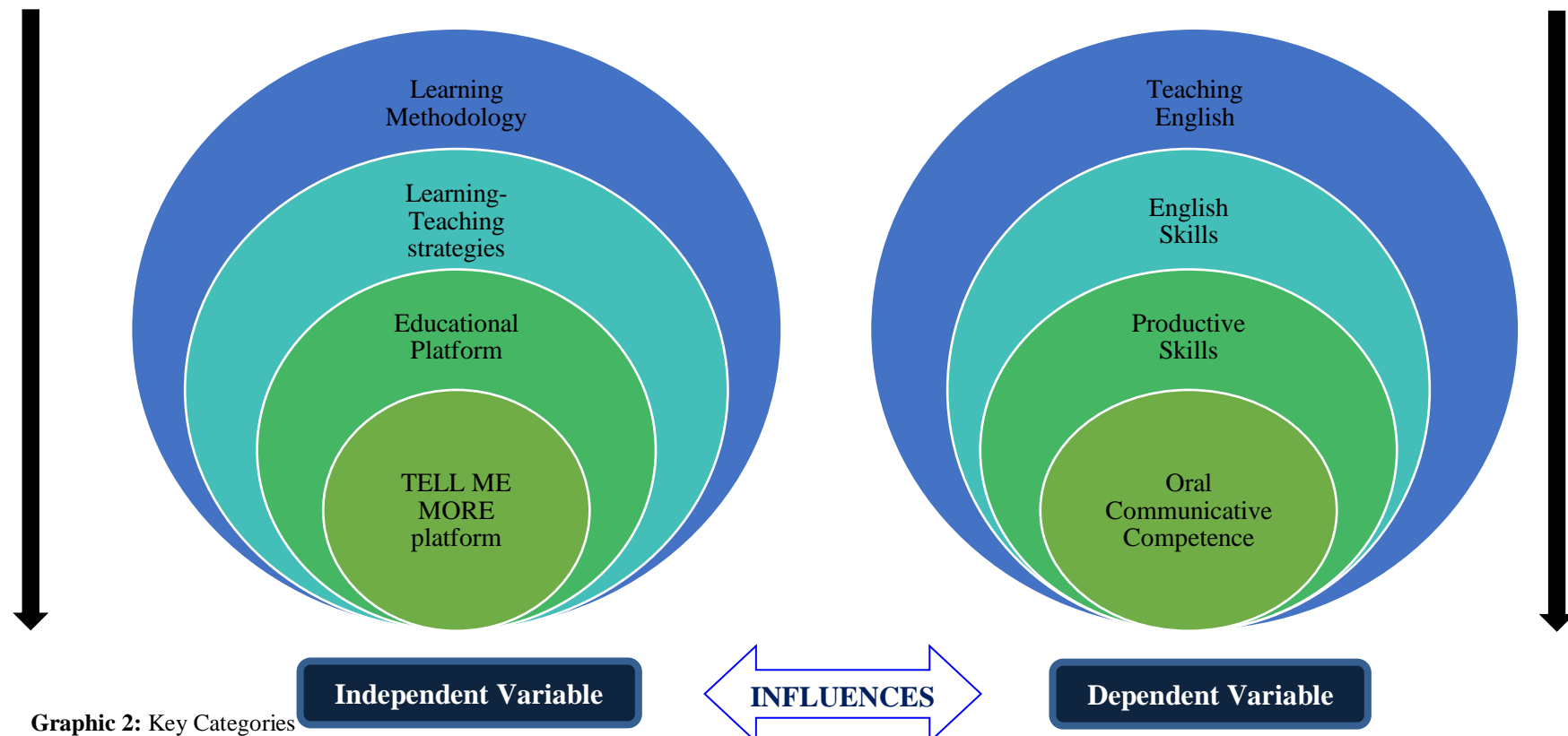
TITULO II DERECHOS

CAPITULO SEGUNDO

Art. 27.- La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional.

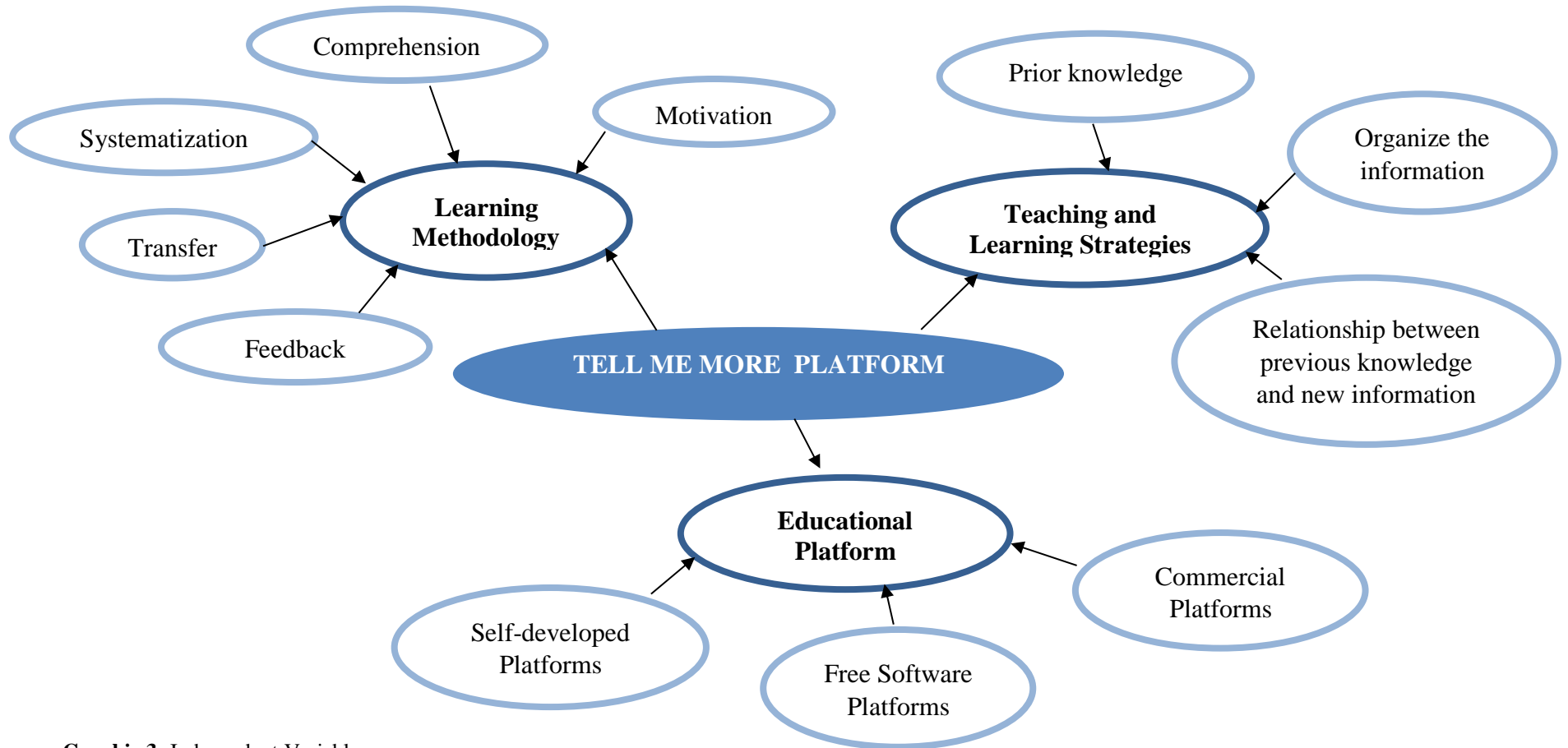
2.4 KEY CATEGORIES

2.4.1. Conceptual Superordination



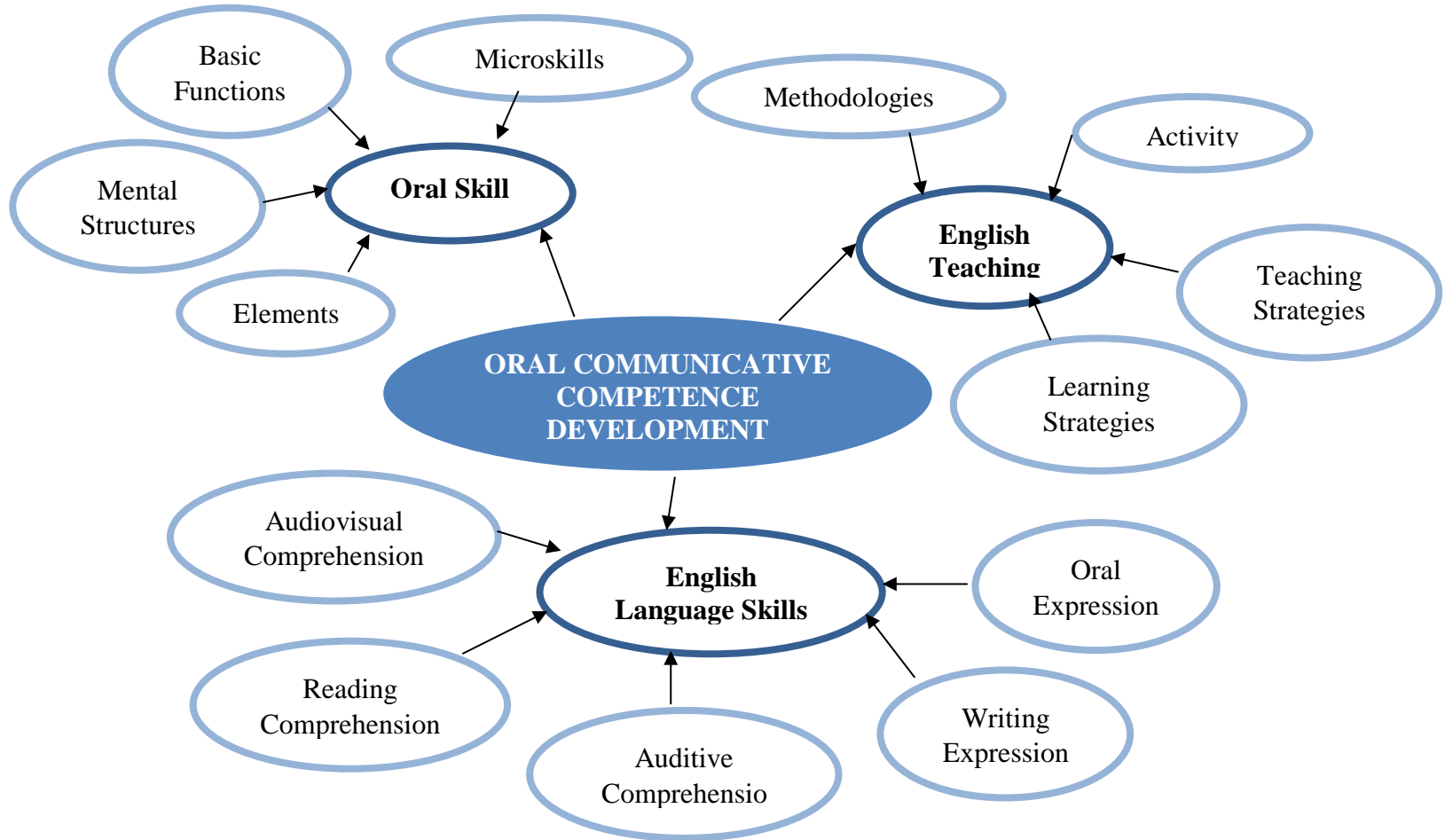
Graphic 2: Key Categories
Source: Research
Elaborated by: López, C (2018)

2.4.2 Constellation of Ideas of the Independent Variable



Graphic 3: Independent Variable
Source: Research
Elaborated by: López, C (2018)

Constellation of Ideas of the Dependent Variable



Graphic 4: Dependent Variable
Source: Research
Elaborated by: López, C (2018)

2.4.3. Theoretical basis – Independent Variable

2.4.3.1. Learning Methodology

Significant learning

The use of a methodology is of the utmost importance for the teaching-learning process because it is possible to obtain a significant learning through it. These learning phases should not be developed in an integrated manner which means that one knowledge leads to another.

(Ausebel, Novak, & Hanesian, 1983) He mentions that the stages of the methodology of meaningful learning are:

1. Motivation

Motivation is the first stage of meaningful learning, this may have an internal origin, which means that it is born of the student; or it can be external, caused by the teacher or another agent in the environment. This is considered the pillar of learning and is achieved through the approach of problems.

In this period, it is essential to establish in students an interest in the content to be presented on the basis of an object known by them and representing in a clear manner such content.

The fundamental pillar of this stage is the teacher since this is responsible for generating motivation in the student based on culture, their experiences and their interests. All this process facilitates that the student acquires significant knowledge for him, creating the ability to remember what he has learned in the different environments that are related.

2. Comprehension

This stage consists in the relation and fixation of knowledge, in this way reach their interpretation by prior knowledge of the objects that were selected. In this way the student manages to relate the knowledge that he possessed with the new one for a fast learning.

As a process, comprehension is aimed at the essence of objects and phenomena, which seeks an explanation. This process depends largely on the students.

3. Systematization

The systematization process is carried out when the students internalize the knowledge, it means that they assimilate the knowledge in a substantial way. Resulting in the domain of the content by the student.

In the systematization, the use of Conceptual Maps provides a hierarchically ordered summary of what has been learned, that is, from the general to the specific, producing a visual impact on the students.

4. Transfer

The transfer generalizes what has been learned by locating the information in different contexts, for which the exercise of the content is necessary. In other words this process helps students to define broadly the concept they learned, through previous experiences or other authors.

5. Feedback

This stage depends on how the student performs comparing his initial expectations with the final results. This process consists of several phases, which make up a

whole. In each phase the teacher presents several tasks in which the student must perform various activities:

- Motivation (new content).
- Exploration of previous knowledge.
- Confrontation of ideas.
- Conceptual construction.
- Socialization
- Evaluation and self-evaluation
- Projection.

2.4.3.2. Teaching and Learning Strategies

(Pimienta, 2012), in his book "Teaching and learning strategies. University teaching based on competences" mentions that teaching and learning strategies are mechanisms that the teacher uses to implement and develop competencies in students.

There are different strategies, for example, to obtain prior knowledge that help us to initiate activities within the classroom and to organize or structure content that facilitates the recall of content. The importance of these strategies is to contribute to the graphic organization of the explored knowledge, something very useful for students when they have to take notes.

Taking these strategies into account, they lead us to a meaningful learning which relates the existing ideas in the student's mental map and relates it to the new information that emerges.

Classifications and Functions of the Teaching Strategies

According to (Pimienta, 2012), these strategies are divided in:

Strategies to generate prior knowledge and to establish adequate expectations in the students.

These strategies are aimed at activating the students' prior knowledge. This prior knowledge are used to know what the students know and thus use this knowledge as a basis to originate a new learning. In other words, these strategies are recommended at the beginning of the class to generate prior information such as brainstorming.

Strategies to organize the information to be learned.

They give a systemic enhancement to the new information that will be learned by representing it in graphic or written form.

It provides an adequate organization to the information, achieving a significant learning of the students.

Strategies to promote the relationship between previous knowledge and new information to be learned.

The process of integrating the previous and the new it calls: construction of external connections that is why these strategies are designed to create adequate links between previous knowledge and new information to give greater significance to the learning achieved.

- **Illustrations**

For example, photographs, diagrams, graphic media, etc., are more common in the teaching process because they are interesting and catch the student's attention. They stimulate the retention of information since it has been shown that humans remember images more easily than verbal ideas. Allow to organize the information better.

- **Previous organizers**

This is a material by way of introduction with greater hierarchy in their concepts. The function that fulfills consists in proposing a bridge between what the student already knows and what he needs to know to learn new contents. It is important not to confuse them with summaries since they focus on central and fixed ideas within learning.

- **Interleaved questions**

These are presented to the student throughout the teaching process and their intention is to facilitate learning, also called attached or inserted questions. Its use lies in inserting questions in important parts of the text every certain paragraph.

- **Analogies**

An analogy is a proposition that indicates that "something" is similar to another. Within the life experience is very popular and frequent its use that help to a better understanding of what was treated at that time, differentiate and clarify the significance of terms.

- **Conceptual maps and semantic networks**

They are graphic representations that segment the information. Through these you can explore the knowledge stored in the memory of the teacher and the student and thus conduct a negotiation of information and only diagram the most important. What would differentiate these two strategies would be that in the conceptual maps the hierarchy of information is paramount importance.

2.4.3.3. Educational Platform

(Díaz S. , 2009) In his article "Educational platforms, an environment for teachers and students", mentions that an educational platform is one that consists of a computer environment where there is a series of tools aimed at an innovative development in teaching.

- These educational platforms are necessary not only for the improvement of the relationship between the teacher and the student or between the student with the subject, but also for the optimization of time and content organization, because its design is mainly aimed at two Applications:
- Distance education which offers non-face-to-face education.
- Reinforcement of face-to-face education known as "blended learning" which mixes face-to-face education with the use of different technologies, both information and communication.

Types of educational platforms

(Castillo, J. y Garcia A., 2005) They state that there are three types of educational platforms:

1. Commercial Platforms

These platforms are those that have rapidly evolved in operation, it means that different versions have been produced, which present a variety of tools and applications more and more complete and thus facilitate the monitoring and the accomplishment of academic, administrative and communicative objectives.

Advantage:

- Reliability and stability.
- Agile and fast technical assistance.

- Easy installation.
- Strict quality control.
- Specialized modules to complement the platform.
- Updates are based on an annual feel

2. Free Software Platforms

This type of tool offers beneficiaries freedom, that is, users can modify, copy, redistribute and study the content of it. For which and specifically the word freedom refers to four fundamental freedoms that the user has:

- Use the program with any intention.
- Study the operation of it and adapt it according to your needs.
- Distribute different copies.
- Improve the program.

Advantages:

- It is stable
- The user community is broad.
- The evolution of the program is in charge of the users.
- It is trustworthy.
- There is no payment for updates.

3. Self-developed Platforms

This type of platforms does not have as purpose their commercialization, they are not considered for a massive distribution among users, so they do not have the objective of responding to the needs of the beneficiaries. This type of tools pursues a pedagogical objective so it is not presented to the public but to specific users, usually institutions.

Advantages:

- Flexible
- Easy adaptation
- It can be readjusted
- It has no dependence on any Company.

2.4.3.4. TELL ME MORE Platform

(Garibag, 2009), the Tell Me More platform is an interactive and multimedia software that is used to teach languages. The access to this teaching platform is through the Internet which facilitates your language study carried out anywhere and at the time that suits the student, that is why there is an independence in time and place to study from this platform, since it is available 24 hours a day, seven days a week.

This platform, similar to any textbook, is divided into learning units in which there are different activities to develop language skills such as vocabulary, grammar, comprehension, etc. When the student is placed at a certain level (prior to an exam), the platform assigns a cluster of lessons, so that the teaching system is personalized for each student and he / she can advance in the lessons at her/his own rhythm and the student are able to review the not understood topics the times he/she wants.

Several are the recognitions that Tell Me More has been received in various forums of pedagogy worldwide to have a technology called S.E.T.S. (Spoken Error Tracking System) the one that allows to recognize the voice with detection of errors of pronunciation, intonation and diction. This technology allows identifying the errors that the student makes in his/her oral skill.

Descriptive content of the levels of the Tell Me More Method.

Beginner: It is aimed at students who do not know the language or who have a very basic notion of it. This level allows you to acquire vocabulary and grammar basics

in order to approach the language with extensive texts and dialogues. It is based on a communicative approach, whose objective is to teach the student to communicate in and understand another language improving his lexicon.

Intermediate: this aims at a brief review of the basic structures of the language and the development of linguistic knowledge. The topics in this level deal with daily or professional life and it is aimed at students who can already develop in comparison with the other group, that is, they can already present themselves, or ask a direction and they manage to understand the essentials of a simple conversation.

Intermediate+: On the other hand, it is aimed at students who can already cope with various communication situations, understand the context of what they hear but still make errors of expression.

Advanced. Directed towards students who know and practice the language. These are able to follow a conference or a meeting, but still have difficulties to follow a conversation with native people. Already here these students understand complex texts on general topics. Its objective is the improvement of the acquired notions and communication in complex situations of daily or professional life, to be able to converse clearly and precisely.

Advanced +: The language of the students at this point is solid and fluid. At this level students can manage in a business context to deepen and improve their knowledge of the language and could move abroad.

Higher. This level is already aimed at students who express themselves with great fluency and who want to maintain their level, deepening knowledge trying to understand some points that have not yet fully assimilated and polishing the practice of the language.

2.4.4. Theoretical basis – Dependent Variable

2.4.4.1 Teaching English

Methodologies for Teaching-Learning English

Researchers, theorists and practicing teachers agree in pointing out some characteristics that make certain pedagogical practices more accurate than others in our effort to facilitate the learning of foreign languages. It can be said that the methodologies for working with young people are more effective if they have the following characteristics:

Active and Interactive Methodologies that take into account the Ludic Factor

The active and interactive methodology allows learning when participating in activities in which the main objective is not to show or exemplify the functioning of grammatical structures but to carry out actions in the foreign language. These methodologies allow that the students are employees that use the foreign language so that they respond actively both in the classroom and in the circumstances of the environment that requires it. (Wenden & Rubin, 2012)

In this way, processes of socialization and construction of knowledge are fostered and links are built with others, which allows them to develop tolerance, respect, solidarity and appreciation for themselves and for other human beings.

The ludic factor is an element of great importance in the life of the student as it establishes a connection between their usual activities in the home and in the neighborhood with what happens in the classroom. Play activities have the advantage of having schemes known in advance by students and therefore provide a familiar framework for developing new learning. They also lead to the creation of

a shared and recognized context that allows students to significantly anchor the new elements in something that they already dominate. (Wenden & Rubin, 2012)

Interesting and Meaningful Student-Centered Activities

If the student is the center of the learning process, as stated above, it is hardly logical that the activities selected for teaching-learning reflect their interests and needs; in this way they will be meaningful to them and they will relate to concrete experiences of their daily lives. (Alderson & Urquhart, 2006)

Activities that allow the Potential Development of each Student

In order to allow the potential development of the student, the activities must be appropriate for the ages and grades.

The activities selected to promote the process of learning foreign languages in students must develop a support system or scaffolding. Through this system, the activities are divided and organized sequentially, to facilitate the learning process. The pedagogical exploitation of the chosen activities requires taking into account the state of cognitive and linguistic development in the current mother tongue of the apprentices and the contributions of adults (teachers and / or parents). In the same way, so that students can reach their potential development. (Alderson & Urquhart, 2006)

Within this process, as stated above, the teacher assumes a role as counselor, using strategies that allow the student to discover their own means and styles of learning. These strategies must take into account the formation and integral development of the child and allow him to do, feel, observe, reflect, discover, organize, suppose, verify, decide, resolve, propose and above all take responsibility for his actions as far as possible. (Alderson & Urquhart, 2006)

Methodologies that Integrate the Prior knowledge with the New

As part of the methodological process, an element of reflection can be included, where the student is periodically led to a personal synthesis of what he / she is learning.

This process of reflection is aimed at making you aware of the relationship between what you are learning with what you already know, to accommodate the knowledge and experiences that he or she brings to the classroom and show that they form a coherent whole. (Canale, 2007)

In the context of learning a foreign language, what the student knows is the use of their first language. You must then consider your mother tongue as a valuable resource to facilitate access to the foreign language.

Flexible Methodologies

(Richard & Rodgers, 2008) Mention:

Flexible methodologies allow the student to use their learning strategies without the extreme rigidity of some traditional methodologies and offer the teacher a variety of activities and the selection of appropriate techniques and procedures for each case. An informed choice, based on knowledge of pedagogical and methodological principles, allows the teacher to exercise a positive and beneficial eclecticism for his or her work that is rather a synthesis that integrates the best of each approach or method proposed. (p. 127)

Methodologies Rich in Cultural Contents

Language and culture are inseparable elements. The use of methodologies that facilitate the approach to cultures associated with foreign languages, is of utmost

importance, since languages are the best window to the cultures of the people who speak them. (Richard & Rodgers, 2008)

Familiarity with foreign cultures allows not only a better appreciation of one's own but also understanding, respect, appreciation and tolerance for foreign culture.

Methodologies that Value Affective Factors.

Taking into account the primary role played by affectivity in the development of students, the importance of creating an affective atmosphere in the classroom and reducing the affective filter is highlighted so the level of motivation and interest is maximized (Brown, 2005). The creation of an environment in equal conditions for students gives confidence and creates appropriate conditions for them to jointly develop their autonomy and creativity.

A review of the methodologies that have been used in recent decades allows us to identify those that show the characteristics mentioned above, which makes them suitable for the teaching-learning of foreign languages. Accordingly, we outline below its most important characteristics and principles. (Brown, 2005)

2.4.4.2.- English Language Skills

(Manaj, 2015) in her article “The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour” mention that the integration of the four skills in the language classroom serve many valuable purposes: they give learners support and opportunities to create, contexts in which to use the language for exchanges of real information, evidence of their own ability and, most important, confidence.

Teachers should set high standards for an ESL classroom. They should work to create the necessary condition for students to learn effectively and reach the desired outcome. For the teaching of English to be successful, the four skills, reading, listening, speaking and writing, should be integrated in an effective way. These

skills should be addressed in a way that helps students meet the standards you set for them and develop their communicative competence gradually. This encompasses: Listening and speaking: these two skills are highly interrelated and work simultaneously in real life situations. So, the integration of the two aims at fostering effective oral communication. This integration will assure real-life and purposeful communication. Reading and writing: they form a strong relationship with each other as skills. They are tools for achieving an effective written communication. Students need opportunities to develop their reading and writing skills. Developing students' competencies in reading and writing requires exposing students to gradually challenging reading materials and writing tasks. The aim is making students read and write effectively.

In fact, the integration of listening and speaking with reading and writing will make learners good listeners, speakers, readers and writers so as to be able to communicate effectively. The mastery of these skills is a gradual process.

When a teacher makes use of activities that have been specially designed to incorporate several language skills simultaneously (such as reading, writing, listening, and writing), they provide their students with situations that allow for well-rounded development and progress in all areas of language learning. (Manaj, 2015)

2.4.4.3. Productive Skills

Productive Activities

The distinction between skills and productive activities on the one hand, and skills and receptive activities on the other, does not mean that they are independent and that they should be studied separately. Often, each of them depends on the others and the practice of receptive skills is often considered as a starting point for the development of productive ones. (Seligson, 2007)

1.- Oral Expression

From the Second World War, the teaching of foreign languages undergoes a major change, moving the focus of attention towards the oral language, without neglecting the written language. For many students, oral expression is the most difficult skill in learning the target language, since it is a communicative capacity that encompasses not only the mastery of pronunciation, the lexicon and the grammar of the target language, but also knowledge. Sociocultural and pragmatic. (Seligson, 2007)

Experience indicates that the linguistic competence of students in the translation and interpretation classroom is diverse, which tends sometimes to increase the demotivation of less advantaged students when too much emphasis is placed on oral production. Therefore, the teacher should be aware of the effects of oral production activities on their students, either by graduating them adequately so that all find activities in which they feel comfortable, either by explaining how many times it is necessary that the only way to improving the skill of oral expression is practicing it, even making mistakes. (Seligson, 2007)

On the other hand, demanding a native pronunciation seems not only unnecessary but also unrealistic, especially considering that many teachers show phonetic features that reveal our origin when we speak. Furthermore, it is not possible to determine a preferred variety of pronunciation for a language such as English, the second language or the lingua franca that is used in the areas of education, government, media, commerce, etc., among hundreds of millions of speakers who come from very diverse native languages. According to authors like Crystal (1997) and Jenkins (2000), that lingua franca will ensure that in the future pronunciation is not the cause that prevents communication in the contexts of English as an international language, and will serve as the basis for the design of teaching materials for English pronunciation. (Seligson, 2007)

However, whether native or not, it is considered essential for every language teacher to have, in addition to the practical domain, a fairly precise theoretical knowledge of the phonological system of the target language. This will allow you to make an accurate diagnosis of pronunciation failures incurred by students and determine which the most appropriate exercises to remedy them are.

Specially, we always try to promote the fluency of communication over the correction of speakers. It does not focus on correcting grammatical or pronunciation errors, particularly in activities of free oral production, unless they are so serious that they prevent communication. (Seligson, 2007)

(Wenden & Rubin, 2012) Propose these four criteria for the classification of oral expression activities:

- **According to the technique:** directed dialogues (to practice certain forms and linguistic functions), theatrical games, linguistic games (e.g., riddles), teamwork, etc.
- **According to the type of response:** mechanical repetition exercises, brainstorming, acting on instructions (e.g. cooking recipes), debating to solve a problem, information vacuum activities, etc.
- **According to material resources:** written texts (e.g., completing a story), sound (e.g., singing a song), image (e.g., sorting the cartoons of a story), objects (p. e.g., guess objects from touch, smell ...), etc.
- **Specific communications:** exposition of a topic prepared in advance, improvisation (e.g., description of an object taken at random), telephone conversation, reading aloud, debates on current issues, etc. (Wenden & Rubin, 2012)

In our teaching practice, students usually work in groups of four or five on activities such as formal or improvised debates and exchanges of ideas in which they confront points of view on controversial issues, learning to clarify, clarify, expand, summarize, etc.; descriptions of photographs, people, images, etc.; role-playing

games, in which students are given a character with specific motivations and are invited to interact.

2.- Written expression

Written expression includes, on the part of foreign language students, the activities range from taking notes in class to write essays, through what is written as a response to activities that basically involve other skills (for example, answer written comprehension exercises) or that are developed to illustrate specific linguistic points, grammatical, lexical, etc. In the teaching practice, two types of written expression exercises are distinguished: (Larsen, 2000)

- Dependent written practice: those exercises that aim to consolidate another skill or linguistic point.
- Independent written practice: the writing of communicative texts.

Written expression involves the practice of spelling, punctuation, grammar, the lexicon and its syntagmatic implications, the organization of information in supra-regional structures, the use of logical and anaphoric and cataphoric referents, the selection of the appropriate register and the use of a clear and easy style to read. (Larsen, 2000)

Generally, it is useful to dedicate class time to review some of the most repeated errors that students commit or to explain specific linguistic points that are revealed as problems from the correction of the students' work. This correction work has four main advantages: the revision of previously treated issues, the advancement of points that have not yet been seen, the possibility of adequately treating the diversity in the class and, consequently, the motivation. Regarding this last aspect, we would like to add that the correction activities allow students to remedy problems of a lower level, as well as to include more advanced information that motivates the most competent students. (Larsen, 2000)

In the development of the written composition is intended to promote the evolution of the following processes, or stages:

- Analysis of the communication situation (knowledge about the subject, recipient of the text, purpose of the text, etc.);
- Production of ideas;
- Organization of ideas, for example, in a scheme;
- Search for information;
- Drafting of a draft;
- Review, restructuring and correction;
- Final redaction. (Larsen, 2000)

Some examples of written expression activities are the following:

- Complete forms and questionnaires;
- Write articles for magazines, newspapers, newsletters, etc.;
- Produce posters to exhibit;
- Write reports, memos, etc.;
- Take notes to use as future references;
- Take dictation messages, etc.;
- Write creatively and imaginatively;
- Write personal or business letters, etc. (Larsen, 2000)

Written expression, depending on the type of activity chosen, focuses on some of the following aspects:

- Plan and structure the text (diagrams, drafts, etc.) in a coherent way, for example, in chronological order;
- Use elements of cohesion properly;
- Write with correctness (spelling, grammar, etc.), accuracy (conceptual, lexical, etc.) and an appropriate degree of complexity (depending on the level);
- Write fluently and at a pace appropriate to your level;

- Observe the conventions established in each type of text (narrative, expository, argumentative, etc.);
- Use the register (family, standard, academic, etc.) appropriate in each situation;
- Make clear what are the main ideas and what are the complementary ones;
- Make clear what is opinion and what is verified or verifiable information;
- Manage the figurative sense, the double sense, the puns, the irony, the humor in general, and the fallacies. (Larsen, 2000)

Whatever the evaluation criteria may be, it is convenient that the evaluation addresses all the aspects that intervene throughout the textual production process, instead of being limited to the correction of the final product.

2.4.4.4. Oral Communicative Competence (Speaking)

According to (Brown, 2005):

Oral skills play an important role in the field of communication. Over the years, it has been for human beings a primordial and useful tool for coexistence in society. Oral skills can be specified as the capacity developed by the human being to establish opinions, thoughts, and terms with specific meanings through the voice. (pp. 174-176)

Oral expression is a very complex skill, since simultaneously it uses pronunciation, intonation, auditory dexterity, words and phrases, and sociolinguistic and sociocultural competence.

Its fundamental purpose is to get students to acquire and develop their competence in that code in such a way that they use the foreign language to relate knowledge, to understand and interpret the surrounding reality and to share ideas, feelings and opinions in communication situations in which rules of linguistic and social

behavior of the cultures where the foreign language is spoken are governed. (Brown, 2005)

Elements of Oral Expression

According to (De Luca, 2003), The oral expression is composed of the following elements:

- **Articulation:** The way in which sounds are produced (students must learn to produce the sounds of different phonemes).
- **Voice (tone):** The rhythm when speaking (students must learn the different intonations according to what is going to be said).
- **Fluency:** Clarity in speaking (students must achieve fluency in speaking, it is achieved progressively).

To these three basic elements, the prosodic elements of speech can be added, such as:

- **Tone** (variation in the pronunciation of a syllable)
- **Accent** (prominence of a syllable in relation to the others)
- **Melody** (variations in the frequency of opening and closing of the vocal cords that occurs during speech)
- **Intonation** (result of integration of melody and accent)
- **Pauses** (interruptions interspersed during speech)
- **Speed of elocution** (number of syllables produced in a given time)
- **Rhythm** (result of the temporal distribution of accents and breaks)
- **Quality of voice** (timbre of the voice that occurs due to the articulatory adjustments of the phonetic apparatus of the speaker)

Microskills of Oral Expression

Here is a list of microskills that they propose (Alderson & Urquhart, 2006):

1. Produce sentences of different length.
2. Differentiate between phonemes and their allophones.
3. Properly use the stress, rhythm and intonation patterns.
4. Pronounce words and phrases in the spoken chain (assimilation, elision, etc.)
5. Use the right number of words from a pragmatic point of view.
6. Speak with the fluency required by each communicative situation.
7. Control own oral production to contribute to a greater clarity of the message (using pauses, fill-in phrases, autocorrections, setbacks, etc.)
8. Use grammatical categories and relationships (names, tenses, concordance, plurality, etc.), word order, constructions, rules, and elliptical forms.
9. Use the proper constituents of speech in an appropriate way - phrases, pauses, phonic groups, and sentences.
10. Express something using different grammatical constructions.
11. Use cohesion procedures in spoken language.
12. Carry out adequate communication functions taking into account the situations, participants and objectives.
13. Use appropriately in face-to-face conversations registers, implicatures, pragmatic conventions and other sociolinguistic features.
14. Establish links and connections between events and express such relationships as main idea, secondary idea, and new information, given information, generalization, and exemplification.
15. Use gestures, postures and body movements, as well as other non-verbal resources to express something.
16. Make and use a list of conversational strategies such as highlighting important words, reformulate statements, provide contexts to interpret the meaning of words, ask for help and make sure that the interlocutor has understood ...

Basic Functions

It is also necessary to mention the seven basic functions, *developmental functions of language*, according to (Freeman, 2009) points out as typical of the language of the child who learns to speak and can serve as a guide in the learning of a second language. They are the following:

- a. **Instrumental**, ("I want") to indicate wants or needs.
- b. **Regulatory**, ("Do what I tell you") to indicate what others should do.
- c. **Interactive**, ("You and me") to relate to others.
- d. **Personal**, ("Here I am") to talk about oneself.
- e. **Heuristic**, ("Tell me why") to ask questions in general.
- f. **Imaginative**, ("Imagine") to make hypotheses.
- g. **Informative**, ("I have something to tell you") to transmit new information.

These basic functions are also typical of the adult language, albeit in a more elaborate phase, all of which has implications for the teaching of a foreign language.

Communicative Competence

Communicative competence is the most general term for the communicative capacity of a person, a capacity that encompasses both the knowledge of the language and the ability to use it.

The acquisition of such competence is mediated by social experience, needs and motivations, and action, which is at the same time a renewed source of motivations, needs and experiences.

The linguist (Krashen, 2011) established, initially, 4 competences, to carry out a correct communicative competence:

- **Competencia Gramatical:** uso correcto del código lingüístico.
- **Discursive Competence:** correct combination of grammatical forms to form coherent texts.

- **Sociolinguistic competence:** appropriate use of language, taking into account the place, the participants and different social conventions.
- **Strategic Competence:** use of verbal and non-verbal strategies for more effective communication.

Later appeared the:

Sociocultural competence: ability to become familiar and communicate in a specific social and cultural context.

In the development of oral expression, listening (listening) and speaking skills (receptive and productive skills) interact respectively.

The Communicative Aspect of the Pronunciation

In communicative approaches, pronunciation is one of the parameters that ensure communicative effectiveness. It is no longer a question of correct pronunciation of isolated phonemes or short sentences, according to the rules of articulatory phonetics. The didactic of pronunciation deals with the material form of speech as a whole, which can constitute a wall that prevents understanding. (Canale, 2007)

Actually, the first difficulty is to perceive the sounds of the language that are learned that are different from those of the mother tongue. No new sounds can be produced if one is not able to discriminate them: the Spanish learner will tend to transfer the traits of the mother tongue and must learn to abandon phonological and phonetic habits that do not correspond to those of Spanish. (Canale, 2007)

For pronunciation to be acquired efficiently, it is necessary to focus on significant communicative processes, without worrying too much about the inevitable "foreign accent". Therefore, the exercise of the phonic aspect of the language must include the significant values of accent, intonation, rhythm and pauses. (Canale, 2007)

The foreign language learner must, first of all, learn to master the new articulatory base, that is, the set of articulatory habits that characterize the language. It is not about starting to pronounce new sounds, but about being able to appreciate the general differences that exist between their mother tongue and English in terms of the tension of the articulators, articulatory energy, use of the lips, etc.

Development of Oral Skill

According to (Harmer, 2004), for there to be a guarantee of the development of oral skills in students, which are intended to teach a different language, it is necessary to create an environment where the English language has a fundamental role. It is convenient, then, to use English in class that is possible for us, for real communication, for the word, of our ideas in the different functions of a language: personal, interpersonal, directive, imaginative, etc."

The last phase in the acquisition of this skill of speaking is the real practice of free communication - "free communication", in which the student will feel especially motivated, to be able to actively use their mental faculties, and, consequently, much more interested in learning the English language, which must always be one of the main purposes or goals of every good teacher. (Harmer, 2004)

The use of "free communication" in English classes is really important, since the learning of a second language must be a natural and creative process, and not a mere acquisition of linguistic habits. Therefore, we must try not to insist on the repetition of mechanical exercises, facilitating the student the possibility of communicating significantly and even thinking about this second language. (Harmer, 2004)

Activities in English for the Practice of Oral Skill

According to (Oxford, 2010), the main goal for most people studying English around the world, is to develop oral skills. This ability to speak in a second language

is complex; since you need to express opinions, persuade someone about something, clarify instructions, give instructions, describe things, and many other activities that we do with the use of language.

Learning a language goes beyond knowing the grammatical structures. Students must acquire the knowledge of how to use the language as native speakers. That is, how they use the language in context when many factors act around.

According to (Seligson, 2007), the majority of students who learn English as a second language do so in their own culture and country. Limiting the practice of this alone in the classroom. Therefore, it is essential to develop activities that give students the opportunity to speak. These activities must be interactive to involve students in the use of the English language.

In addition (Seligson, 2007), advises the use of the following activities to potentiate oral skills:

- **Oral Activities (Aural):** These activities are used as background to interact with students. The same ones that can be radio reports, recordings of dialogues, stories, etc.
- **Visual Activities:** Due to the lack of opportunity for interaction with native speakers, it is essential to use films, videos, or series. These resources provide the class with a variety of scenes, situations and accents. From these activities you can perform dramatizations and dialogues that will allow a deeper learning. Similarly, visual activities help in various ways for the interaction of startup activities.

2.5. Hypothesis

“TELL ME MORE platform influences in the oral communicative competence development”

2.6. Determining of Variables

2.5.1. Independent Variable

TELL ME MORE Platform (Cause)

2.5.2. Dependent variable

Oral Communicative Competence (Effect)

CHAPTER III

METHODOLOGY

3.1. Research Approach

The research was developed under a Qualitative-quantitative approach. Qualitative, since the viability of the theoretical model proposed was verified through the contrast of a series of questions and the development of a measurement instrument with the purpose of obtaining pertinent information about the variables that are part of the problem under study; Quantitative, because the results of the field research were subjected to the systematic study of the facts in the place where the problem was raised, direct contact was made with the existing reality to obtain information in accordance with the objectives of the project, which will be subjected to a statistical analysis.

3.2. Basic Modality of Research

3.2.1 Documentary Research

An adequate data collection was made from bibliographic sources such as: national and international publication books, articles of magazines, Internet publications, and thesis works that allowed to rediscover facts, suggest problems, in order to guide the variables towards sources of bibliographical research whose content allowed to sustain the subject matter of investigation, in order to conceive ways to elaborate and propose alternative solutions to the problem posed.

3.2.2. Field Research

The field research was applied to the Teachers and Students of Seventh and Eighth Year at Basic Education Ecuatoriano Holandés School, to identify the problem and to determine its causes and effects. In the same way, for a better perspective of reality, the survey was used as a research technique, which allowed the analysis and interpretation of results.

3.3. Level or Type of Research

3.3.1. Descriptive Investigation

According to (Mohammad, 2005), in the book "Metodología de la investigación" cites that: Descriptive research is a way of study to know whom, where, when, how and why the subject of the study. (p.94)

Through descriptive research, the prevailing situations, customs and attitudes of the population under analysis were known, by means of the exact description of the activities, objects, processes and people.

The researcher was not a mere tabulator, the data was collected on the basis of the hypothesis, the information was explained and summarized and then the results were analyzed, in order to extract significant generalizations that contributed to the knowledge of the problem inquiry.

3.3.2. Exploratory Investigation

The Author (Naghi, 2005) in his book: "Metodología de la Investigación" mentions: "The main objective of exploratory research is to capture a general perspective of the problem. This type of study helps to divide a very big problem and reach at

some more precise sub-problems even in the form of expressing the hypothesis”(p.89)

In other words, this investigative variant made it possible to discover the bases and gather information that allows, as a result of the study developed, the formulation of a hypothesis. This type of research is very useful because it served to familiarize the researcher with the subject matter of research that until then was totally unknown in the field of teaching tasks of the subject of English in Ecuatoriano Holandes School.

3.3.3. Association of Variables

It allows us to know the behavior of one variable in relation to the other, allowing us to determine the degree of dependence that exists between them. The changes produced in one of the variables directly affect the other variable.

3.4. Population and Sample

3.4.1. Population

According to (Vladimirovna, 2005) in his book "Fundamentals of Probability and Statistics” mentions:

Population is the set of all the elements of a particular type whose knowledge is of interest, each of the elements that intervene in the definition of population is an individual or object, so called because originally the field of action of statistics was the demography. (p.26)

For the current study, Ecuatoriano Holandés School has a student population of Seventh and Eighth Year of Basic Education in a total of 103 students; teachers of the English area in a number of 3.

3.4.2. Sample

The author (Gallegos, Icart, & Pulpón, 2010), in his book "Elaboración y Presentación de un Proyecto de Investigación y una Tesina", mentions that: Defines the sample as a part of the population because it is impossible to study it completely, so it can be indicated that it is a group of people that will be studied. It is a subset of the population, to be meaningful we must take into account criteria of appropriate inclusion and exclusion and sampling technique. Taking into account this information, the current study has a specific simple of 106 people.

Table 1: Population

POBLACIÓN	NUMBER	PERCENTAGE
Students of Seventh Grade of Basic Education	75	71%
Students of Eighth Grade of Basic Education	28	26%
Teachers	3	3%
Total	106	100%

Source: Institution

Elaborated by: López, C (2018)

3.5. Operationalization of Variables

3.5.1. Independent variable: TELL ME MORE Platform

Conceptualization	Dimensions	Indicators	Items	Techniques	Instruments
TELL ME MORE is an interactive method of learning foreign languages. This multimedia platform is aimed at developing of oral competence.	Multimedia Interactive Method Oral Competence	Platform Software Learning Conversations Debates Dialogues	Does the teacher use any type of interactive platform to develop oral competence? If your answer is positive, indicate which platform the teacher uses What is the skill that you have most developed in the classroom? What do you consider to be your level of development in the oral communication competence (speaking)? What activities and resources does the teacher use to develop the oral communicative competence? Do teachers motivate students to express themselves in English in class? Do the teachers explain the activities and tasks in class using only the English language? Do you understand the activities your teacher poses in English without having to translate them into Spanish?	Survey applied to Students	Questionnaire

Chart 1 Operationalization of Variables: Independent Variable
Elaborated by: López, C (2018)

3.5.2. Dependent variable: Oral communicative competence

Conceptualization	Dimensions	Indicators	Items	Techniques	Instruments
Communicative and reflective act by which ideas, thoughts and knowledge contents are revealed in a second language (English in a certain context).	<p>Communicative and Reflective Act</p> <p>Ideas, Thoughts, Contents</p> <p>Context</p>	<p>- Pronunciation - Intonation</p> <p>- Attitudinal - Procedural</p> <p>- Institutional - Family - Social - Media</p>	<p>Do you think that pronunciation and intonation play an important role in the oral communication process?</p> <p>Do you try to invigorate the process of teaching - learning English through teacher-student interaction?</p> <p>What kind of activities do you use for the development of oral communicative competence in your students?</p> <p>Do you know any multimedia tools to develop communication skills in students?</p> <p>Do you consider that the TELL ME MORE platform contributes to the development of students' oral communication skills?</p> <p>Do you consider that the environment in which the student develops influences his way of conceiving knowledge?</p>	Interview addressed to teachers	Questionnaire

Chart 2: Operationalization of Variables: Independent Variable
Elaborated: López, C (2018)

3.6. Information Collection Plan

BASIC QUESTIONS	EXPLANATION
What for? For what?	To achieve the objectives set for the research
	Teachers and students of seventh and eighth year
About what aspects?	TELL ME MORE platform and the oral communicative competence
Who?	Betty Carolina López Sánchez
When?	Año 2018
Where?	“Escuela de Educación Básica Ecuatoriano Holandés”
How many times?	One time
What techniques?	Survey
What instruments?	Questionnaire

Chart 3: Collection Plan
Elaborated by: López, C (2018)

Techniques and Instruments for Data Collection

The techniques for data collection will enable the researcher to gather, find, collect and construct the necessary information to answer the questions that he formulated about his object of study.

Techniques:

Survey.- Through this technique, information is obtained about the predetermined variables that require investigation and descriptive analysis of the problems and phenomena that are derived.

This technique aims to determine if: the teaching strategies used by teachers in the English area allow students to develop their oral communicative competence; if the teacher has the possibility to control the effectiveness of the teaching strategies and modify them when faced with new cognitive demands of the students; if the activities it develops are aimed at enhancing communication.

Instruments:

Questionnaire.- A structured questionnaire of closed questions has been prepared in order to have clear and explicit information according to the purposes of the investigation.

3.7. INFORMATION PROCESSING PLAN

The procedures for the analysis of the information used in the investigation are the measures of central tendency consisting of numbers calculated with special formulas that summarily represent a series of values of a quantitative variable. On the other hand, the deviation measures express the heterogeneity or homogeneity of these values, where we will check the hypothesis using the χ^2 (Chi square) method.

The χ^2 method is fundamentally used to study the independence between variables of qualitative and nominal type and that are generally arranged in a two-dimensional table, also seen as a 2x2 matrix or two study variables.

This contrast consists of: establishing the null hypothesis (H_0) Vs the alternative hypothesis (H_1), calculating the Xi-square test statistic, calculating the same tabulated Xi-squared value that will be presented in a table of statistical distributions, looking at a Confidence level established at 95%, and an error level of 5%, compare the values of the variables or Xi squared and determine the validity of the null or alternative hypothesis.

Three different ways of presenting the statistical data have been foreseen: the written presentation, which consists in the presentation of the information through the analysis and interpretation of the collected data; the tabular presentation, which establishes the frequency and valid percentages of the data collected based on a logical ordering; It is of great importance for the use and importance for the user since it is the most accurate way to present the information; and, the graphical presentation that provides the reader or user with greater speed in understanding the data.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF RESULTS

4.1. ANALYSIS OF RESULTS

The results presented in this chapter are fully related to the operationalization of variables, which allowed the elaboration of the questionnaire and the survey that was applied to the population involved.

The application of this survey took place at Basic Education Ecuatoriano – Holandés School and it was done to the students of seventh and eighth year. The purpose of this interview was to determine the incidence of the TELL ME MORE platform in the development of oral communicative competence.

The frequency tables as well as the statistical graphs were made together with the result obtained from the surveys previously conducted to the students and teachers of the English area.

4.4.1. INTERPRETATION OF DATA

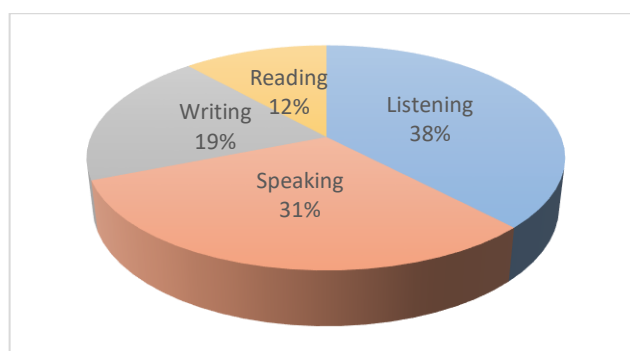
Once the results were obtained in the present investigation, they were tabulated, organized, analyzed and interpreted by using an electronic spreadsheet in Excel 2013, which allowed us to establish the presentation of the results in their respective charts and graphs that are presented below.

Question 1.- What is the skill that you develop most in the classroom?

Table 2: Most developed skill

Alternative	Frequency	Percentage
Listening	39	38%
Speaking	32	31%
Writing	20	19%
Reading	12	12%
TOTAL	103	100%

Graphic 5: Most developed skill



Source: Ecuatoriano Holandes School
Elaborated by: López, C. (2018)

Analysis and Interpretation

According to the results obtained, 39 students representing 38% determined that the most developed skill is LISTENING. 32 students representing 31% stated that SPEAKING is the most developed skill. However, 20 students who represent 19% mentioned that they developed more WRITING.

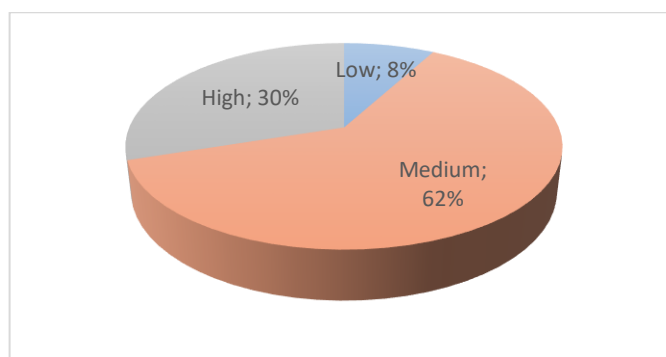
Based on the information received, it can be deduced that Listening is the most developed skill in the classroom. The great majority of activities carried out in the classroom are directed towards the development of this skill, which means that the development of the other skills is being neglected.

Question 2.- What do you consider to be your level of development in the oral communication competence (speaking)?

Table 3: Level of development of the Oral Communication Competence

Alternative	Frequency	Percentage
Low	8	8%
Medium	64	62%
High	31	30%
Total	103	100%

Graphic 6: Level of development of the Oral Communication Competence



Source: Ecuatoriano Holandes School
Elaborated by: López, C. (2018)

Analysis and Interpretation

According to the research, 8 students who represent 8% consider that their level of the oral communicative competence development is LOW, 64 students who represent 62% mention that their level of the oral communicative competence development is MEDIUM. However, 31 students representing 30% said that their level of development is HIGH.

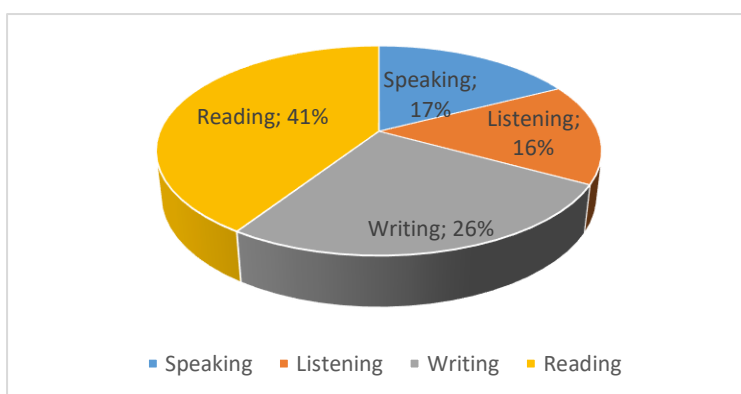
From the results obtained, a large percentage of students consider that their level of the oral communicative competence development is Medium. However, only the 30% of students consider that they have a HIGH level in this skill.

Question 3: In the study of the English language, what is the skill that has developed least in the classroom?

Table 4: Less developed skill

Alternative	Frequency	Percentage
Speaking	18	17%
Listening	16	16%
Writing	27	26%
Reading	42	41%
TOTAL	103	100%

Graphic 7: Less developed skill



Source: Ecuatoriano Holandes School

Elaborated by: López, C (2018)

Análisis e Interpretación

Of the total 103 students surveyed, 18 students representing 17% showed that the skill they have least developed in the classroom is the speaking skill, 27 students representing 26% indicated that the skill that less development in the classroom is writing, 42 students who represent 41% expressed that the skill that they have less development in the classroom is the reading.

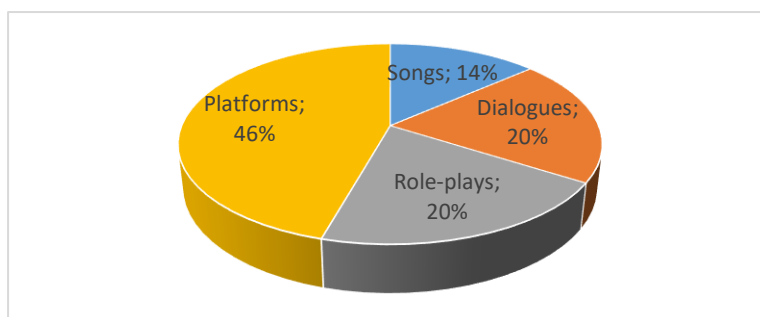
Of the students surveyed, the vast majority said that the least developed skill in the classroom is the reading skill. Again, it is confirmed through this question that the language skills are being worked on in isolation when the appropriate manner would be to integrate them to improve the level of English.

Question 4: What activities and resources does the teacher use to develop oral competence?

Table 5: Activities and resources for the oral competence development

Alternative	Frequency	Percentage
Songs	14	14%
Dialogues	21	20%
Role-plays	21	20%
Platforms	47	46%
TOTAL	103	100%

Graphic 8: Activities and resources for the oral competence development



Source: Ecuatoriano Holandes School
Elaborated by: López, C

Analysis and Interpretation

According to the information obtained, 21 students representing 20% showed that the one of the activity used by the teacher to develop the oral communicative competence is dialogues, 21 students representing 20% said that another activity used by the teacher is role-plays. Finally, 47 students representing 46% indicated that the activity used by the teacher to develop the oral communicative competence is a virtual platform.

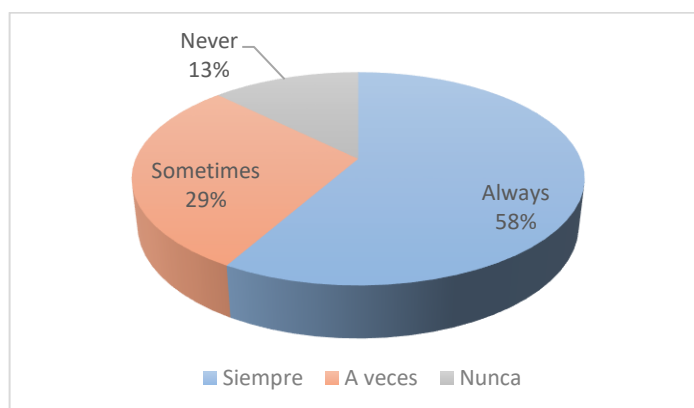
The resource used for the development of oral communicative competence is a platform which concludes that the teacher most of the time uses internet resources for the development of it. It is positive since nowadays education is based more on the use of technology to achieve a meaningful learning.

Question No. 5 Does the teacher encourage students to express themselves in class using the English language?

Table 6: Express using the language

Alternative	Frequency	Percentage
Always	60	58%
Sometimes	30	29%
Never	13	13%
TOTAL	103	100%

Graphic 9: Express using the language



Source: Ecuatoriano Holandes School

Elaborated by: López, C (2018)

Analysis and Interpretation

Of the results obtained, 60 students representing 58% indicated that the teacher **ALWAYS** motivates students to express themselves using the target language, while 30 students representing 29% said that the teacher **SOMETIMES** motivates them to express themselves using the language. However, 13% of students mentioned that the teacher **NEVER** motivates them to use the language.

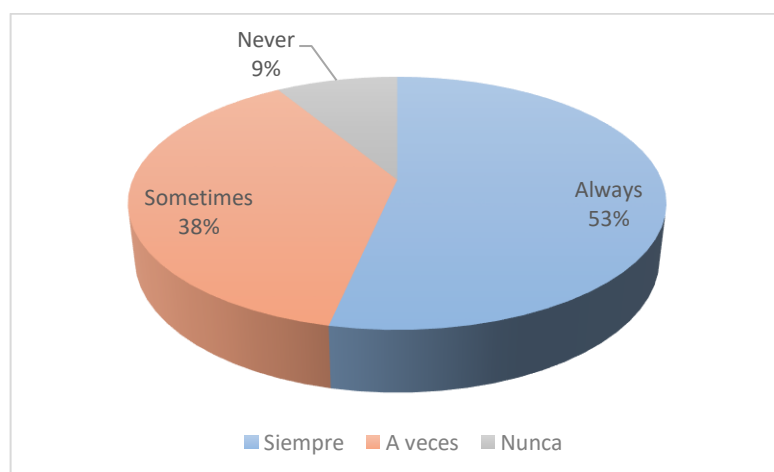
To this question, a large percentage of the respondents answered that the teacher always motivates the students to express themselves using the language. It means that the teacher uses the language through various activities focused on the oral aspect.

Question No. 6 Does the teacher explain the activities and tasks in class using only English?

Table 7: Explanation of activities and tasks using the language

Alternative	Frequency	Percentage
Always	55	53%
Sometimes	39	38%
Never	9	9%
TOTAL	103	100%

Graphic 10: Explanation of activities and tasks using the language



Source: Ecuatoriano Holandes School

Elaborated by: López, C (2018)

Analysis and Interpretation

Here, 53% corresponding to 55 students said that the teacher **ALWAYS** explains the activities and tasks in class using only English, 39 students who represent a 38% showed that the teacher **SOMETIMES** explains the activities and tasks in class using only English. However, the 9% indicated that **NEVER** the teacher explains the activities and tasks in class using only the English language.

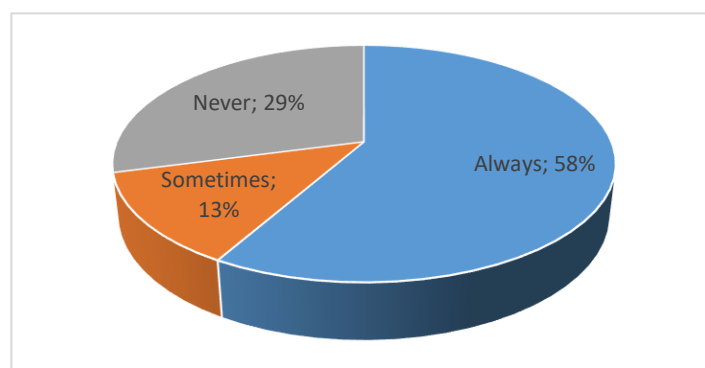
The highest percentage of the respondents stated that the teacher **ALWAYS** explains the activities and tasks in class using only English. This information can show that the teacher intends to develop the oral communicative competence in the students reducing to the maximum the use of the mother tongue.

Question No. 7 Do you understand the activities your teacher poses in English without having to translate them into Spanish?

Table 8: Understanding activities without translating them into Spanish

Alternative	Frequency	Percentage
Always	60	58%
Sometimes	13	13%
Never	30	29%
TOTAL	103	100%

Graphic 11: Understanding activities without translating them into Spanish



Source: Ecuatoriano Holandes School
Elaborated by: López, C (2018)

Analysis and Interpretation

Of the results obtained, 58% of the students state that they understand the activities that their teacher raises without having to translate them into Spanish, however 29% of the students reveal that they do not understand the activities that their teacher raises without having to translate them into Spanish, while 13% of students mention that they sometimes understand the activities that their teacher raises without having to translate them into Spanish.

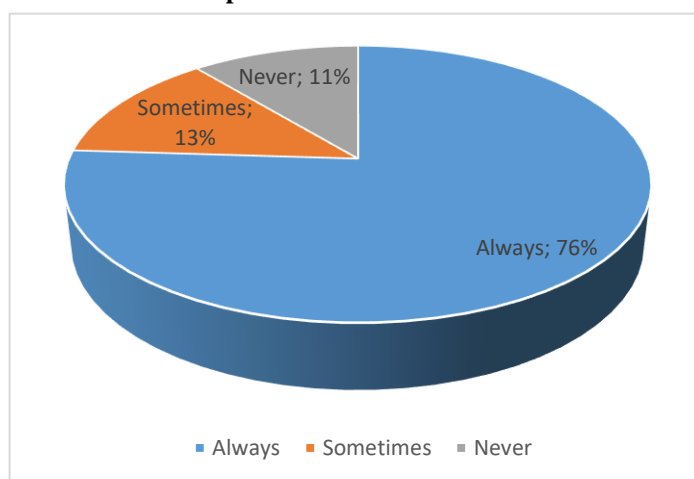
The students surveyed stated that they understand the activities that their teacher proposes without having to translate them into Spanish. In other words, the activities carried out by the teacher have a good impact on the students since the vast majority of them can understand the explanations given in English.

Question No.8.- How often does the teacher use the TELL ME More platform to develop the oral communicative competence?

Table 9: Interactive Platform

Alternative	Frequency	Percentage
Always	78	76%
Sometimes	14	13%
Never	11	11%
TOTAL	103	100%

Graphic 12: Interactive Platform



Source: Ecuatoriano Holandes School
Elaborated by: López, C. (2018)

Analysis and Interpretation

Of the 103 students surveyed, 76% of them mentioned that the teacher **ALWAYS** uses the Tell Me More platform to develop the oral communicative competence. However, 11% of the students state that the teacher does not use the platform to develop this competence.

From the results obtained, the students' state that the teacher always uses the TELL ME MORE platform to develop oral communicative competence. It concludes that the use of the language is not only done in the classroom but also at home. This exposure to the language allows students to develop their oral communicative competence.

ANALYSIS AND INTERPRETATION

TEACHERS' INTERVIEW

Question 1.- Do you consider that pronunciation and intonation play an important role in the oral communication process? How?

The opinions expressed by the different professors interviewed emphasize the importance of pronunciation and intonation in the oral communication process when mentioning that an adequate pronunciation plays an important role when transmitting the message, it must be issued with the proper use of the grammatical rules in this way the central idea comes with an easily understanding.

Question 2.- Do you try to invigorate the process of teaching - learning English through teacher-student interaction? Explain?

As teachers, they believe that an adequate empathy with students helps to ensure that knowledge is handled and captured in a better way, not only focusing on a book but looking for ways to interact with students through recreational activities that are obviously directed to learn.

Question 3.- What activities and resources do you use for students to develop their speaking skill?

The teachers interviewed stated that the most frequent activities they use are dialogues, role-plays, and the most used resource is the Tell Me More platform. With these activities and resources, teachers motivate the development of oral communicative competence in their students in a dynamic and innovative way.

Question 4.- In what place do you look for complementary information for teaching activities and learning tasks?

All interviewees mention that technology is one of the basic needs of every student and involved in learning, the internet is one of the most accessible tools where useful information is found to reinforce and enrich knowledge.

Question 5.- Do you know any multimedia tool to develop communication skills in students?

Due to the affinity of the interviewees and the coincidence of the place where they impart knowledge of the English language, the tool used by the three was "Tell Me More", which is an interactive platform that not only develops communicative skills but also receptive ones.

Question 6.- Do you consider that the TELL ME MORE platform contributes to the development of students' oral communication skills?

The interviewees mentioned that this platform does contribute to the development of oral communicative competence in students in a dynamic and effective way.

Question 7.- Do you consider that the environment in which the students develop influences their way of conceiving knowledge?

The three interviewed professionals agree that an adequate environment sets the tone for the educational process to be bearable, that is, it allows the due trust of interaction and action of the participants focused on mutual learning and a positive emotional charge within the space where the student learn the English language.

4.2. VERIFICATION OF THE HYPOTHESIS

In order to verify the hypothesis of the theme "TELL ME MORE platform and the oral communicative competence development in students of seventh and eighth

year at Basic Education Ecuatoriano Holandes School” it would have to be verified with the value of the statistical tables of this contrast.

Logical Model

Null Hypothesis

H₀: "TELL ME MORE platform does NOT influence in the oral communicative competence development in students of seventh and eighth year at Basic Education Ecuatoriano Holandés School”

Alternative Hypothesis

H₁: "TELL ME MORE platform does influence in the oral communicative competence development in students of seventh and eighth year at Basic Education Ecuatoriano Holandés School”

Mathematical Model:

H₀: O= E

H: O≠ E

Statistical Model:

$$x^2 = \sum \frac{(O - E)^2}{E}$$

Chi square

Σ = Summation.

f_o= Observed frequency.

f_e= Expected frequency

Significance Level

$$\alpha = 0.05$$

95% of Reliability

Degrees of freedom

$$G1 = (\text{rows} - 1) (\text{columns} - 1)$$

$$G1 = (4-1) (3-1)$$

$$G1 = (3) (2)$$

$$G1 = 6$$

$$X^2 = 12.5916$$

Graphic 13: Calculation of the CHI square

v/p	0,001	0,0025	0,005	0,01	0,025	0,05	0,1
1	10,8274	9,1404	7,8794	6,6349	5,0239	3,8415	2,7055
2	13,8150	11,9827	10,5965	9,2104	7,3778	5,9915	4,6052
3	16,2660	14,3202	12,8381	11,3449	9,3484	7,8147	6,2514
4	18,4662	16,4238	14,8602	13,2767	11,1433	9,4877	7,7794
5	20,5147	18,3854	16,7496	15,0863	12,8325	11,0705	9,2363
6	22,4575	20,2491	18,5475	16,8119	14,4494	12,5916	10,6446
7	24,3213	22,0402	20,2777	18,4753	16,0128	14,0671	12,0170
8	26,1239	23,7742	21,9549	20,0902	17,5345	15,5073	13,3616
9	27,8767	25,4625	23,5893	21,6660	19,0228	16,9190	14,6837
10	29,5879	27,1119	25,1881	23,2093	20,4832	18,3070	15,9872

Data Collection and Statistical Calculations

Observed Frequencies

Questions	Categories			Sub
	Always	Sometimes	Never	Total
Does the teacher encourage students to express themselves in class using English?	60	30	13	103
Does the teacher explain the activities and tasks in class using only English?	55	39	9	103
Do you understand the activities your teacher poses in English without having to translate them into Spanish?	60	13	30	103
How often does the teacher use the TELL ME More platform to develop the oral communicative competence?	78	14	11	103
	253	96	63	412

Table 10: Observed Frequencies

Source: Surveys

Elaborated by: López, C. (2018)

Expected Frequencies

Questions	Categories			Sub
	Always	Sometimes	Never	Total
Does the teacher encourage students to express themselves in class using English?	46,5	40	16.5	103
Does the teacher explain the activities and tasks in class using only English?	46,5	40	16.5	103
Do you understand the activities your teacher poses in English without having to translate them into Spanish?	46,5	40	16.5	103
How often does the teacher use the TELL ME More platform to develop the oral communicative competence?	46,5	40	16.5	103
	186	160	66	412

Table 11: Expected Frequencies

Source: Surveys

Elaborated by: López, C. (2018)

X² Calculation

FO	FE	FO – FE	(FO – FE)²	(FO – FE)²/E
60	46.5	13.5	182.25	3.91
30	40	-10	100	2.5
13	16.5	-3,5	12.25	0.74
55	46.5	8,5	72.25	1.55
39	40	-1	1	0.025
9	16.5	-7.5	56.25	3.40
60	46.5	13.5	182.25	3.91
13	40	-27	729	18.22
30	16.5	13.5	182.25	3.91
11	46.5	-35.5	1260.25	27.10
78	40	38	1444	36.1
14	16	-2	4	0.25
412	176			101.615

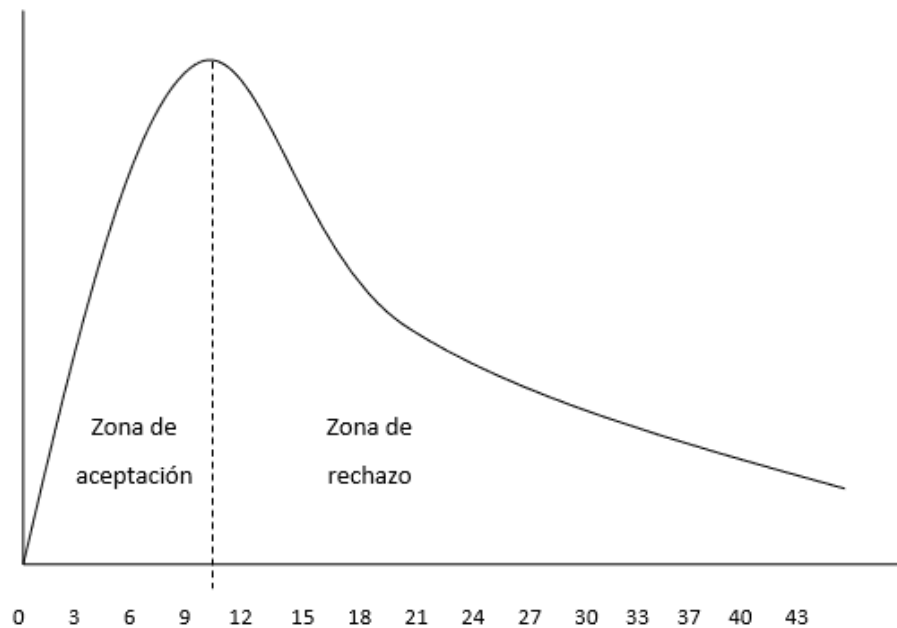
Table 12: X² calculation

Source: Surveys

Elaborated by: López, C. (2018)

The X² (obtained) value is 101.615

Graphic 14: Representation of the Chi square



Source: Surveys

Elaborated by: López, C. (2018)

Decision Rule

Si $X^2_C > X^2_T$ the H_0 is rejected

It means $X^2_C 101,615 > X^2_T 12,5916$

Statistical Decision

The calculated Chi 2 (101,615) is greater than the theoretical Chi 2 (12,5916), therefore, the null hypothesis is rejected and the alternative hypothesis is accepted: "TELL ME MORE platform does influence in the oral communicative competence development in students of seventh and eighth year at Basic Education Ecuatoriano Holandés School"

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

After having analyzed and processed the collected information, it was possible to obtain specific data which could help the researcher to draw the following conclusions:

- The use of multimedia platforms is one of the didactic resources that the teacher uses for the development of oral communicative competence, where each of the activities of the speaking section is applied, and reinforces them with questions, conversations or dialogues according to the theme or unit.
- The teacher uses some type of technological resources to develop oral competence which determines that the use of the language is done not only in the classroom but also at home, resulting in students achieving to develop their oral communication skills.
- The internet as a technological tool facilitates the development of the English language skills where useful information is found to reinforce and enrich knowledge.
- TELL ME MORE platform for learning English is used by the teachers of this institution, especially for the development of oral communicative competence in students.

5.2 Recommendations

- Use different resources and innovative activities to motivate the student in the classroom because they draw their attention and help them acquire the language in an easy and fun way.
- Utilize available technological resources that help to optimize the teaching-learning process of the English language in general, and the oral communication competence in particular.
- Go on facilitating the development of the English language skills through the use of the internet as a technological tool both in the classroom and at home.
- Promote the use of the TELL ME MORE platform in all levels to help the development of oral communicative competence so that students feel motivated in a dynamic learning environment.

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Ley Orgánica de Educación Intercultural Bilingüe

ANEXO 1

PAPER

TELL ME MORE PLATFORM AND THE DEVELOPMENT OF THE ORAL COMMUNICATIVE COMPETENCE

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ABSTRACT

Interactive platforms are being heavily use around the World especially when they are used to teach a language. This research has taken this technological tool as a basis to develop the oral communicative competence.

There are several previous studies that support this research work and those help to comprehend the need for the implementation the use of new technologies in the educational field. These researches show that it is necessary to use these platforms to strengthen the students' language skills to learning a language as it is in this case English.

The obtained results showed that teachers should implement new techniques in their teaching methodology and one of those tools are the technological platforms.

Subsequence to this research can be recommended to maximize the use of oral communication skills in the classroom and reinforce it with homework; teachers must make a plan in which is inserted the use of technology to motivate students and their learning can be interactive. Attempt to introduce several activities and innovative resources to help students to familiarize with the language and get a proficiency using it. For this the TELL ME MORE platform is a great option to help the development of the oral communicative competence in an effective way, with which both teachers and students are engaged and motivated in a dynamic learning environment.

Key words: interactive platforms, technological tool, teaching, learning, communication.

INTRODUCTION

Nowadays, interactive platforms for language teaching have a great reception around the world, however, the investigation of them is taking its first steps. The purpose of this research is to contribute to the understanding of the use and scope of the development of oral communicative competence. Previous researches that serve to understand the cognitive process towards the acquisition and development of oral communicative competence, its characteristics, and all the factors involved to identify the level at which the student or students possess to acquire through a program of Learning and practicing the English language online, make up the accumulation of underlying ideas about this work. There are previous investigations that help us to understand the proposed topic, such as:

(Díaz & Cannon, 2012) In their research “Impacto en el desarrollo de la competencia escrita con apoyo del software multimedia Tell Me More para el aprendizaje de inglés”, determined that students who worked with TELL ME MORE multimedia technology, improved their academic performance, taking advantage of the written competence.

(Holder, 2011) In his work “La competencia comunicativa y su relación con la enseñanza del idioma inglés”, he manifests that in the teaching of foreign languages, communicative behavior (both linguistic and cultural) is a significant element for the communicative process to have the desired success.

According to these investigations we can show that the use of educational platforms help the student to improve linguistic skills in general and oral communication competence in particular, since these platforms provide innovative activities for the development of it.

What is intended to know are the challenges that a student studying English online faces to develop communicative competence, what are its shortcomings within it and what are the possible solutions to solve them.

The present work tries to demonstrate the incidence of the platform TELL ME MORE in the development of the oral communicative competence in the seventh

and eighth year students at Basic Education Ecuatoriano Holandés School, and specifically to identify the activities that the teacher performs for the development of this competence and determine the benefits that this platform offers in the development of it.

METHOD

This research work was addressed under a Qualitative-quantitative approach; because the detected problem was verified using a measurement instrument, thus collecting pertinent information about the variables; In addition, the results of the field investigation were subjected to a systematic study of the facts in the place where the problem was detected.

A descriptive investigation was used in order to know the situations, customs and predominant attitudes of the population under analysis, by means of the exact description of the activities, objects, processes and people. In addition to an exploratory investigation with which the bases were discovered and that allowed as a result of the study developed, the formulation of a hypothesis. This type of research is useful because it served to familiarize the researcher with the subject of research that until then was totally unknown in the field of teaching tasks of the subject of English.

This research was carried out at Basic Education Ecuatoriano Holandés School, specifically in the seventh and eighth year, with a population of 103 students and 3 teachers from the English area.

The technique used was the survey which helped us determine if: the teaching strategies employed by teachers in the English area allow students to develop oral communicative competence; if the teacher has the possibility to control the effectiveness of the teaching strategies and modify them when faced with new cognitive demands of the students; if the activities it develops are aimed at

enhancing the awareness and self-regulation of students in order to promote the development of oral competence in the English language, in the way that it leads them to learn, that is, to self-direct their learning and transfer it to other areas of their lives.

In addition, a structured questionnaire of closed questions was elaborated in order to have clear and explicit information according to the purposes of the investigation.

Finally, information processing was carried out using the χ^2 (Chi square) method, which consists in establishing the null hypothesis (H_0) Vs the alternative hypothesis (H_1), calculating the χ^2 -square test statistic, calculating the value χ^2 -square tabulated same that will be presented in a table of statistical distributions, looking at a confidence level set at 95%, and an error level of 5%, compare the values of the variables or χ^2 square and determine the validity of the null or alternative hypothesis.

The statistical data has been presented in three different ways: the written presentation, which consists in the presentation of the information through the analysis and interpretation of the data collected; the tabular presentation, which establishes the frequency and valid percentages of the data collected based on a logical ordering; This is important for the user since it is the most accurate way to present the information; and, the graphical presentation that provides the reader with greater speed in understanding the data.

RESULTS

In the present research work a survey was developed directed to the students to verify and feel the reality they are going to cross in the learning of English language and in the same way to make a sounding in where it can be determined if the oral communicative competence is being developed, established and enhanced for the

benefit of students. For this, a scale that fluctuates between a frequency of: always, sometimes, never has been taken as reference.

The results are shown quantitatively.

For the purposes of this study, questions 5, 6, 7 and 8 were taken into account, which yielded the following results:

Does the teacher encourage students to express themselves in class using English?

Table 13: Express using the language

Alternative	Frequency	Percentage
Always	60	58%
Sometimes	30	29%
Never	13	13%
TOTAL	103	100%

Source: Ecuatoriano Holandés School
Elaborated by: López, C. (2018)

Regarding motivation, a large percentage of the respondents answered that the teacher always motivates them to express themselves using the language which determines that the teacher uses the language through various activities focused on the oral aspect of the same.

Does the teacher explain the activities and tasks in class using only English?

Table 14: Explanation of activities and tasks using the language

Alternative	Frequency	Percentage
Always	55	53%
Sometimes	39	38%
Never	9	9%

TOTAL	103	100%
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Source: Ecuatoriano Holandés School

Elaborated by: López, C. (2018)

It can be seen that the teacher intends to develop oral communicative competence in the students since the teacher uses the English language at all times, minimizing the use of the mother tongue.

Do you understand the activities your teacher poses in English without having to translate them into Spanish?

Table 15: Understanding activities without translating them into Spanish

Alternative	Frequency	Percentage
Always	60	58%
Sometimes	13	13%
Never	30	29%
TOTAL	103	100%

Source: Ecuatoriano Holandés School

Elaborated by: López, C. (2018)

Students understand the activities that their teacher raises without having to translate them into Spanish, so we can determine that the activities carried out by the teacher have a good impact on the students since the vast majority of them can understand the explanations given in English.

How often does the teacher use the TELL ME More platform to develop the oral communicative competence?

Table 16: Interactive Platform

Alternative	Frequency	Percentage
Always	78	76%
Sometimes	14	13%
Never	11	11%

TOTAL	103	100%
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Source: Ecuatoriano Holandés School

Elaborated by: López, C. (2018)

From the results obtained, the students' state that the teacher always uses the TELL ME MORE platform to develop oral communicative competence, which determines that the use of the language is not only done in the classroom but also at home. Which this exposure to the language allows students to develop their oral communicative competence.

DISCUSSION

The results obtained involve several factors regarding the positive and negative aspects of the use of the platform; According to (Barrios, 2013) in her research work "Learning English with Tell Me More. Perspectives of university teaching staff as users of the online platform" within the questionnaire applied to teachers who mention that the platform is of great help since one of its functions, such as voice recognition, allows more than anything to improve pronunciation, this accompanied by the videos and varied activities offered by the program.

In addition to this, in the same research "Learning English with Tell Me More. Perspectives of university teaching staff as users of the online platform" the teachers surveyed mentioned that although it is a very useful technology, the information it handles is not up-to-date and should handle more variety at cultural level such as (music, movies and others).

In another research "Desarrollo de la competencia comunicativa en el idioma inglés en una plataforma interactiva", the results show that with the prolonged and constant use of this technological tool students will achieve an efficient oral communicative competence, but a negative aspect demonstrated in this research is the lack of accompaniment in the process of using the platform, there is no adequate

advice to enter the program and more when it is a single experience with an online program.

Through these investigations it can be determined that the inclusion of this new technological tool such as TELL ME MORE as an aid for the development of oral communicative competence has a lot of weight in the current development for students and most of all has to do with the pronunciation and oral development of the English language, however, as it is a new tool that is online, that is, through internet browsing there is still confusion regarding its functioning and there is no adequate advice from its use.

After the research carried out and together with the conclusions issued above, it can be recommended to maximize the use of communicative skills in the classroom and reinforce it with homework; a planning should be carried out in which the use of technology is more intensely used for student motivation and its learning is interactive, trying to establish several innovative activities and resources that help the student to become more familiar with the language English.

Technological resources could be used to help optimize the teaching-learning process of the English language in general, and this specific case of oral communicative competence.

Finally, the use of the TELL ME MORE platform is recommended as a technological tool to help the development of oral communicative competence in an effective manner with which both teachers and students are immersed and feel motivated in a dynamic learning environment.

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ANEXO 2



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS



SURVEY ADDRESSED TO STUDENTS

Objective: Collect information about the incidence of the TELL ME MORE platform in the development of oral communicative competence.

Indications: Select with one (X) the alternative that you consider appropriate:

1. What is the skill that you develop most in the classroom?

Listening () Speaking () Writing () Reading ()

2. What do you consider to be your level of development in the oral communication competence (speaking)?

Low () Medium () High ()

3. In the study of the English language, what is the skill that has developed least in the classroom?

Listening () Speaking () Writing () Reading ()

4. What activities and resources does the teacher use to develop oral competence?

Songs () Dialogues () Role-plays () Platform ()

5. Does the teacher encourage students to express themselves in class using the English language?

Always () Sometimes () Never ()

6. Does the teacher explain the activities and tasks in class using only English?

Always () Sometimes () Never ()

7. Do you understand the activities your teacher poses in English without having to translate them into Spanish?

Always () Sometimes () Never ()

8. How often does the teacher use the TELL ME More platform to develop the oral communicative competence?

Always () Sometimes () Never ()

ANEXO 3



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS



INTERVIEW DIRECTED TO THE TEACHERS

Objective: Collect information about the incidence of the TELL ME MORE platform in the development of oral communicative competence.

1. Do you consider that pronunciation and intonation play an important role in the oral communication process? How?
2. Do you try to invigorate the process of teaching - learning English through teacher-student interaction? Explain?
3. What activities and resources do you use for students to develop their speaking skill?
4. In what place do you look for complementary information for teaching activities and learning tasks?
5. Do you know any multimedia tool to develop communication skills in students?
6. Do you consider that the TELL ME MORE platform contributes to the development of students' oral communication skills?
7. Do you consider that the environment in which the students develop influences their way of conceiving knowledge?

ANEXO 4



Urkund Analysis Result

Analysed Document: Thesis López Carolina.docx (D46980483)
Submitted: 1/18/2019 4:03:00 PM
Submitted By: krito.lpez@gmail.com
Significance: 6 %

Sources included in the report:

TESIS INGLES OK URKUND 1-5.docx (D33632464)
Tesis Alex Flores.docx (D33641874)
TESIS ULTIMA CORRECCIONES.doc (D46886821)
TEISIS - ELIZABETH ZAMBRANO.docx (D41363897)

Instances where selected sources appear:

17