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EXTRANJEROS MENCIÓN INGLÉS

**INFLUENCE OF VOCABULARY E-LEARNING STRATEGIES ON ORAL  
INTERACTION SKILLS IN EFL LEARNERS**

A Master Thesis Submitted in Partial Fulfillment of the Requirements for the  
Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros: Mención Enseñanza de  
Inglés

**AUTHOR:** Mónica Patricia Palate Núñez

**DIRECTOR:** Dr. Blanca Narcisa Fuertes López, PhD.

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### **Thesis Director Certification**

As thesis tutor of the study “**INFLUENCE OF VOCABULARY E-LEARNING STRATEGIES ON ORAL INTERACTION SKILLS IN EFL LEARNERS**” submitted by Mónica Patricia Palate Núñez as partial fulfillment of the requirements for the Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros: Mención Inglés. I certify that this thesis work meets sufficient requirements and merits to be submitted to private presentation and evaluation by the thesis committee.

Ibarra, July 5th, 2021

.....  
Dr. Blanca Narcisa Fuertes López, PhD.

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<b>ADDRESS:</b>	Caranqui, Atahualpa y Los Incas 28-18.		
<b>EMAIL:</b>	<a href="mailto:mppalaten@utn.edu.ec">mppalaten@utn.edu.ec</a>		
<b>TELEPHONE:</b>	062650402	<b>CELLPHONE</b>	0939966309
WORK DATA			
<b>TITLE:</b>	INFLUENCE OF VOCABULARY E-LEARNING STRATEGIES ON ORAL INTERACTION SKILLS IN EFL LEARNERS		
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**PALATE NÚÑEZ MÓNICA PATRICIA:** “INFLUENCE OF VOCABULARY E-LEARNING STRATEGIES ON ORAL INTERACTION SKILLS IN EFL LEARNERS” / **MASTER’S DEGREE AT:** Master in Pedagogy of National and Foreign Languages: Mention in English Language, Técnica del Norte University, Ibarra.

**DIRECTOR:** Dr. Blanca Narcisa Fuertes López, PhD.

**The General Objective of this Thesis was:**

To analyze the influence of vocabulary e-learning strategies to foster the oral interaction on students of ninth year at María Angélica Idrobo high school during the first quarter of the scholar term 2020.

**Among the Specific Objectives were:**

- To evaluate the level of oral interaction components in EFL students of ninth grade at MAI high school.
- To implement appropriate vocabulary e-learning strategies to foster oral interaction in EFL students.
- To assess the effectiveness of the selected vocabulary e-learning strategies to foster oral interaction in EFL students.

Dr. Blanca Narcisa Fuertes López, PhD.

**Director**

Lic. Mónica Patricia Palate Núñez

**Author**

**DEDICATION**

First of all, I dedicated this work to the Almighty God, thanks for the guidance, strength, wisdom and health, for all of these reasons, thank you Lord. This study is wholeheartedly dedicated to my beloved parents, who have been my inspiration and gave strength when I thought of giving up, who continually provide their moral, spiritual, emotional, and financial support.

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## ABSTRACT

The current research analyzes the limited vocabulary E-learning strategies on oral interaction in ninth graders from a public school in Ibarra. Learners require a lexicon to develop oral interaction in the English language. Thus, the general objective is to analyze the influence of vocabulary e-learning strategies on oral interaction skills in EFL learners. Therefore, this study is focused on three pedagogical orientations: The lexical, communicative, and learner-centered approach; considering that these approaches support the educator's teaching and look after the students' needs. This investigation was based on a quasi-experimental design, and there is not random assignment since there are two groups: the control and the experimental group. In the first one, the group did not have the pedagogical intervention as the experimental group. Continually, the instruments to collect data there were two surveys: one for the teacher and the other for the students. In addition, there was a pre-test and post-test to get the results of students' level, and the outcomes from the strategies applied along the research process. In the findings, the analyst observed that the level of oral interaction was low according to the test taken, and it was because the students fear making mistakes in a class. On the other hand, the theoretical framework gave the researcher relevant information to boost students' interaction through innovative technology strategies that improve English. Therefore, a didactic guide was developed to provide professors a sort of technological strategies to acquire new vocabulary and enhance the interaction among students, teachers, and others.

**Keywords:** Vocabulary E-learning strategies, Oral interaction, EFL students, Learner center approach.

## RESUMEN

La presente investigación analiza el vocabulario limitado sobre las habilidades de interacción oral en los estudiantes de inglés como lengua extranjera en los curso de noveno año de una escuela pública de Ibarra. Enfatiza que los estudiantes requieren de léxico para desarrollar la interacción oral en el idioma inglés. Así, el objetivo general es analizar la influencia de estrategias de vocabulario en línea en las habilidades de interacción oral en los estudiantes de inglés como lengua extranjera. Por lo tanto, éste estudio está enfocado en tres orientaciones pedagógicas: Léxico, comunicativo, y el enfoque centrado en el alumno; considerando que estos enfoques ayudan a la enseñanza del educador y vela por las necesidades del estudiante. Esta investigación estuvo basada en un diseño quasi-experimental y no hay designación al azar ya que hay dos grupos: el de control y el grupo experimental, en el primero, no hay intervención pedagógica como en el grupo experimental. Seguidamente, los instrumentos para la recopilación de la información fueron dos encuestas: uno para los docentes y otro para los estudiantes. Además, hubo una prueba previa y una prueba posterior para obtener los resultados sobre el nivel de los estudiantes y los resultados de las estrategias aplicadas a lo largo del proceso de investigación. In los hallazgos, el analista observó que el nivel de la interacción oral fue baja de acuerdo a la evaluación tomada, y esto fue porque los estudiantes tienen miedo de cometer errores cuando ellos interactúan en clase por causa de la pronunciación. Por otra parte, el marco teórico da al investigador información relevante para animar al estudiante en la interacción a través de estrategias tecnológicas que mejoren el nivel de inglés. Como resultado, se desarrolló una guía didáctica para proveer al profesor diferentes estrategias tecnológicas para adquirir nuevo vocabulario y estimular la interacción entre los estudiantes, profesor y otros.

**Palabras claves:** Estrategias de vocabulario en línea, interacción oral, estudiantes de EFL, enfoque centrado en el alumno.

# CHAPTER I

## INTRODUCTION

In modern linguistics, lexis has evolved substantially; increasing new words to the lexicology is essential to communicate with others using the English language. It is said that language is in constant evolution and constantly innovating new words for better communication among human beings. Years of investigation in the USA and the United Kingdom concluded how English lexis had influenced the social, cultural, and economic impact of Anglo-American society, Anglicism that have affected not only European countries but also all nations of the world (Kenny, 2014).

As it is well known, in non-English speaking countries, like Ecuador's case, learning English is crucial to meet the increasingly globalized world's demands. Simultaneously, it is a challenging task to engage students to learn the language with the necessary vocabulary strategies to improve the interaction among students and accomplish performance competently in a non-mother-tongue setting. According to the English curriculum of the Ecuadorian Ministry of Education, it is suggested that students must take advantage of their abilities to communicate and express ideas during adolescence (MEC, curriculum 2019).

The current investigation, which has been carried out in a local institution of Ibarra city, based on the reflected necessity of improving and gaining on students' vocabulary, will emphasize three pedagogical orientations: the lexical, communicative, and learner-centered approach. Those will guide to select the appropriate method that supports the tenets of the educator. Due to the fact that this conducted research is connected with lexical development, it is focused on three approaches by illustration, lexicon-semantic as the first one to be used in the teaching process, communicative approach as the second technique aimed to reinforce the context for authentic interaction. Additionally, the learner-centered approach helps



teachers to design the different teaching context considering the learner's needs to develop their oral interaction skill.

The study carried by the researcher works out on the main difficulties that students are struggling with regarding the components of oral interaction and the specific strategies to help them manage these inconveniences and prove what extent students can overcome. At the same time, the purpose of this research intend to determine the most effective vocabulary learning strategies to foster oral interaction, the ones that will be bounded on an e-learning strategies didactic guide to help with oral interaction on students of ninth year at "María Angélica Idrobo" high school.

The structure of this research will be carried out through the following design:

**Chapter I**, describes the problem, its causes, consequences, and the institution where will be applied.

**Chapter II**, in this part, the theoretical framework describes the main chief authors of the pedagogical variable.

**Chapter III** details the methodology, techniques, and instruments to collect the population's data.

**Chapter IV**, in this section, the author reports the findings of the study, sharing the results found in this research.

**Chapter V**, in this part, the author displays the academic proposal

**Chapter VI**, presents the conclusions and recommendation to improve the proposal.

This investigation aim was to implement vocabulary through e-learning to encourage EFL students in oral interaction. The e-learning strategies were helpful and creative to internalize new vocabulary, and simultaneously, learners could use these words to create sentences and produce the English language. Moreover, in their investigation, Mirzaei & Hayati affirm, "The result indicated that the learners' vocabulary learning improved more in Computer-Mediated Interaction in comparison to face-to-face interaction" (p.2217). Therefore, the research was relevant because the better their vocabulary learning quality, the better is the students' engagement in the interaction through the e-learning activities.

## **THE PROBLEM**

### **1.1 Statement of the problem**

#### **1.1.1 Research problem statement**

Oral interaction is meaningful to improve the English language, and the majority of learners present speaking difficulties. According to Mahmoud (2016) express that “Many studies have indicated that oral language development has largely been neglected in the classroom, and most of the time, the oral language in the classroom is used more by teachers than by students” (p.97). Since students do not have opportunity to participate in class, it is one of the main inconveniences in teaching English.

When learners acquire a foreign language, they tend to struggle with difficult, or new lexis; therefore, it will result in shyness and language production delay; it denies the opportunity to continue practicing the language even outside the classroom. That is why it is necessary to encourage students to be involved with the new vocabulary without discarding the productive skill. (Newton, 2009). Thus, students skip the unknown words, and it produces dissatisfaction when learners do not understand the meaning of the message at the end of the class or any situation that is involved the English language.

Moreover, this study has found that some learners should consider that language is meaningful in daily life or for different purposes. According to Tsubak (2018) states that: "As a matter of fact, the learners are not willing to listen, speak, read, and write with familiar items, and their teachers, in general, do not know the value of doing this" (p.56). The learners should feel like learning a new language and being persistent in this process to achieve the goals.

The researcher Liu affirms that the lack of vocabulary in the English learning process may affect students' ability to block themselves when they do not have the right word to express what they need. If students do not have enough vocabulary, they will not produce it through productive skills (Mahmoud, 2016). The researcher Mahmoud (2016) emphasizes the importance of vocabulary in the language “many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going” (p. 100).

According to researcher Rahimi and Sahagard (2008) mentions that: "Another problem that impedes efficient vocabulary learning is lack of exposure to the foreign language" (p. 4). The output is significant, considering if students practice more the language, they will reinforce their skill little by little. Some factors that could influence a lack of exposure: First of all, students do not have something to say due to learners answering just yes/ no questions. Second, students are worried about their mistakes; third, many students do not allow that all learners participate in the class (Ur 1996 cited in Al Hosni, 2014).

The interaction in class is crucial, considering that students do not have the opportunity to communicate with someone who speaks in English, and learners sometimes lose interest. Teachers emphasize just listening and writing skills and no more without considering that the other skills are significant too (Hellsten, 2002). Consequently, it is relevant to target the leading student's difficulties shown in class; there is a clear illustration of reality in foreign schools.

You know in China there are ... a lot of vocabulary and I think really good grammar. But ... we can't speak for ourselves. We never tried it. And just, uh ... our education system ... put everything in my brain, not participate. There's only one way. My teacher says. I listen. That's it. So I never say. So I can't speak very well before coming here. ( Sawir cited in Hellsten, 2002, p. 9)

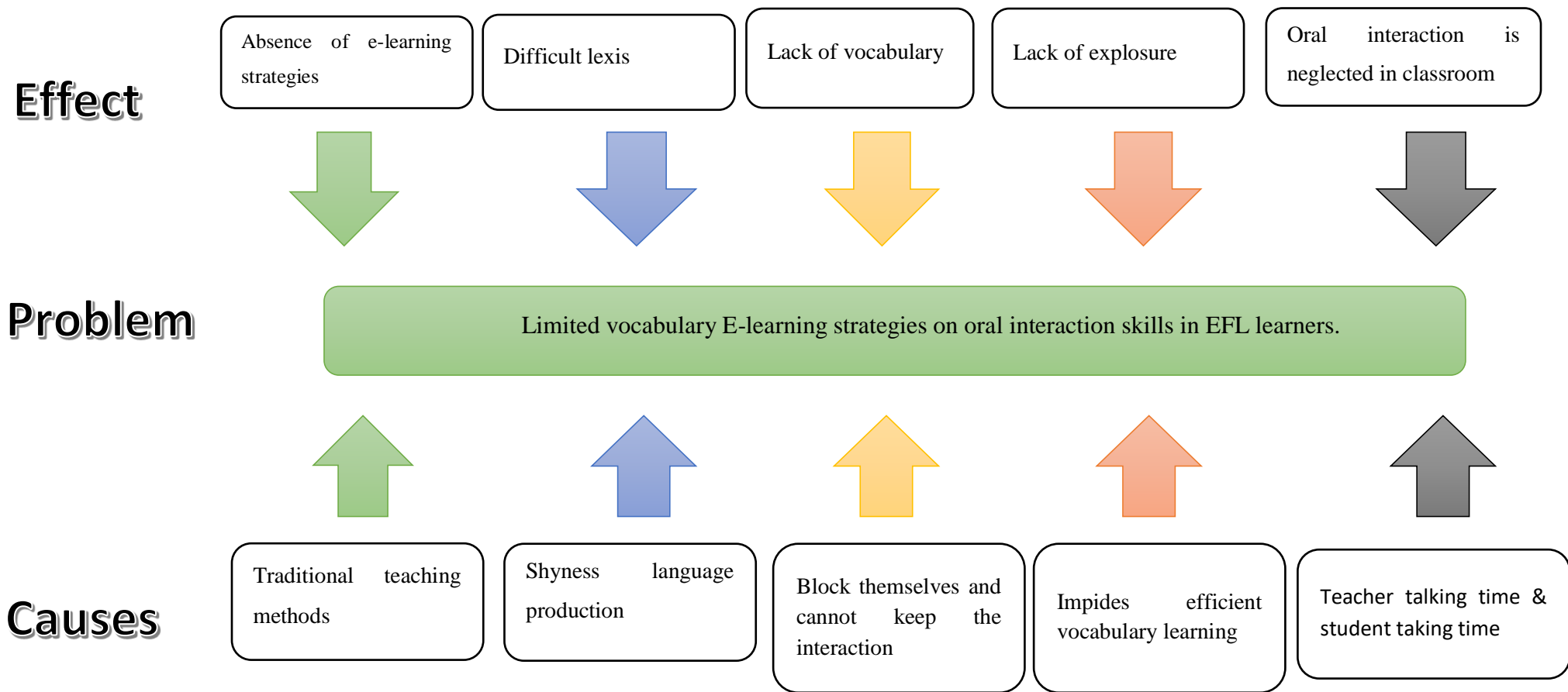
In this study, the researcher at María Angélica Idrobo found that students have trouble with vocabulary due to students exasperating looking for a big list of vocabulary. Under certain circumstances, some teachers do not use appropriate learning resources in order to encourage foreign language production. (Maher, 2016). There is a researcher Maher (2016) who expresses, "Teaching strategies also contribute to this problem as they are inadequate, and they do not emphasize speaking, which results in a meager development of this skill." (p. 100).

McCarten mentions that some teachers cover the topic without considering the number of words. Therefore, teachers should explain how to acquire the new vocabulary, and the most crucial part is how to retain this knowledge. The learners do not know how to deal with this situation, and sometimes it does not allow students to develop and learn the English language, learners would like to learn the language but there are some situations that they prefer do not continue in the process of learning L2 (McCarten, 2007).

Besides the former issues, there are other troubles that students have experienced when they learn vocabulary. It happens when they forget the words immediately. The students forget the vocabulary due to many words in the text that are impossible to internalize (Rahimi and Sahragard, 2008). Rahimi and Sahragard (2008) state that: "Forgetting is another important problem. Most of the students complain that they forget words soon after learning them" (p. 3).

Also, considering that English is not our native language, it leads into a low student's interaction, and interest loss. Students do not understand some words, or when the interlocutor speaks faster. Hence, they do not have an interest in this essential skill. As Byrne 1969 affirms that: "few people learn anything well unless they are interested in what they are learning. That certainly makes a lot of sense, especially with teenagers" (p. 60).

There are some classes where students do not have active participation, and there are more traditional methods through teacher-centered learning; the trainees cannot practice what they have learned. For students, it becomes tedious, boring, and discouraging carrying on with the process of learning. As Scholnik (cited in Flores, 2012) states: "knowledge is a construct to be perceived together through an active process of involvement and interaction with the environment" (p.20). The significance of encouraging learners to perform peer interaction, or open-ended teacher questioning; train them not to be afraid of speaking the foreign language.



*Figure 1.* Effect, problem, causes.

*Note:* Adapted from Guamani, A. (2019)

## 1.2 Justification

This study is essential for the reason that vocabulary is useful for developing the four macro skills in the language; each has a different presentation. Zhi (2010) expresses that: "Vocabulary is one of the three essential elements (sound, vocabulary, and grammar) of a language, and it is significant for people's communication and language learning" (p.3). Thus, this research emphasizes vocabulary as one of the most significant components that help students improve their English language performance.

Additionally, it will be practical through e-learning strategies that will be applied in daily students' work. Those strategies will be focused on increasing vocabulary and develop interpersonal and oral interaction in groups. These strategies will be motivational in order to support students in their e-learning process, giving them the right moment to share information with others being becoming a part of the interaction. This research will base on two crucial variables. As Flores mentions: (2012): "This approach enables learners to develop strategies for managing new vocabulary while also maintaining a communicative focus" (p.21).

This study will be beneficial for both students and the tutor from the involved participant institution. Besides that, teachers from the researched school will support or coach instructors from another educational center inside the province. This study goes beyond discouraging students and forces them in the learning process; thus, this investigation is significant because the instructors will know how to motivate them to increase vocabulary and improve oral interaction with the students.

Each school's authorities are beneficiated, considering that students will overcome their vocabulary limitations in English or their oral interaction skills. In like a manner the Minister of Education will be beneficiated because it implements courses to improve EFL

practices' e-learning methodology. It could go beyond the web because teachers are nowadays immersed in the web site to find this information. People from other countries could be benefited because it will be on the university's platform. It might help other post-degree students or researchers in general interested in improving their methodology perspectives through practical vocabulary e-learning strategies.

In class, there are different kinds of troubles that teachers usually face regarding vocabulary learning; for that reason, this investigation will be essential to deal with some problems; according to Rahimi and Sahragard (2008) state that: "Forgetting is another important problem. Most of the students complain that they forget words soon after learning them" (p. 3). Furthermore, another aspect that is important to take into account, according to Byrne (1969), who affirms that: "few people learn anything well unless they are interested in what they are learning that certainly makes much sense, especially with teenagers" (p. 60). Owing to these negative pedagogical matters, which have been experienced by teachers, and are a latent problem inside de educative community, the author engages to make changes in the didactic methods for the acquisition of the foreign language lexis.

This research will be accessible for both, researcher and student who took part on it. Moreover, the proposed didactic guide will rest in the bibliographic repository of the university, being useful for other educators or even major students in need of this topic. The proposed didactic guide will rest in the bibliographic repository of the university, being useful for other educators or even major students in need of this topic.



### **1.3 Purpose of the Study**

#### **1.3.1 General Objective.**

- To analyze the influence of vocabulary e-learning strategies to foster the oral interaction on students of ninth year at María Angélica Idrobo high school during the first quarter of the scholar term 2020.

#### **1.3.2 Specific Objectives.**

- To evaluate the level of oral interaction components in EFL students of ninth grade at MAI high school.
- To implement appropriate vocabulary e-learning strategies to foster oral interaction in EFL students.
- To assess the effectiveness of the selected vocabulary e-learning strategies to foster oral interaction in EFL students.

### **1.4 Research Question.**

- What is the level of oral interaction and vocabulary in the students of 9<sup>th</sup> level?
- Which are the most effective vocabulary e-learning strategies to foster oral interaction?
- What extent can students overcome their limitations on oral interaction by using appropriate vocabulary e-learning strategies?

## 1.5 Significance

This study is crucial to detect the cause of the problem that teachers might face in the teaching-learning process regarding vocabulary issues and how students might progress in speaking. The improvement in the students is fundamental for communication as Prioritize curriculum (2020) stated “El estudiante socializa lo comprendido, aplica, integrándose en la comunidad o su círculo más cercano y traspassa sus aprendizajes” (p.13). Beyond that, the aim is to enhance students' learning in L2 and proficiency in speaking.

Furthermore, this research will beneficiate teachers because they are the clue in the acquisition of knowledge. Educators will boost students to interact with others using the English language. Moreover, they know that speaking skills are meant for communication and allow scholars to make mistakes and not allow them to learn accurate pronunciation, fluency, and others. As a result, students must use the vocabulary acquired in oral interaction to reach the target language.

In the final analysis, the findings could support English teachers in finding the most appropriate strategies to improve proficiency in oral interaction and the influence of vocabulary. The improvement process will be mutual teacher-students and students-students developing the language and the performance of language functions.

## 1.6 Terms and definitions

- ✓ **Learner center approach:** Blumberg (2009), Kramer (2007), and Weimer (2002) argued that learner centered approaches focus on student learning and the learning process and on the extent to which learning is achieved (Abdelmalak & Trespalacios, 2013, p. 325).

- ✓ **Communicative language approach:** Herrera states “The communicative approach assumes that language production contains an infinite number of possible language combinations, so memorizing patterns and rules does little to prepare language learners for authentic language use. In other words, language learners use language to communicate for a purpose” (Herrera, Murry, 2006, p. 199).
  
- ✓ **Communicative language teaching (CLT):** Richards mentions “Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom” (Richards, 2005,p. 2).
  
- ✓ **Lexical approach:** Moudraia (2001) “The lexical approach concentrates on developing learners' proficiency with lexis, or words and word combinations” (p.2).
  
- ✓ **E-learning:** Garrison (2003) stated “E-learning is formally defined as electronically mediated asynchronous and synchronous communication for the purpose of constructing and confirming knowledge”(p.2).
  
- ✓ **Mobile learning:** Mobile learning is learning that takes place via portable, often WiFi enabled, handheld devices. This includes things like smartphones (like the iPhone), e-readers (like the Kindle, or Sony e-reader), small laptop computers (also called ‘netbooks’), the iTouch, and even gaming consoles such as the Nintendo (Painter, Ray and Painter, 2016, p. 32).
  
- ✓ **Online learning:** Deschepper (1998, p.107) define online learning as something as simple as email contact between tutors to something as sophisticated as video conferencing. They suggest it can be technology-rich, interactive CD or print-based manuals with access to online references, tutorials, email and so on (Kilpatrick, 2003, p.9).

- ✓ **Synchronous:** Marjanovic establishes: Enable ‘any-time, any-place’ collaboration providing freedom of time (so learners participate when and if they choose), opportunities to research and backup assertions, more time for reflection, more time to phrase the intervention. While asynchronous collaborative systems have been more dominant in recent times, especially Internet-based conferencing tools and news groups, they may be more suitable for distance learning than for the face-to-face classroom environment due to their asynchronous character (Marjanovic, 1999, p. 131).
  
- ✓ **Asynchronous:** Marjanovic affirms: enable ‘same-time, same-place’ or ‘sametime, any-place’ collaboration providing immediacy, faster planning, problem solving, scheduling and decision making processes. However, the majority of synchronous collaborative tools enable communication (such as text-based chat systems or video teleconferencing) rather than computer-mediated collaboration (Marjanovic, 1999, p. 131).
  
- ✓ **Blended learning:** “To blend” means “to combine or mix so that the constituent parts are indistinguishable from one another”, “to combine (varieties or grades) to obtain a mixture of a particular character, quality, or consistency”, “to form a uniform mixture”, “to become merged into one”, “to create a harmonious effect or result”. As we can extend from these definitions, the concept of blended learning implies a combination of factors that are used together so that we can obtain harmonious results which can be seen in our students’ professional training (Caraiwan, 2011, p. 1).
  
- ✓ **Strategy:** Sanyal cited in Eacott (2008) defined a strategy as “the determination of the basic, long term goals and objectives of an educational system, the adoption of courses of action and the allocation of resources necessary for carrying out these goals” (p.355).

- ✓ **CLIL** (Content and Language Integrated Learning): Cinganotto & Letizia (2016) stated: “Focuses mainly on the delivery of subject content through the additional language” (p.378).

## **1.7 Limitations**

The current investigation has the following limitations: The first limitation is that three students had problems with the internet connection while the researcher applied some strategies or the pre and post-test. At the same time, two pupils had symptoms with the covid-19; therefore, the scholars could not attend the classes.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 Background

This study developed a previous investigation of articles, books, and other resources to get a broader idea of the context around the topic and be able to conduct the research with and appropriate perspective. As Alabsi and Thuraya (2016) states: "Vocabulary is considered the key element of students' understanding and successful communication with other people whether in L1 or L2" (p.1). This study emphasizes vocabulary and communication because they are needed to enhance teachers' and students' interaction in their activities.

Another resource where the importance of using strategies to encourage students in the learning process is highlighted. As Brown (cited in Hardianti 2016) mentions, "Strategic competence is the crucial element in communicative competence since it refers to language learners' ability to use communication strategies either to solve communication problems or to enhance the effectiveness of communication" (p. 23). The strategic competence is focused on improving students' knowledge and skill in developing speaking skills.

E-learning engages students in the process, it is not easy, but they acquire experience and knowledge. According to Shuo affirms, "E-learning cannot continue to exist without pedagogical techniques in talent management, nor without incorporation and consideration of the domain in specific knowledge. The current situation poses a serious challenge to any organization embarking on implementing E-learning" (p.254). E-learning has transformed teaching, changing the old method with technological tools and made learning more straightforward and efficient.

### **2.1.1 The Curriculum of English.**

The EGB Superior curriculum highlights the importance of communication when learners interact with others using the English language and express what scholars want. The Ministry of Education (2019) in the curriculum states:

Learners in EGB Superior are becoming more mature and more expressive; being able to communicate in the international language of English will prepare them for a myriad of career opportunities, responsibilities, and experiences they will surely encounter in the coming years (Ministry of education, 2019, p. 462).

The curriculum is aligned through CEFR standards which allow students to acquire the knowledge according to their level and needs; thus, “the EFL curriculum for EGB Superior has taken into consideration the cognitive, social, emotional and physical growth of the learners, as well as their language abilities, as they progress from level A1.1 to A2.1 of the CEFR” (Ministry of education, 2019, p. 462). Consequently, the CEFR provides a reference for teachers about scholars’ level; even more, it is favorable for educators to elaborate the syllabuses, curriculum guidelines, textbooks, and the assessment according to the foreign language proficiency.

In addition, the curriculum mentions a critical point that is relevant to develop the subskill (oral interaction) in the English language. During this teaching period, the speaker will develop pronunciation, stress, intonation, and others. The Minister of Education curriculum (2019) affirms how far a student can go: “They “will have to be able to speak in a range of different genres and situations, and they will have to be able to use a range of conversational repair strategies” (Harmer, 2007, p. 343). From there, the students achieve the level required for the following years. On the other hand, the vocabulary is relevant in the oral interaction; therefore, both are essential key as the curriculum mentions, “They are quite interested in and curious about their English-speaking peers, and usually want to sound

more like them (and thus sound more “real” and authentic) by imitating their phrases and sayings.” The English curriculum suggests achieving different skills; thus, the researcher has mentioned the relevant skills to execute in this study.

### **2.1.2 Approaches in the 21st Century.**

Last century has been characterized by the research of deeply about teaching methodology, considering that it has been identified as a “language teaching problem.” Therefore, some approaches have been used to improve the teaching language process, as an illustration of the direct method, grammar-translation, audiolingual method, and others. Nonetheless, these methods began to decline substantially by the 1990s, and in the twentieth century in Atlantic in both sides, they decided on Communicative Language Teaching (CLT), it is today widely accepted around the world. In addition, there are other methods like task based instruction, neurolinguistic programming, multiple intelligences, and others, which are recommended for the language teaching methodology (Richards and Rodgers, 2001). The communicative is relevant considering that it based on turn-talking, interaction, pronunciation of the words use of vocabulary and the construction of sentences, these issues enhance the student to develop the language in each student.

In this study, some approaches are relevant to the virtue of an essential basis in this investigation. The approaches that are considered in this investigation are learner center, communicative, and the lexical approach. Owing to students are the essential part of class activities, Learner-centered procedures are applied. The communicative approach is indispensable because the purpose is to have a better more participative interaction between student-student and teacher-student. In addition, the lexical approach is a requirement to create sentences for language production. Furthermore, this study is based on cognitivist theory since it is modern and engaging, and includes modern devices and software for e-learning.



### ***2.1.2.1 Communicative Approach.***

The principles of Communicative Language Teaching claim that the goal of the language is communication; learning is encouraged when involved in real-life communication. In addition, language needs to express meaning; interaction and communication constitute the purpose of language. Grammar is a critical component, though function and communicative meaning give a more holistic view of language (Richards & Rodgers, 2008). Thus CLT focuses on meaning rather than form; that is why developing vocabulary strategies are essential in this research work.

This investigation aims to use the language to give, select, synthesize information, or create new understandings. Herrera and Murry (2011) express, "The communicative approach assumes that language production contains an infinite number of possible language combinations, so memorizing patterns and rules does little to prepare language learners for authentic language use" (p.199). The communicative approach is focused on the learning language developing the abilities of comprehensive and production; both are significant in the development of this skill.

The purpose of this research is that students might be able to express their viewpoint; as the Ministry of Education (2019) mentions, "Meaningful communication results from learners processing content that is relevant, purposeful, interesting, and engaging." (p. 469). The communicative approach is a holistic process that promotes students to communicate at a sequential and progressive level. Besides that, teachers should implement strategies to catch students' attention and create a positive environment to express their thoughts.

### ***2.1.2.2.- Learner-centered approach.***

Before starting with the learner center approach, there are two curriculum threads: the Arts and Communication and Cultural Awareness communication, which are the bases to develop this approach. The Learner-center approach is when students develop the

fundamental part of oral production based on the proposed activities. Therefore, learners have more opportunities to contribute through their prior knowledge and be part of the class's new activities. The role of the student is essential and useful for the effectiveness of English learning. Shirvan cited in Amiri and Saberi (2019) argument that "the learning-centered approach is a comprehensive method encompassing all the stages of the teaching-learning chain from selection of the materials to learner motivation" (p. 163). For learner-centered instruction, the analysis is essential to match learners' needs and interests to class activities and develop meaningful learning that is real-life communicative activities.

This approach is meaningful in this investigation, considering that students are the central character in the activities that the author suggests in the proposal. Savignon, cited in the Ministry of education (2019), states, "Learners need to develop their own personality English. Teachers respect this personality and the personal feelings involved when learners express themselves" (p.417). The English language has a meaningful context when students share their opinion, ideas; they can make connections with their background knowledge, experience, interest, and currently live, becoming a more reflective person. Another reason is that this study aims to go further than a traditional focus; where students are the principal actors of their learning process.

As the Ministry of Education (2019) affirms, "Learning is an active, dynamic process. It occurs more effectively when students are actively involved, rather than passively receiving information" (p. 417). Therefore, teachers should engage students in the activities to motivate more participation; it is fundamental in the class's development, avoiding the professor taking control of the whole class. Thus, the key to active learning is participation, where the students could emphasize the lesson's content according to their background knowledge and the acquisition of the learning.

### ***2.1.2.3 Lexical approach.***

It is consequential to know the meaning of the lexical approach, owing to it determining this research's path. Lexical expands the numbers of words through the unification of them; it is not just words; otherwise, it creates new phrases that allow students to improve and produce the language. There is a concept that clearly explains what the lexical approach is.

Lexical approach concentrates on developing learners' proficiency with lexis, or words, and word combinations. It is based on the idea that an important part of language acquisition is the ability to comprehend and produce lexical phrases as unanalyzed wholes, or "chunks," and that these chunks become the raw data by which learners perceive patterns of language traditionally thought of as grammar.

(Lewis cited in Moudraia, 2001, p. 95).

The lexical approach has a strong relationship with this research because students will find new vocabulary in activities developed in class; thus, this investigation is giving special attention to activities related with new lexis as key words in context. Mohseni, cited in Giridharan (2013), "Believes that the key is to encourage learners to infer meanings of words and provide opportunities to encounter unfamiliar words through multiple exposures to the words." If students have exposure, they will relate and use the words known with unfamiliar words to make connections and be able to use these new words or expression in different settings.

### **2.1.3 Connectivism theory.**

The connectivism is fundamental considering that it allows learners to contribute to a network of information and collaborations tools. Strong & Hutchins (2009) "Networks exhibit flexibility and responsiveness in a world driven by waves of continual change, and knowledge and learning are viewed as both processes and outcomes of this dynamic" (p.54). The concept of Connectivism is based on the premise of contact with information or

knowledge, whether a new discovery, new information or a changed information (Strong & Hutchins, 2009).

The connectivism is essential in this investigation, considering that the new knowledge or activities are connected with the network because the pandemic situation in the world has changed teaching and learning settings. Siemens, cited in Blessinger (2013), states, “First, connectivism is characterized as the enhancement of how a student learns with the knowledge and perception gained through the addition of a personal network” (p. 7). The connectivism is called actionable knowledge, where students, through participation, can be an active part of an online class environment.

#### ***2.1.3.1 Blended learning.***

In 2011, students have enrolled in courses online around 100,000, and in 2015 almost 35 million students were in Massive Open Online Courses (Shah cited in Bezhovski and Poorami, 2016). In the 21st century, it starts to relativize the term of e-learning and appears another concept, it is blended learning. Blended learning is related to a technological and social process in the current society. The e-learning evolves day by day to modern technology to make it practical and blend the synchronous and asynchronous into one ( Aillo and Willen, 2004).

#### ***2.1.3.2 E-learning.***

##### ***2.1.3.2.1 E-learning features.***

Some definitions of E-learning are understood as the ones that watch over the concatenated process it must carry out. This research highlights the change from traditional classes to integrate technological tools and engage students in the English learning process.

E-learning is defined as the use of information and communication technologies in diverse processes of education to support and enhance learning in institutions of

higher education, and includes the usage of information and communication technology as a complement to traditional classrooms, online learning, or mixing the two modes.

(OECD cited in Board et al, 2015, p.33)

Technology is enhancing every day, and even more during this pandemic situation, it has considerably increased by using a diversity of tools. Consequently, an authentic implementation which focusses on e-learning has been executed. As a result, teachers and students who need to trade knowledge depend on a fast internet connection. E-learning depends on the implementation of technology in class; thus, Wentling mentions some learning trends.

The term e-learning refers to the attainment and use of knowledge predominantly facilitated and distributed by electronic means. The e-learning depends on computers and networks, but it will likely progress into systems comprising various channels such as wireless and satellite, and technologies such as phones.

(Wentling cited in Board,2015, p. 34)

#### *2.1.3.2.2 Evolution of E-learning.*

E-learning has its origins through mail-learning; there were mail courses about shorthand techniques used in 1840. The word e-learning is a term that originated during 1980, and it is known as distance learning; the phrase that was used in this era "take your class anywhere you go." However, distance education started to evolve in 1960, especially in academic institutions and the Military. In the nineties appears the CD the new training technology through e-learning. Furthermore, around 1998, the institutions worked with learning instructions and materials over the web, and the learning experience was through chat rooms, study groups, interactive content, and newsletters (Bezhovski and Poorani, 2016).

In the late twentieth personal computers became a phenomenal tool for teaching and learning processes. Thus, the first software application was an excellent platform; there were different content of information such as reading material, audio, video, web, wikis, chats, blogs, forums, grading, learning games, and others. After some years, E-learning started a new era that carried out m-learning based on portable and flimsy platforms. The m-learning focused on engaging and reinforcing students' knowledge as learner-center through Mobile phones, smartphones, handle computers, tablet PCs, laptops, etc (Daniel cited in Bezhovski and Poorani, 2016).

#### *2.1.3.2.3 Why is E-learning important?*

Nowadays, and because of the sanitary situation caused by COVID-19, e-learning has been developing worldwide; it has been the principal tool for achieving the learning process in the current classes. As Aparicio, Bacao, and Oliveira (2016) state, "E-learning unites two main areas, learning, and technology. Learning is a cognitive process for achieving knowledge. Technology is an enabler of the learning process, meaning that technology is used like any other tool in the education praxis" (p. 292). Due to the above explained situation, technology and education have been a dream which have come true, since nowadays it is the unique tool for teacher-students communication, despite in the past it had only personal purposes.

Adopting E-learning in Education has benefits for students since this investigation is focused on the needs of the learners as a relevant factor in the process of acquiring knowledge. The remarkable benefits are that it is flexible according to the time, and learners and teachers can negotiate the receive and deliver the task. Moreover, students can access the platform or classes online to do carry out forms and groupwork to interact with teacher or classmates. The cost is also beneficial because students do not spend much money on materials during the scholar year. It is flexible for the reason that the students' study at their own pace and speed, whether slow or quick, makes students relax and decrease stress (Perrin, Muirhead and Betz, 2015).

Currently, it is meaningful to use different tools to encourage students to learn another language. One of them is technology by cause of learners are practical in these devices, considering that they spend much time using technology, so, if the teacher uses it, the student feels in their environment. Friedman (2011) affirms: "Teaching strategies that increased knowledge decreased anxiety, and increased satisfaction included computer technology, audio and videotapes, written materials, and demonstrations" (p.4).

By the facts that happen in our country, the necessity to apply e-learning apps has been seen by the author, in order to foster interaction and collaboration in class. Thus, the teachers can apply concepts and guide students in the learning path. Besides, this application will give students and teachers a new experience, developing the ability to apply new tools in technology, and discover new ways to implement it through e-learning (Shuo, 2011).

#### *2.1.3.2.4 E-learning in covid-19 pandemic time.*

As soon as COVID 19 curfew was declared by the world health organization, global education must be prepared for long distance learning as the only alternative. It has become the mandatory component in all educational systems adopting this method to help and provide learning in most institutions. Radla, Mahalakshmi, Kumar, Saravanakumar (2020) mentions, "E-learning has become quite popular among the students across the world particularly, the lockdown period due to the COVID-19 pandemic" (p. 1097).

According to Radla (2020) states, "...e-learning seems to be the forthcoming trend, it has been extending widespread..." (p.1097). There are positive issues during this time, such as people adapting to the new trends and developing education in some places. Furthermore, as students have been working with technology, they are more practical, and even the parents can do manage and support students.

#### *2.1.3.2.5 How to learn vocabulary using e-learning strategies?*

Haiter cited in Cabrera, Castillo, Solano (2019), mention some E-learning strategies that are effective for students' interaction. For instance: "... the use of apps to teach and enhance English skills. There are many tools that students can download for free; for example, some of the most common ones are Duolingo, HelloEnglish, Lingbe, Menrise, Learn English Daily, Hello Talk, etc" (p.305). When the teacher incorporates some digital mobiles in the learning, it has a significant potential for students to assume an active role in acquiring language efficacy (Cabrera, 2019). One of them is Lingbe, where students interact with a native person or people from other countries interested in improving the English language.

Nowadays, technology tools have emerged for encouraging students in reinforcement, practices, and quiz-games in the class. Bazuki & Hidayati (2019) affirm, "Kahoot! is a platform that can make students able to collaborate as well as compete through interactive quiz-games" (p.2). According to this study, this is an app that motivates intrinsically and extrinsically, offering them some advantages like engage students to practice and compete with their peers in the classroom. Moreover, another app that could be applied is quizizz; this application is a multiplayer game due to there is a combination of quizzes that are favorable for learning. Bazuki & Hidayati (2019) emphasize, "Quizizz helps students appertain to quiz appreciation, learning effort, learning motivation, activities involvement and academic achievement" (p.3). This application supports students in reinforcing knowledge, building concepts for better understanding of the subject, enhances scholar to participation. As a result, learners feel motivated and sure to keep working in the activities.

The digital applications involve some helpful crossword puzzle with positive outcomes when students are learning and interacting with active material. Davis, Shepherd, and Zwiefelhofer (2009) state, "Crossword puzzles have been shown to be effective teaching tools of terminology, definitions, spelling, and pairing key concepts with related names, resulting in more excellent retention and memorization of facts" (p.6). Crossword puzzles



are a useful tool because it helps evaluate, examine, enhance learning, and positively affect grades (Davis, 2009).

Computers in teaching and learning a foreign language are essential for some students to have free access to the internet and reinforce their abilities and proficiency in the second language. Alsied & Pathan (2013) confirm “EFL teachers can prepare their online tests, for their students, for the courses being taught by them by using authoring programs like Hot Potatoes...” (p.44). It is an old application; nevertheless, the teacher can use it for free and match pictures with words, select the correct option, complete sentences, and others. This application should be posted on a blog or platform to ease access through students’ cellphone.

Nowadays, some substantial applications engage students in learning and are meant for communication; some have been implemented in the classroom during the pandemic situation. Kaur (2020) expresses, “...teachers can opt for alternative efforts in the form of utilizing virtual learning if possible or other learning tools in the form of Google classroom, Zoom, WhatsApp, Telegram and many others to leverage learning” (p.47). Zoom is the tool that has been applied for many teachers because it is easy to use, and the teacher can break out rooms and encourage students to interact between them. Besides that, teacher should be monitoring students in the different rooms to support students if it is necessary or break the ice between participants.

Suni& Brown (2021) "Designed for educational use, flippity provides templates for a variety of online activities including memory games, matching games, and board games... Flippity works with Google Sheets and can integrate images from Google Drawings" (p.2). Flippity has different activities that can improve academic learning, enhance each student's creativity, and encourage learners to speak English to accomplish the given task. Another webpage is educaplay which has become a support to the teacher to acquire new vocabulary. Perez (2014) “Plataforma que permite diseñar actividades educativas online, por ejemplo,

crear crucigramas, preguntas con varias opciones, rellenar huecos, sopa de letras, etc” (p. 35). This website is easy to use and free with interactive games to acquire unknown words; besides that, there is an advantage in downloading some resources from this page.

English Central is a web-based program applicable to reinforce the topics through a video that supports students to pronounce correctly and repeat if necessary. As Obaid (2019) states: "On the right side of the display, users can see all the videos and lessons while working with voice-recognition software and practicing words, phrases, and pronunciation" (p. 249). One technological tool that Yundayani cited in Çeçen (2020), mentions, "Canva acts not only as a door opening to the wider realm outside of the classroom but also as a compilation of authentic materials created by other users which can be accessed with ease" (p. 61). This web page is available for students and teachers, allowing them to summarize various themes with illustrations. Furthermore, at the same time, it is an excellent tool to provide presentations.

Powtoon is considered a helpful software that motivates students to learn through videos creating visually stunning and animated presentations focusing on better comprehension. "Edutainment may enhance fun, interesting, creative, innovative, and meaningful learning. Edutainment is learning games and animations that can improve students' vocabulary mastery" (p. 206). Another tool to work with videos in the class is Ed puzzle; it is advantageous to replay and learn according to each student's rhythms because it can appear questions to reinforce students' knowledge. Zakaria, Di, and Yunus (n.d) affirm: "EdPuzzle also includes a quiz feature which allows questions to be embedded while the pupils are watching the video" (p. 191).

A meaningful software to promote vocabulary is Quizlet. This tool can find the synonyms in the same webpage with their respective meaning and picture. Sanosi (2018) "Quizlet is presented to students through different learning modes including flashcards, games, collaborative activities and quizzes to allow rote-learning environments that can help

students master different subjects especially languages and vocabulary" (p. 72). The flashcards are practical for various activities from different levels and subjects adapting to the computer or smartphones.

#### **2.1.4 Vocabulary.**

English language came in the second century BC, and in the first schools, the learners started with the alphabet, syllables, words, and connected discourse. The lexis was significant because the art of rhetoric was highly prized, and it would not have had the same importance without the vocabulary. In 1658, John Amos Comenius created a text-book drawing on this idea of contextualized vocabulary. He suggested an inductive approach to language learning, with a limited vocabulary of 8,000 common Latin words, grouped according to topics and illustrated with labeled pictures. The notion of a limited vocabulary was essential and would be developed further in the early twentieth century as part of the vocabulary control movement (Norbert, 2020).

Vocabulary plays a vital role in humanity because it is sociable and cannot live in isolation considering that vocabulary is necessary to develop the English language. Vocabulary is not only useful for personal growth; it is excellent for international business, trade, and professional communication. As Nitika (2013) mentions, "Learners with rich vocabulary helps the learners or empower with the capabilities necessary for lifelong learning, critical thinking, problem-solving, creativity and innovation and for adapting to the rapid changes and demand of society" (p. 1).

##### ***2.1.4.1 Definition of semantic.***

The researcher has seen the necessity of knowing what vocabulary means, so Clark (1995) states that: "word constitutes the smallest semantic units that can move around in an utterance. They can move to form a new sequence with different meanings" (p.2). Something relevant is to know how the words work in the context to explain to students how they can keep words in their memory. This information can be used to understand and apply them

when they need the new lexis (Clark, 1995). It is emphasized when students do not know the correct place to write, for instance: the use of adjectives to describe a place.

In the English language, there is a broad range of vocabulary and learners are improving according to their practice, and the vocabulary they have depends on the total number of words that he or she knows (López 1995). The researcher Wallace cited in López (1988) “in his work *Teaching Vocabulary* calls “content words” as opposed to “Structure words” and which would include nouns, verbs, adjectives, and adverbs derived from adjectives” (p.35). Vocabulary is requisite to form phrases, sentences, and language in general.

#### ***2.1.4.2 Why is vocabulary an essential component of the spoken language?***

Vocabulary is predominant in the process of English language learning. There are wise words that the author Schmitt (cited in Nation, 2007) mentions: "Many teachers would assume that vocabulary learning stems mainly from the direct teaching of words in the classroom. However, vocabulary learning needs to be more broadly based than this" (p. 38). The purpose of this study is not just to give information. It guides with the best alternatives to learn new information and produce it through oral interaction in the class. Lapkin (cited in Noroozi, 2016) believes that "people who work in peers perform better than those working alone in vocabulary learning and that learning vocabulary in peers is so meaningful and unforgettable" (p.1805). In the view of all the exposed above, it leads to a transcendental relevance which claims that learning individually is not enough at the present times, even more with all the technological advances that we have currently. What is recommended is to maintain the interaction among the individual that make up a class. Teacher questioning and peer interaction becomes essential in the learning process of a foreign language.

Vocabulary is a vital issue in this research due to its influence on developing productive skills. This study focuses on the interaction between students. As Rivers (cited in

Youhanaee, Barati, Nasirahmadi (2015) states, "the acquisition of proper vocabulary is vital for proficient second language users because, without an adequate amount of vocabulary, the learner will not be able to produce the structures and functions he/she may have acquired for successful communication" (p. 25). The proper lexis supports students in better comprehension of any kind of data and at the same time improve the capacity of acquire new information.

According to some findings, we can say that the lexicon is influenced through incidental learning of vocabulary, as Gorjian mentions the acquisition of the vocabulary through watching TV programs, cartoons, news, movies. This process is profitable for students if they use subtitled videos to develop knowledge of vocabulary. This study has concluded that this process guarantees the student's learning development. (Gorjian, 2014). As Gorjian mentions, these are crucial examples to enhance students to acquire the target language; this kind of resource can be an opportunity to acquire and increase unfamiliar vocabulary and expressions.

#### ***2.1.4.3 Strategies about how to learn vocabulary.***

This researcher applied some medium used strategies, such as: Students look for extra information through the internet to internalize new vocabulary, the discussion the English classes is significant to know and increase the new vocabulary. Moreover, interacting with foreigners in learning English and applying a different kind of media is vital to improve the language. Besides, it emphasizes some strategies that are highly used by participants, for instance: "Categorize new words according to their synonyms and antonyms, "group new words concerning similar pronunciation and spelling," and "group new words together to learn new vocabulary" (Rabadi, 2016).

In this study, there are some meaningful strategies that teachers can analyze previously to know which of those are relevant to apply in this investigation. Allow students

to use books, magazines, newspapers, pamphlets, and other literature; the more students read, the more they learn. Use the word map, which helps learners give the meaning of the word, a synonym, and antonym, draw a picture, or read a sentence. Put in practice the cognates using the new words and even the words that they know. Take into account that the dictionary is mainly just for orthography and not to copy the definitions and other strategies that are essential for students (SWANSON, 2007).

According to this investigation, it is much better to learn few words than many words simultaneously because it does not help understand the context to the student; in other words, it is much better quality and not quantity. Webb (2009) affirms: "Teaching a small number of words in a text is less likely to affect comprehension than teaching a large number of words. Moreover, if the unknown words convey important information, a passage may not be clearly understood" (p.7).

There is some general class of strategies such as: planning, sources, and process in this new classification. Therefore, each one of them has their types of tactics. In the first one, establish words, aspects of word knowledge, schemes, and planning repetition. In the second, resources there are: finding information about a word, use in context, consulting a reference source in L1 or L2, using parallels in L1 and L2. In the third one, the process is to establish knowledge activities like noticing, retrieving, generating (Abbasnejad, 2001).

The analyzer considers that repetition is better for internalizing a new word to produce it the next time. Rabab'ah (2013) mentions, "Repetition is a common strategy whose role in communication could be one of the most effective strategies for promoting comprehension that a speaker can use" (p.123). The repetition is the key because it helps students practice and make connections to previously learned knowledge; sometimes, students use this word subconsciously thanks to repetition (Rabab'ah, 2020).

Through the story-retelling, there is a strategy where the student reads, comprehend, and speak what they have understood about it. Dastjerdi considers that the teacher shares short stories and gives students time, two days as a minimum. After those days, the learner participates in the story- retelling orally to the learner feels comfortable sharing the information. The researcher uses gestures such as nodding to encourage the student to continue with their presentation. Moreover, the teacher can use expressions such as: then, ah, oh my God!, those are phrases that could help students to guide and enhance each student to accomplish their goal (Dastjerdi, 2015).

Hardianti participated in a study where the most frequent strategy was "use of filler," which was used at least 40 times. The researcher gives as a quick example: Hardianti (2016) "S2 did not know the meaning of the word "dramatically appropriateness," so she asked one of her group members in discussion to help her in defining this term" (p.32). According to the author, the students can support each other according to their English vocabulary level.

According to Reza's studies, the most common strategy for learning vocabulary is using the monolingual dictionary. The 90% of students using the dictionary mention; it helps to understand the meaning of a particular word and how the word is used. Another common strategy is guessing the meaning from context is 80 % of usage. It is another meaningful strategy because students try to identify the sound, examine the structure of the sentence, analyze the context, and reinforce their understanding by doing a brief definition or looking for a synonym in the reading (Reza, 2013).

#### ***2.1.4.4 The influence of vocabulary in oral interaction.***

This language is essential if we apply through appropriate strategies and encourage students to improve their vocabulary and interaction in the class. Therefore, vocabulary is purposeful in the process of learning, and it interferes with skills such as speaking, reading, writing, and listening. If the students read a text, they can understand if they have prior

knowledge about the content; however, if learners do not know the word, they cannot understand expressing their opinions or communicating with others. The speaking skill is not difficult if the student has the vocabulary; on the contrary, the learner is blocked and cannot know how to express their opinions. According to Noor, "Vocabulary is necessary not only in reading and writing but also in listening and speaking. Lack of Vocabulary affects fluency in speaking and speed and process of reading, writing, and listening". (Noor, A, 2014, p.102)

The current research is substantial since it analyzes vocabulary issues based on speaking, aimed to develop oral interaction. According to Ahmadi (2012) states: "Vocabulary learning is one of the most important factors that foreign language learners encounter during the process of learning a foreign language" (p.186). Vocabulary is the central part of the language; therefore, it correlates with micro and macro skills. However, this investigation is focused on oral interaction.

### **2.1.5 English as a world-wide language.**

As a result of the globalized era, more than 500 million people are currently using English as a lingua franca; in that account, companies and jobs are demanding to know the English language. In view of this, students from this new era should keep abreast to be part of the forward-looking countries (Subagja, 2019). Many factors can encourage learning English language; some people have courses of study in college or elementary school because the aim is to achieve communication. Besides, English is essential by implementing some strategies like creativity, motivation, and the students' perception (Subagja, 2019). The English language is necessary for everybody, in different jobs and general education, to achieve communication among students.

It is essential to underline that the vocabulary was not recognized as the core of learning due to the syntax and phonology domain of the English language. However, vocabulary is more important than grammar, considering that lexis is used to get a message



quickly and precisely through an effort, such as telegram, panic situation, and expressing emotions. Moreover, the majority of people use ungrammatical sentences to communicate instead of complex sentences. Therefore, vocabulary is a crucial part of language knowledge (Alfaki,2015). Laufer cited in Alfaki states:

...After decades of neglect, lexis is now recognized as central to any language acquisition process, native or non-native .what many language teachers might have intuitively known for a long time, that a sold vocabulary is necessary for every stage of language learning, is now being openly stated by some language researchers.  
(Alfaki, 2015, p.4)

#### ***2.1.5.1 Communication.***

The researchers Littlejohn and Foss (2010) states that “Communication is the verbal interchange of a thought or idea.” Communication is considered a process of interchange of a different kind of knowledge, such as meanings and functions. However, it is more than receive information; students should produce an oral interaction within a real situation through speaking and listening or reading and writing. At that moment, the knowledge turns useful and meaningful for learners (Freeman cited in Monsalve and Correal 2006).

This study claims it is necessary he purpose of communication. According to Talley and Hui-ling (2014) mention “This communication “burden” implies that students are expected to be responsible for initiating, responding, managing, and negotiating their part of the oral exchange” (p.40). The student is an essential part of this research, considering that communication encourages students to participate actively in the class with guidance from the teacher.

#### ***2.1.5.2 Communicative Competence.***

According to Saleh & Pawar (2018), communicative competence is in two words to delve into their meaning. “Competence can be described as the knowledge, ability or

capability while the word ‘communicative’ has the meaning of exchange or interaction” (p. 302). Communication competence can effectively use the knowledge to fulfill communicative goals (Saleh and Pawar, 2018). As can be seen, communicative competence is the learner’s ability to communicate authentically in any situation and anywhere.

There are four dimensions of communicative competence: grammatical, sociolinguistic, discourse, and strategic competence. Grammatical competence is the domain of grammatical and lexical capacity. Sociolinguistic competence is concerned about the interaction among participants to share information. Discourse competence is related to the ability to perform not just only longer sentences but also create stories, conversations, letters, and others. Besides, strategic competence is about when the learner recognizes and repair something that is misunderstood by the audience and try to figure it out to give the correct information (Šafranĵ, 2009)

#### *2.1.5.2.1 Speaking Skill.*

#### *2.1.5.2.2 Speaking features.*

Brown cited in Wamnebo, Hanapi, Bugis, Hanadayani (2018) state that “speaking is a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy and fluency” (p.2). In other words, speaking is the action that a person uses to express their ideas, opinions, feelings, and wishes. This skill is focused on achieving communication and produce the English language.

In this regard, speaking is critical among both teachers as well as language learners. Therefore, the central goal of teaching speaking skills is communicative efficacy, and learners are in charge of using their current proficiency. The speaking process is developed simultaneously, directly, or indirectly; an illustration is when someone talks by phone, video-calling, or speaking face to face about daily life. The key is to understand the message avoiding confusion through faulty pronunciation, grammar, or vocabulary (Bahrani &

Soltani, 2012). In consequence, the speaking skill is used in daily life worldwide to develop the language such as Reading, writing, and listening. Furthermore, this ability is meaningful because it helps express opinions, feelings, ideas, and thoughts with others.

#### *2.1.5.2.3 Why is speaking important?*

In this regard, speaking is critical among both teachers as well as language learners. Therefore, the central goal of teaching speaking skills is communicative efficacy, and learners are in charge of using their current proficiency. The speaking process is developed simultaneously, directly, or indirectly; an illustration is when someone talks by phone, video-calling, or speaking face to face about daily life. The key is to understand the message avoiding confusion through faulty pronunciation, grammar, or vocabulary (Bahrani & Soltani, 2012).

#### *2.1.5.2.4 What are the components of speaking skill?*

According to Harris, five components are recognized in speaking skills: Pronunciation, grammar, vocabulary, comprehension, and fluency. Each accomplishes its function; pronunciation has segmental features, vowels and consonants, stress, and intonation patterns. The grammar, vocabulary, and comprehension are relevant to get fluency, considering that the speech flow speed achieves their performance through the language's practice (Harris, 2005). A clear statement that mentions owner, Philips, & Walter cited in Derakhshan, Khalili, and Beheshti (2016) "...fluency takes into account the ability to keep going when speaking spontaneously..." (p.178). Therefore, this research will base on fluency; it is crucial considering that it is a pivotal factor in arranging words to convey a message orally.

#### *2.1.5.2.5 Oral interaction.*

#### *2.1.5.2.6 Definition.*

The oral interaction became a significant feature in the English language overall in pedagogy because it occurs between teachers- learners and among learners. Wagner cited in **Zarei & Dadebiglo (2008)** views interaction as “reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events mutually influence each other” (p.134). Moreover, there are two types of oral interaction: non-verbal interaction and verbal interaction. The first is to focus on their behavior, nodding, hand-raising, body gestures, and eye contact. The second is the opposite: asking questions, making comments, taking part in discussions, and others (Tuan and Nhu, 2010).

#### *2.1.5.2.7 Why is the oral interaction essential?*

The oral interaction is meaningful, as Nisa (2014) mentions: “Interaction occurs as long as people are communicating each other and giving action and receiving the reaction in one another anywhere and anytime, including in the classroom setting” (p.124). Classroom interaction is a one-way communication from the teacher to the students or between students, where they can support each other due to their background knowledge, experience and interest, building, and connections. As Newtom (2001) mentions states: “This approach enables learners to develop strategies for managing new vocabulary while also maintaining a communicative focus” (p.30).

#### *2.1.5.2.8 Strategies to foster oral interaction.*

The ongoing research presents some implications against oral production development that should be taken into account. As a sample, one of them is fear, which causes students to be afraid of speaking the foreign language; another one is hesitation, through which students are panicked to fail when performing in front of classmates, and a third one and no less important is shyness which induces to anxiety in the student. As a tactic to overcome these difficulties, teachers have the responsibility to encourage students through

engaging activities, and at the same time to transmit them his/her self-esteem, making them feel loved and valuable inside the classroom. Qutbi (2013) considers that “This comparison testing of their Oral Communication Skills completely shows improvement which was brought by new teaching methods such as demonstrations, discussions, role-plays, using worksheets, providing vocabulary in connection with the lesson and finally continuous feedback” (p.31).

A different tactic to stimulate learners who have difficulties on producing the foreign language is through paraphrasing, which is an alternative for student who do not recognize structures or vocabulary. So in this case, approximation, word coinage, circumlocution, and non-verbal techniques, are the most used by speakers who lack vocabulary (Ahmed, 2018). To support and share more strategies Ahmed (2018) expresses, “There are various types of these non-verbal strategies such as facial expressions, body language, acting, using pictures, and others. These non-verbal signals play an effective role in getting meanings across while communicating orally” (p.169).

Perrin states that social interaction is significant when the student is working on these activities; their responses depend on their experience and knowledge. So one of the events is Collaborative strategy use, where the student works in small groups or in pairs to discuss through questions, giving suggestions. The second is to work in a group through collaboration, exploratory text production. Third, Perrin mentions some strategies that make emphasize interaction, such as code-switching. Self-repair, word coinage, mime, literal translation, use of similar-sounding words, mumbling, and others (Perrin, 2009).

A psycholinguistic professor Dorneyei suggests some strategies in order to improve oral interaction in new learners. He considers it a first technique to make learners aware that language is significant for their repertoire and the actual situation. The second encourages students to take a risk and use the language without being afraid of making mistakes or errors. The third strategy is providing students a model to feel comfortable when they analyze and

speak. This author considers listening to some materials like: videos and audios and getting learners to identify, categorize, and evaluate strategies used by native speakers or other L2 speakers (Dornyei cited in Rodriguez, 2012). These strategies support giving a direction to know how to achieve the goals at the end of the session and provide a vision to prevent individuals from losing interest in improving the interaction in front of students.

Another suggested supplementary strategy to boost oral production, correspond to natural communication, based on the fact that learners are simply attached to the grammar book as a source of learning. However, most teachers do not engage student's attention through interesting and updated topics to encourage class participation. As Hwang mentions: some of those topics that could help teachers plan a class and turn into an interactive conversation in class are: family, animals, religion, books, holidays, food, talents, and hobbies: guilty pleasure, travel, and others (Hwang, 2005). As Dulay and Burt cited in Hwang (2005) states: "A natural communication task is where the student focuses on communicating an idea or opinion to someone rather than on the language forms themselves. In such situations, the speaker subconsciously uses the grammar rules acquired to convey the message" (p.4).

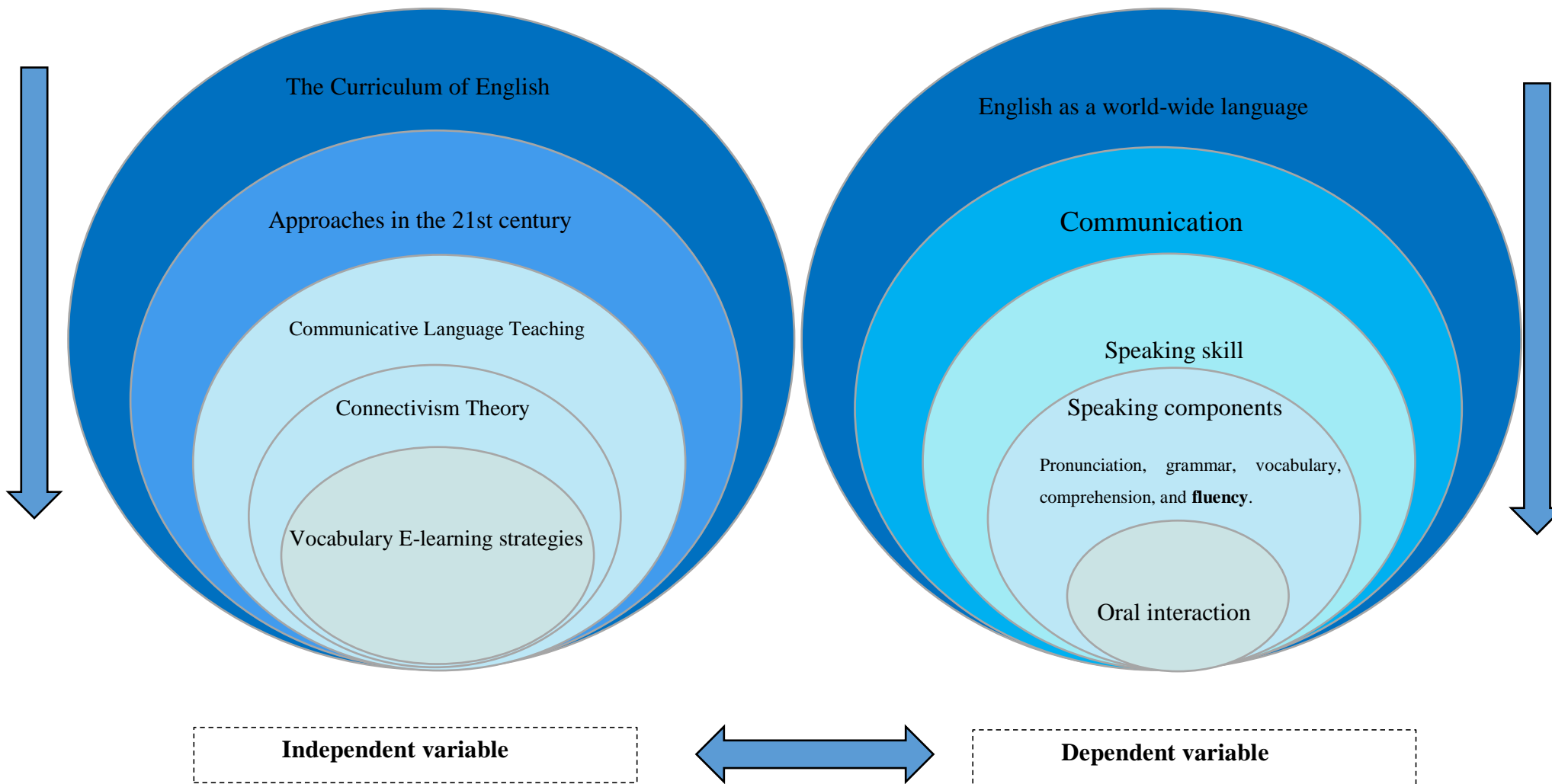


Figure 2. Conceptual framework  
 Note: Adapted from Guamani, A. (2019)

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 Research Approach**

This research design type is quasi-experimental, it did not have a random assignment because there were two convenient groups of students, the first one is the experimental group, and the second one is the controlled group. The author applied pre-test and post-test for both groups: The controlled group did not have the pedagogical intervention as the experimental group. To support this argument, Hernandez (2014) states, “In quasi-experimental designs, subjects are not randomly assigned to groups or paired, but rather groups are already formed before the experiment: they are intact groups....” (p.151).

The researcher developed this investigation in Maria Angelica Idrobo high school in Ibarra, where students learn English as a foreign language. This investigation was conducted with 12 in ninth “A” and 12 ninth “B” and a teacher in particular for junior high school. This research was carried out through synchronous and asynchronous on-learning due to the pandemic situation, then students had classes two days a week. This study was relevant in order to find an accurate proposal which will help students to learn the foreign language more effectively.

#### **3.2 Research method**

This research applies both a quantitative and a qualitative research approach. It is quantitative, considering that the researcher analyzed the quantification of data about the test and surveys. Besides, qualitative research is because the researcher explores the problem through a survey for teachers and students independently and a pre-post-test just for students. Hernandez (2008) mention:



Mixed methods represent a set of systematic, empirical, and critical research processes and involve collecting and analyzing quantitative and qualitative data. As well as their integration and joining a discussion, make inferences from all the information collected (meta-inferences), and achieve a greater understanding of the phenomenon under study. (Hernandez, 2008, p. 534)

This research is aimed to provide relevant characteristics of the occurrence; moreover, it helps to report the issues from the selected group. Hernnadez (2008) states “Con los estudios descriptivos se busca especificar las propiedades, las características y los perfiles de personas, grupos, comunidades, procesos, objetos o cualquier otro fenómeno que se someta a un análisis” (p. 92). Therefore, problems concerning to oral interaction, pedagogical intervention and practical application of the proposal were detailed by the researcher.

### **3.3 Investigation procedure**

The investigation process was based on the deductive method because it allows the researcher to start from general issues to particular aspects. Abreu (2014) explains, “The deductive method allows to determine the characteristics of a particular reality that is studied by derivation or result of the attributes or statements contained in propositions, or scientific laws of a general nature formulated previously” (p. 200). This research also used the inductive approach, considering that the analysis started through minimal, logical, and organized until achieving practical information. Abreu (2014) expresses, “The inductive method raises an ascending reasoning that flows from the particular or individual to the general. It is reasoned that the inductive premise is an end-focused reflection” (p. 200).

### **3.4 Population and Sample**

This investigation was non-probabilistic because the researcher knows the essence of interest in this study. Hernandez (2014) affirms that: “non-probabilistic samples, also called directed samples, involve a selection procedure-oriented by the characteristics of the

research, rather than by general statistical criteria” (p.152). Therefore, the population size is 12 in ninth grade “B” and 12 in ninth grade “C” and a teacher in particular for those students.

The sample consisted of the experimental group ninth “B” and the control group ninth “C”. The students had the same characteristics following their needs and interest in this investigation. So, in the ninth grade "B," 66% were males, and 33% were females; the age range was 12 to 13 years old. The internet connection was necessary to investigate and to know how many students have access to the web because the strategies were applied online. Moreover, using a computer was fundamental to carry out the research. Consequently, 83,33% of students have internet access, and 91,66 works through a computer. The cellphone is also used for students in a 100%.

While in ninth grade “C,” there were 41,66% males, and 58,33% were females, and the age was similar to the other class aforementioned. The percent of internet connection is around 61.11%, and the connection is for engaging students in the class activities. Therefore, almost 91,66 % of pupils can use their computers, and 100% of learners can use their cellphone; the access to the web is 75%. However, 25% of students should top-up to receive the homework and activities from the school.

The data given above was taken from the head office of the general inspector, who collected the information before starting the academic year in the school. Thus, the parents affirm that all the scholars have an internet connection and a device to work in class, such as cell phones, tablets, or computers.

### **3.5 Techniques and instruments to collect data**

This study used two research techniques: survey, pre-test, and post-test, they were applied to junior high school. The researcher implemented a pre-test and post-test to both

groups: ninth "B" and ninth "C" and one teacher in particular for this year. The researcher applied the survey to four English teachers; this questionnaire helped gather meaningful information and know the teachers' opinions. There is also a survey for students, which is significant for being informed and embracing another point of view.

### **3.5.1 Survey**

Two surveys were administered considering the population characteristics, the context, and the online modality because of the pandemic situation; one survey was targeted for teachers and the other for students. Due to Ethical considerations are essential to have the legal consent of the participants, a letter of permission was sent to teachers and authorities of the institution. Thus, these surveys were administered through the Google forms online version, which contained the multiple-choice checklist and a paragraph. Further, the researcher sent the link through the WhatsApp group for teachers and students. These surveys were anonymous to respect everyone's privacy.

The survey objective was to detect the vocabulary's impact on the online study through a method that helps to foster the oral interaction of the English language of the ninth students at María Angélica Idrobo high school. There were nine questions in total; all the questions focused on analyzing the Likert scale. Thus, three of them were based on oral interaction, and five focused on the strategies, and the last question centered on oral interaction.

### **3.5.2 Pre-test and Post-test.**

The pre-test and post-test assessed the oral interaction factors in EFL students of ninth grade at María Angélica Idrobo high school. Thirty-five questions were stated in the test; each topic or section had five questions. In addition, there was a section for students to participate in a dialogue to evaluate students' interaction. In the following chart, there is a description of the topics.

Table 1

*Activities, pre-post test*

<b>Activities' number</b>	<b>Activities</b>
<b>ACTIVITY 1</b>	Meeting a new friend.
<b>ACTIVITY 2</b>	The importance of music.
<b>ACTIVITY 3</b>	An Ecuadorian champion.
<b>ACTIVITY 4</b>	Relaxing activities we like.
<b>ACTIVITY 5</b>	Unusual hobbies and unusual souvenirs.
<b>ACTIVITY 6</b>	What can people do in Otavalo?
<b>ACTIVITY 7</b>	Buying gifts

The table 1 shows the topics taken from English pedagogical modulo 1  
From the Minister of education.

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The pre-posttest focused on the research question about oral interaction and vocabulary in learners from ninth grade at María Angélica Idrobo high school. This test helped determine the strengths and weaknesses regarding oral interaction. The test had nine questions to focus on oral interaction and its components: Communication, interaction, fluency, vocabulary, and grammar. Each component is described in the following table.

Table 2

*Rubric, pre-post test*

<b>Rubric</b>	
<b>Components</b>	<b>Description</b>
<b>Communication:</b>	Ability to comprehend, interact and make yourself understood.
<b>Oral Interaction:</b>	Effective, natural use of strategies, Initiating and responding, reacting.
<b>Fluency:</b>	Effective, natural use of strategies, Initiating and responding, reacting.
<b>Vocabulary:</b>	Variety of words and phrases

---

**Grammar:** Accurate and appropriate in the use of grammar structures.

---

Table 2 represents the components and their description, which was taken into account to evaluate the pre-posttest.

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This rubric shows a rank from 5 to 1; therefore, five equivalent to excellent, four is very good, three is good, two is poor, and one is unacceptable. These parameters have helped determine the level of students in the language.

### **3.6 Ethical considerations**

Holding advanced educational events involving experimentation requires the permission of the authority (the principal) to conduct the pre-test, post-test, and survey to collect the required information. Therefore, to carry out this research process, the researcher asked permission from the authorities in previous meetings; as well as participants signed the informed consent. Besides that, teachers and students previously knew about the research's purpose and how it would be developed. This research used codes to protect participants' private information.

It is worth say, the teachers from this institution signed the informed consent to fill in the survey. Their personal information is privately kept. Therefore, the information collected was just for research and academic purposes. The integrity policy regarding the study's development was permanent throughout the research's whole development. Honesty and responsibility were requested for both teachers and students when responding to the survey test.

## **CHAPTER IV**

### **FINDINGS OF THE STUDY**

#### **4.1 Findings**

This research aims to evaluate the level of oral interaction components in EFL students of ninth grade at Maria Angélica Hidrobo high school. It was an action research; which applied a pre-test, post-test for students. The pre-test and post-test were designed based on students' current topics and developed to know the students' level of oral interaction. In addition, two surveys were applied; one survey for students and other for teachers. The pre- test and surveys were administered online due to the pandemic situation.

##### **4.1.1 Pre-test.**

Before the pedagogical intervention, a pre-test was administered to the students to determine their accuracy regarding their speaking performance. Students took the test through the Zoom platform, and this assessment was based on vocabulary, oral interaction, and fluency. The researcher developed seven topics or sections; each topic has five questions related to each issue, and it was taken from the ninth level module. Those questions were answered through two students' oral interaction. The pre-test was graded through a rubric with five parameters: Communication, Oral interaction, Fluency, Vocabulary, and Grammar.

The findings in this research work are explained by answering the research questions of the study.

Research question 1: What is the level of oral interaction and vocabulary in the students of 9<sup>th</sup> level?

After the analysis, the results obtained from the pre-test were the following:

**4.1.1.2 Pre-test, control group.**

Table 3

*Control group results, Pre-test.*

<b>CONTROL GROUP</b>					
<b>Number of students</b>	<b>Components description</b>				
<b>12</b>	<b>Communication</b>	<b>Oral Interaction</b>	<b>Fluency</b>	<b>Vocabulary</b>	<b>Grammar</b>
<b>Average</b>	1.77	1.77	1.77	1.88	1.88

Table 3 shows the components' average of the pre-test administered to the control group.

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Table 4

*Pre- test control group, summary*

<b>Pre-test Control group</b>		
	<b>Average</b>	<b>Percentage</b>
<b>Communication</b>	1.77	35,4%
<b>Oral Interaction</b>	1.77	35,4%
<b>Fluency</b>	1.77	35,4%
<b>Vocabulary</b>	1.88	37,6%
<b>Grammar</b>	1.88	37,6%

Table 4 displays the average and the components' percentage made from a statistical process to compare the improvement with the post-test.

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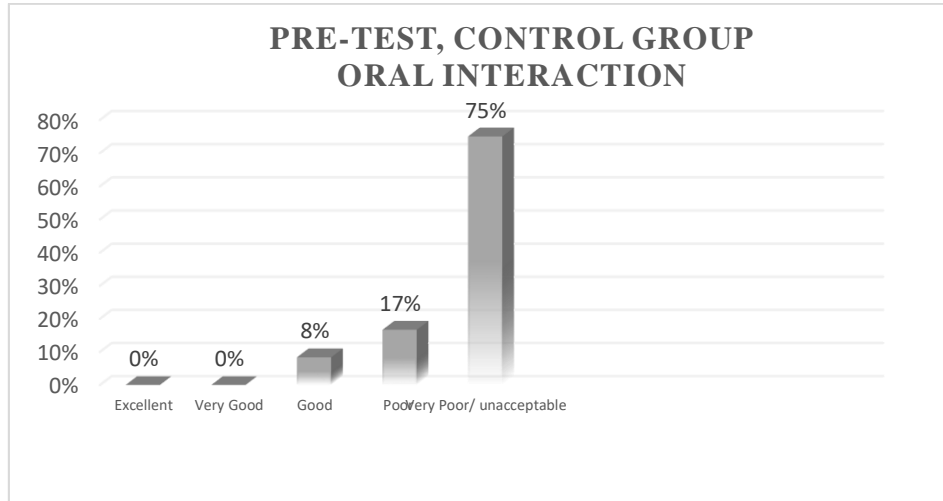


Figure 3. Pre-test, control group oral interaction

Created by: Palate, M. (2021)

**Analysis and interpretation**

The chart above shows information about oral interaction at a “very poor” percentage representing 75% of students who answered the questions about the level of oral interaction. First, this sub-skill assessed that the students were not able to react or communicate in the English language. Second, in the same sub-skill, there were 17% achieved a “poor” oral interaction. Third, only 8% acquired “good” in the pre-test. Fourth, there is a 0% for “very good” “excellent”. Lastly, concerning the level of the oral interaction in the scholars was “unacceptable” according to the highest average shown in the bar chart.

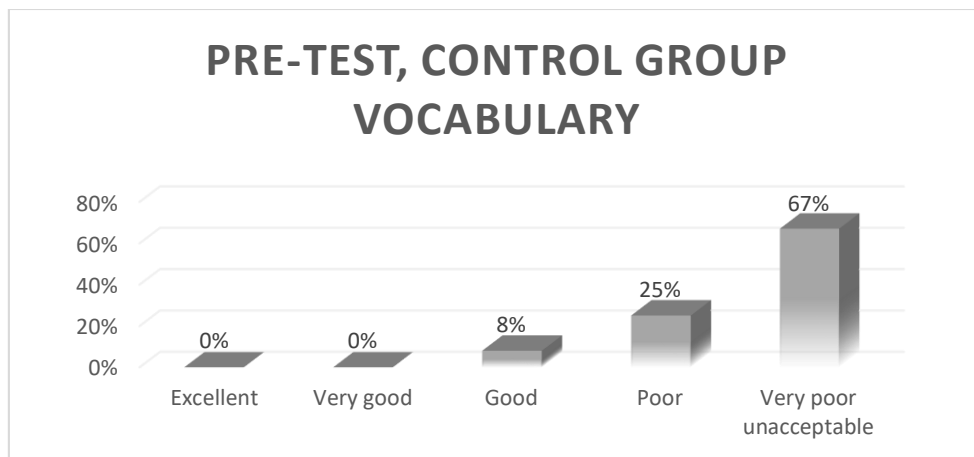




Figure 4. Pre-test, control group vocabulary

Created by: Palate, M. (2021)

### Analysis and interpretation

To conclude, the bar chart illustrates that 67% obtained a very poor score about the research question about vocabulary level. On the other hand, 25% of students got a "poor" score on the test. The third bar from the right side showed the 8% who scored a "good" level on the test. In "excellent" and "very good" the percentage is 0% respectively. Consequently, most of the students obtained a "very poor" score in vocabulary, which means that students' vocabulary was "unacceptable; "This limitation impedes the oral interaction production and all areas of communication.

#### 4.1.1.3 Pre-test, experimental group.

Table 5

Pre-test, Experimental group, results.

EXPERIMENTAL GROUP					
Number of students	Components description				
12	Communication	Oral Interaction	Fluency	Vocabulary	Grammar
Average	2,10	2,10	2,10	2,10	2,21

Table 5 shows the components' average of the pre-test administered to the experimental group.

Created by: Palate, M. (2021)

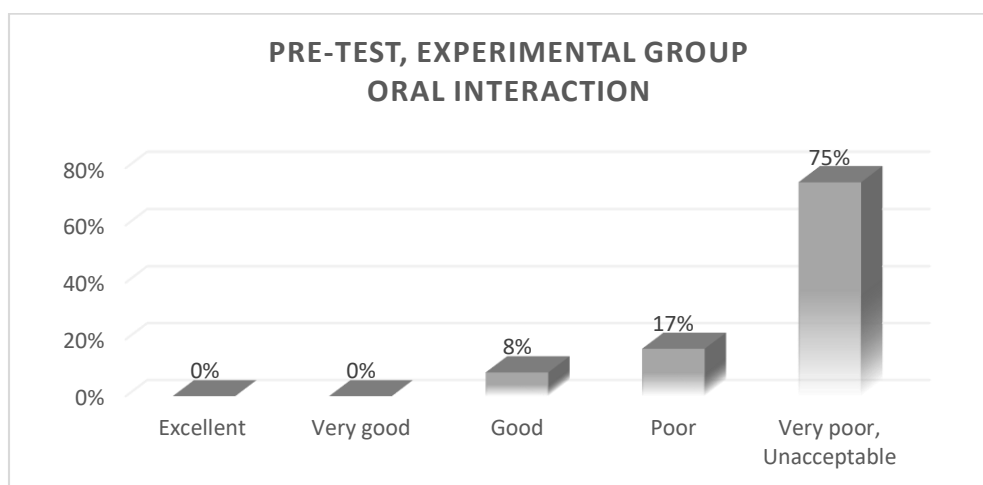
Table 6

*Pre-test, Experimental group, summary*

<b>Pre-test Experimental group</b>		
	<b>Average</b>	<b>Percentage</b>
<b>Communication</b>	<b>2,10</b>	<b>42,11%</b>
<b>Oral Interaction</b>	<b>2,10</b>	<b>42,11%</b>
<b>Fluency</b>	<b>2,10</b>	<b>42,11%</b>
<b>Vocabulary</b>	<b>2,10</b>	<b>42,11%</b>
<b>Grammar</b>	<b>2,21</b>	<b>44,2%</b>

Table 6 displays the average and the components' percentage made through the percentage calculation to compare the improvement with the post-test.

**Created by:** Palate, M. (2021)



*Figure 5. Pre-test, Experimental group oral interaction*

**Created by:** Palate, M. (2021)

### **Analysis and interpretation**

Based upon the data displayed above, the general results for the pre-test that corresponded to the experimental group were the following. According to the pre-test taken to the experimental group in the sub- skill oral interaction, the percentage is 75%, which depicts the “unacceptable” level of vocabulary in this group of students. Besides that, the second group reported 17% about the “poor” lexicon in students. The third group illustrated the 8% of students who got a “good” level in the vocabulary. In "excellent" and "very good"

the percentage is 0% respectively. It is possible to conclude that, the level of vocabulary was limited in the experimental group of students.

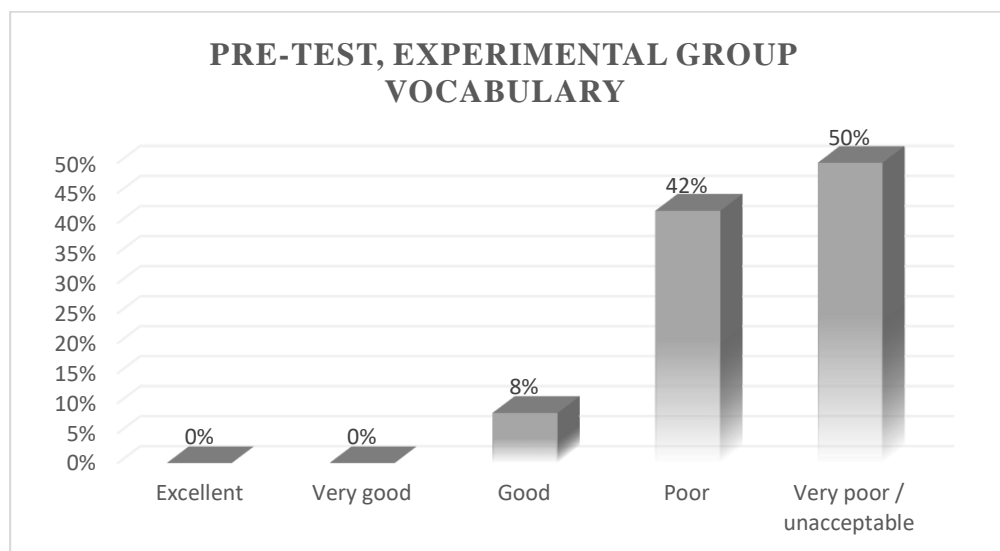


Figure 6. Pre-test, Experimental group vocabulary

**Created by:** Palate, M. (2021)

### **Analysis and interpretation**

The pre-test results in the experimental group emphasizing the level of vocabulary were the following: The first bar from the right showed that 50% of students deal with an “unacceptable” level of lexicon. Likewise, there were a group of students who represented 42% with a “poor” level of it. Furthermore, the 8% symbolized that students had a “good” level of lexicon. Nevertheless, 0% of learners did not achieve the “excellent” nor “very good” level. Therefore, the vocabulary level in the experimental group concerning the pre-test had a high range in “unacceptable,” which represents a lack of vocabulary in this group, this issue block the oral interaction to express themselves in the class.

## 4.1.2 Survey.

### 4.1.2.1 Teacher's survey.

The teachers took this survey during the socialization of this research. The teachers' survey had nine questions which are asking about the strategies that they used to learn vocabulary in the oral interaction and the results are shown below.

Research q2: Which are the most effective vocabulary e-learning strategies to foster oral interaction?

Question 1. - Is oral interaction important in the teaching and learning process in your students?

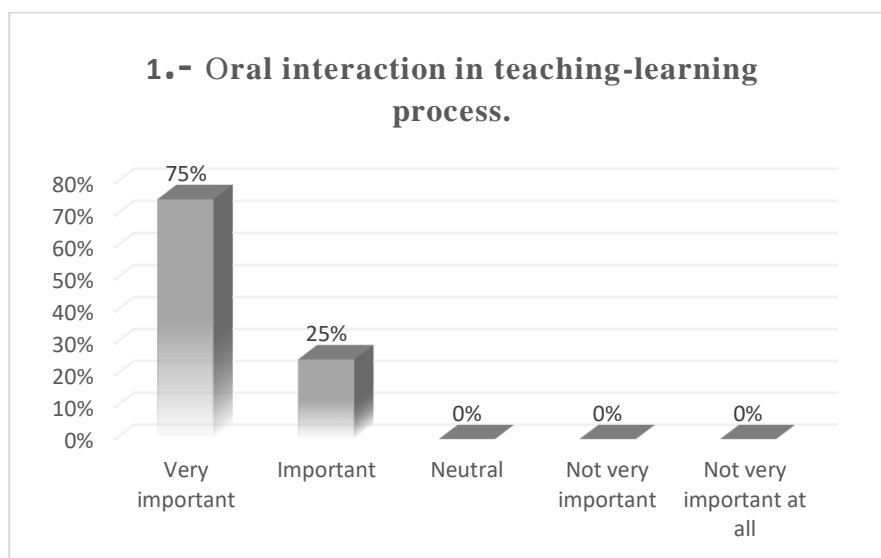


Figure 7. Oral interaction in teaching-learning process.

**Created by:** Palate, M. (2021)

### Analysis and interpretation

According to question number one, which correspond to the teachers' survey had a significant percentage representing 75% of the participants, who responded that the oral interaction in the students' teaching-learning process is "very important." Meanwhile, 25%

percent responded that oral interaction in the teaching and learning process is "important." Therefore, it is clearly stated that most of the teachers were aware of the significance of oral interaction in the class to improve speaking skills.

Question 2.- Is there difficulty in oral comprehension when students interact in class?

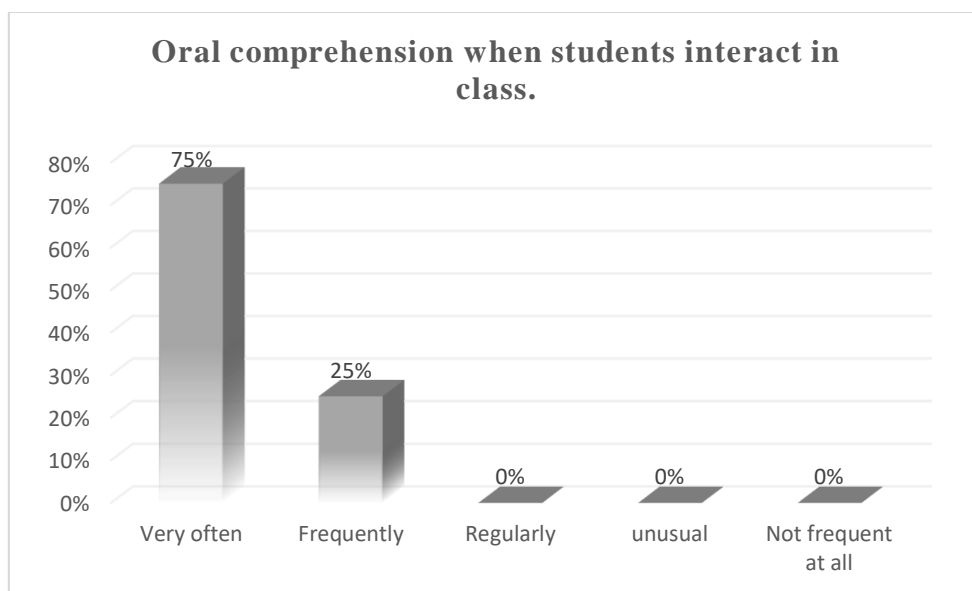


Figure 8. Difficulty in oral comprehension when students interact in class.

*Created by:* Palate, M. (2021)

### **Analysis and interpretation**

To the statement: Oral comprehension is difficult when students interact in class. 75% of teachers chose the option “very often.” At the same time, 25% of teachers selected the option “frequently.” Consequently, professors were conscious that difficulties were “very frequent” in oral interaction in classes. This result agreed with Newton; when learners acquire a foreign language, they tend to struggle with difficult lexis. Therefore, it will result in shyness and language production delay; it denies the opportunity to continue practicing the language outside the classroom. That is why it is necessary to encourage students to be involved with the new vocabulary without discarding the productive skill. (Newton, 2009).

Question 3.- Rank the difficulty of factors that oral interaction in students, with 5 being the least difficult and 1 being the most difficult.

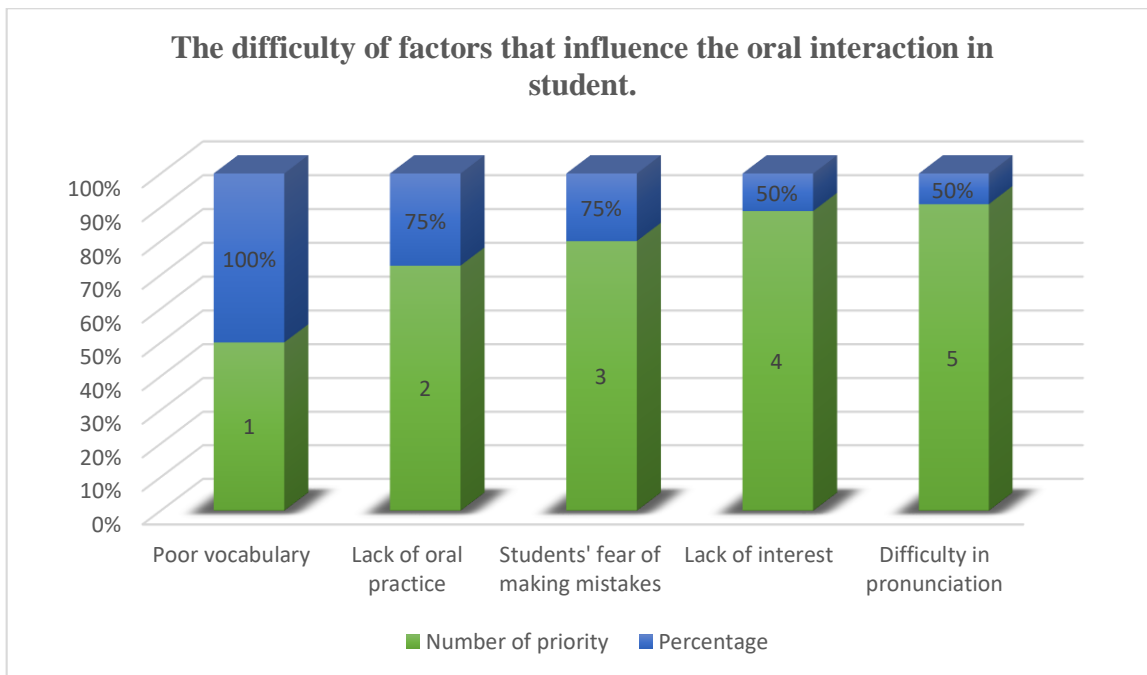


Figure 9. The difficulty of factors that influence the oral interaction in student.

**Created by:** Palate, M. (2021)

### Analysis and interpretation

The results in this question showed that the first difficult factor for oral interaction is “poor vocabulary,” with 100% as the main factor. A second factor was the lack of oral practice representing 75%. The third component that learners struggle was “fear of making mistakes” in class; it was considered 75% percent. In the fourth place was “the lack of interest” being 50%. The last bar stated that 50% of students have “difficulty in pronunciation.” Consequently, these results exposed that the total of participants took as a priority the poor vocabulary. The researcher Mahmoud (2016) emphasized the importance of vocabulary in the language “many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going” (p. 100).

Question 4.- How important is the use of online vocabulary strategies for the student to learn new vocabulary?

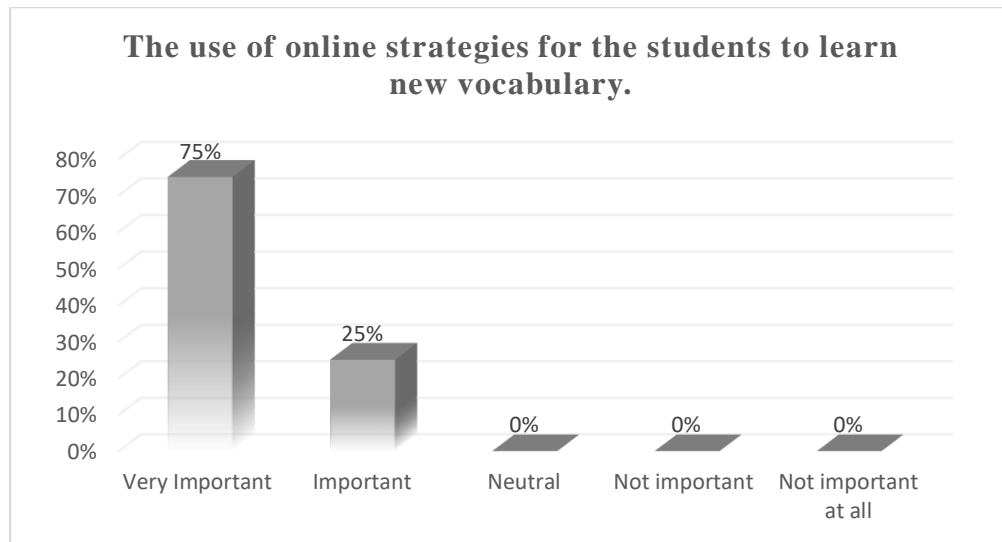


Figure 10. The use of online strategies for the students to learn new vocabulary.

**Created by:** Palate, M. (2021)

### **Analysis and interpretation**

The first bar provided a view of online vocabulary strategies representing the 75 % by the teacher, which affirmed that it is "very important." Nonetheless, 25% stated that online strategies are "important" to learn new vocabulary. Accordingly, the educators stated that the use of online strategies to learn new vocabulary were very important because e-learning strategies have helped to improve English language in the students. Kiliçkaya and Jaroslaw (2010) stated: Multimedia vocabulary learning environments would attempt to help learners construct connections between the verbal and visual representational systems (Mayer and Sims, 1994), resulting in an increase in vocabulary knowledge and exercising a positive effect on reading comprehension and the rate of speed for frequent word recognition (Tozcu & Coady, 2004)(p. 56).

Question 5.- How often do you use teaching strategies that favor meaningful learning in oral interaction.

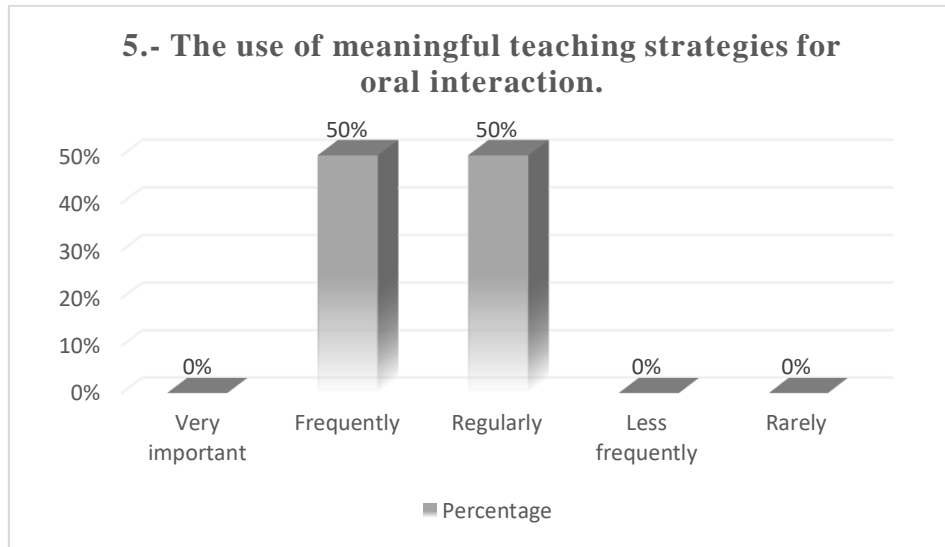


Figure 11. The use of meaningful teaching strategies for oral interaction.

**Created by:** Palate, M. (2021)

### **Analysis and interpretation**

The survey demonstrated that 50% of teachers “frequently” use teaching strategies. However, the other group who represented the 50% expressed that, professors regularly use meaningful strategies for learning oral interaction. Besides that, there is a 0% percentage for “very important”, “less frequently” and “rarely”. Therefore, half of the participants declared that they “frequently” use the strategies for oral interaction. However, the other half of the teacher said that teaching strategies are done “regularly”.



Question 6.-How often do you use a platform or programs online to improve English language learning in class?

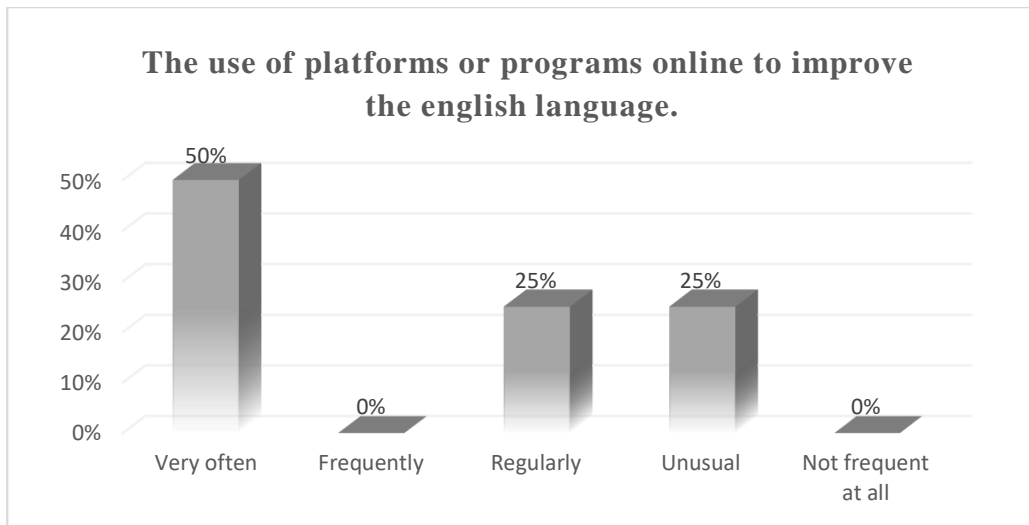


Figure 12. The use of platforms or programs online to improve the English language.

**Created by:** Palate, M. (2021)

### **Analysis and interpretation**

Noticeably the information obtained provided an overview of what the teachers usually used in classes. The range is approximately 50%, which means that tutors “very often” used platforms or programs online to improve their English language. Nevertheless, 25% affirmed the use of apps or programs “regularly.” Furthermore, the last 25% percent established “unusually” the employment of these resources to enhance the language. Therefore, half of the teachers used platforms or programs online; however, the other half used regularly and unusual. Haiter cited in Cabrera, Castillo, Solano (2019), mention some E-learning strategies that are effective for students’ interaction. For instance: “... the use of apps to teach and enhance English skills. There are many tools that students can download for free; for example, some of the most common ones are Duolingo, HelloEnglish, Lingbe, Menrise, Learn English Daily, Hello Talk, etc” (p.305).

Question 7.-Point out the technological strategies that you use. You can point out more than one answer.

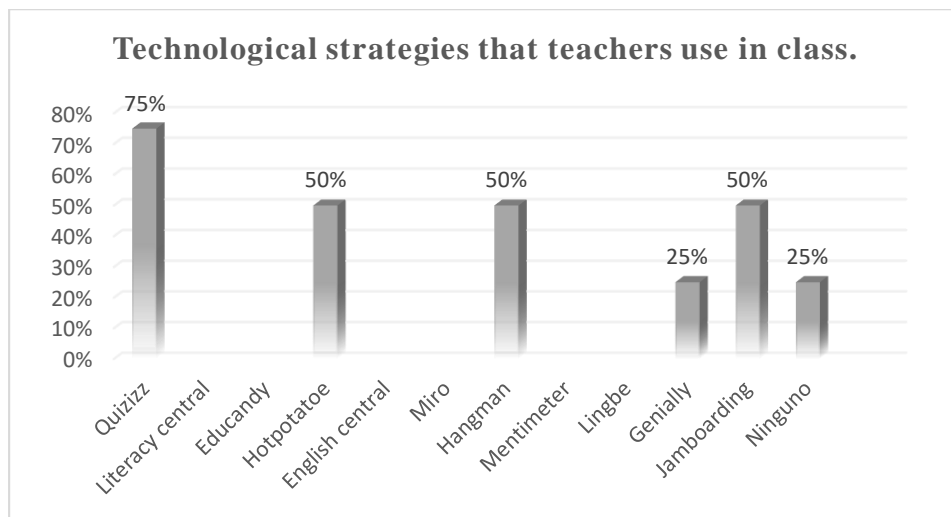


Figure 13. Technological strategies that teachers use in class.

**Created by:** Palate, M. (2021)

### **Analysis and interpretation**

The chart shows that, professors used quizizz a web tool which represent 75% as a technological strategy. The second place belongs to: hotpotatoe, hangman, jamboarding, and these platforms or software represent 50%. As shown in the chart, the third-place has some technological strategies like genially, equivalent to 25%. In the fourth place, one teacher, affirmed using another kind of platform or program considering the 25%. In sum, the programs or apps that professors used were: quizizz, hotpotatoe, hangman, genially, jamboarding. Besides that, there was an educator who did not use any technological strategies which represent the 25%.

Question 8.- Determine the level of effectiveness of the technological strategies that you have used in class.

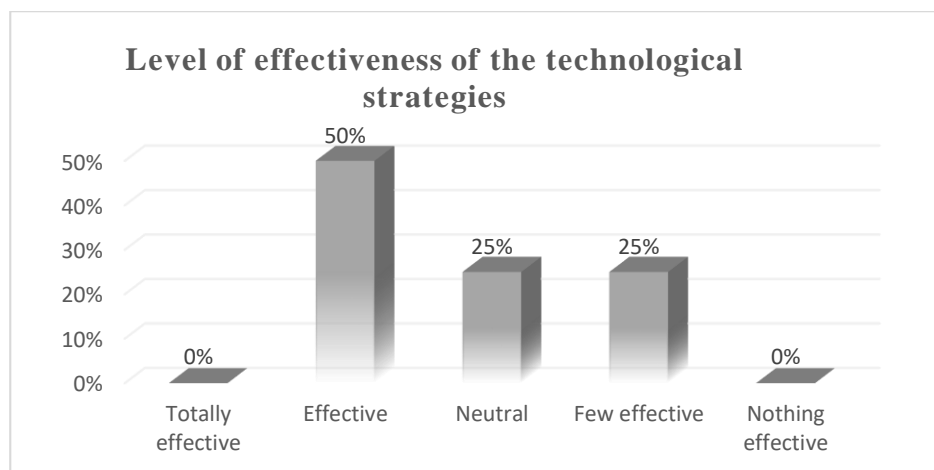


Figure 14. Level of effectiveness of the technological strategies.

*Created by:* Palate, M. (2021)

### Analysis and interpretation

According to the chart, tutors deliberated that the level of effectiveness of the technological strategies is “effective” considering the 50%. On the other hand, in the second bar, 25% considers that technological components’ effectiveness is “neutral.” Furthermore, 25% of teachers affirm that these resources are “few practical.” As a result, half of the tutors declared that technological strategies are “effective” when are used in class. Only one teacher believe that it is neutral.

Question 9. What is the most significant difficulty you face regarding oral interaction?

Table 7

*The most significant difficulty you face regarding oral interaction*

<b>9. What is the most significant difficulty you face regarding oral interaction?</b>	<b>Opinion N° 1: The time is not enough</b>
	<b>Opinion N° 2:</b> The lack of motivation or interest in the subject and fear to make mistakes.
	<b>Opinion N° 3:</b> The students few lexis and fear at the moment to speak in public.

---

**Opinion N° 4:** The difficulty is when they do not know how to pronounce the words and the grammar part.

The table 7 represents the teachers' opinions about the most significant difficulty that they face regarding oral interaction.

**Created by:** Palate, M. (2021)

### **Analysis and interpretation**

Teacher 1.- According to the table, the educator considers that the most significant difficulty regarding oral interaction is the lack of time in class because they have only forty minutes to teach.

Teacher 2.- The second opinion declares that difficulty in oral interaction is the lack of motivation in the subject and fear to make mistakes.

Teacher 3.- The third statement express that students have a really low lexis range and fear at the moment to speak in public.

Teacher 4.-The last but not least affirm that the crucial part to face in oral interaction is when learners do not know how to pronounce the lexis and the grammar part.

#### **4.1.2. Students' survey**

The students' survey aimed to gather information about interactive activities to improve their oral interaction in the speaking skill in class. Furthermore, it is needed to explain that this survey was designed in Spanish for students' understanding.

Question 1.-When you participate in class, do you feel comfortable?

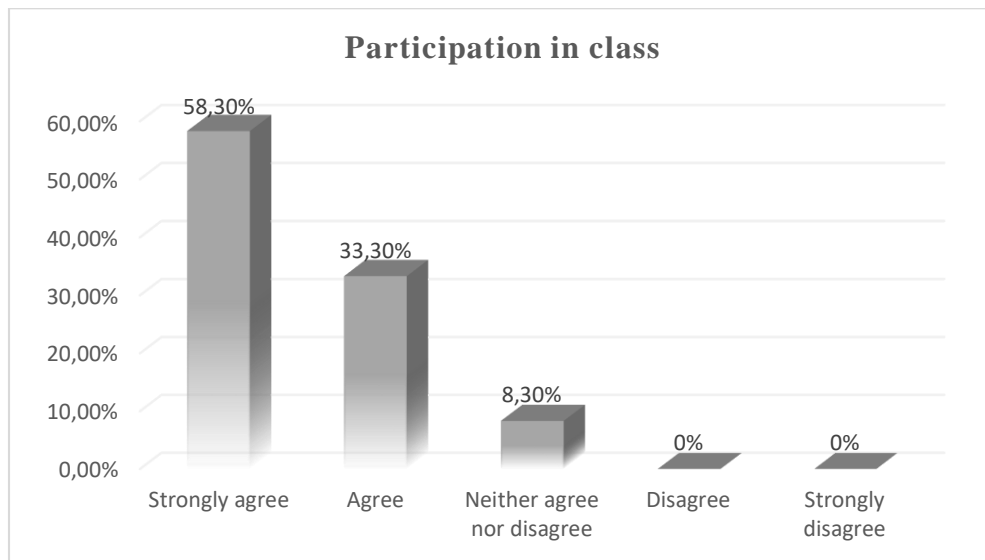


Figure 15. Participation in class.

**Created by:** Palate, M. (2021)

### **Analysis and interpretation**

As the bar chart illustrates, students felt comfortable participating in class; it was considered 58,30%, which was the highest rate, who chose the option "strongly agree." The 33,30 % felt comfortable in class choosing "agree." Nevertheless, the 8,30% meant students were "neither agree nor disagree" about their feeling in-class participation. In essence, learners had an exemplary environment in class when they participated there.

Question 2.- Select the factors that do not allow you to interact in class. You can select more than one option.

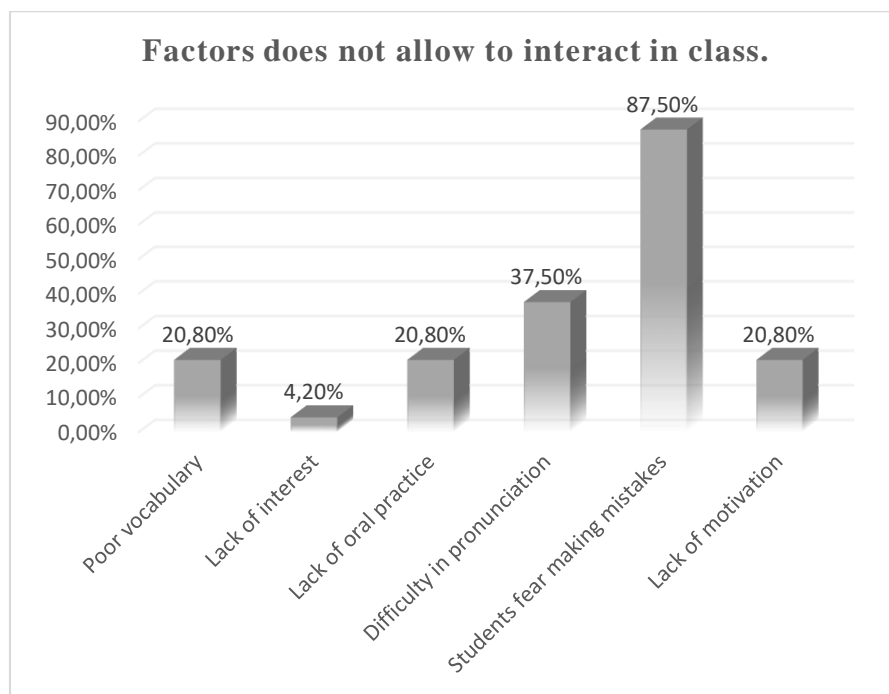


Figure 16. Factors does not allow to interact in class.

**Created by:** Palate, M. (2021)

### **Analysis and interpretation**

According to the results, students expressed that “fear of making mistakes” when there is interaction in the class is one main factor representing 87,50% in the chart. Moreover, students affirmed as a second factor that did not allow the interaction was the “difficulty in pronunciation”; its rate is 37,50%. As the third factor, there were three statements that students stated such as: “lack of motivation”, “lack of oral practice”, and “poor vocabulary,” with the 20,80% in each one respectively. In the fourth place, 4,20% of students affirmed that the lack of interest is an obstacle to interact in the class. In summary, the main factors that has not allowed students to interact in class are the students’ fear of making mistakes, followed by pronunciation difficulty, representing the two highest averages in the char bar.

Question 3.- How would you feel using your cellphone as a learning tool for oral interaction in class?

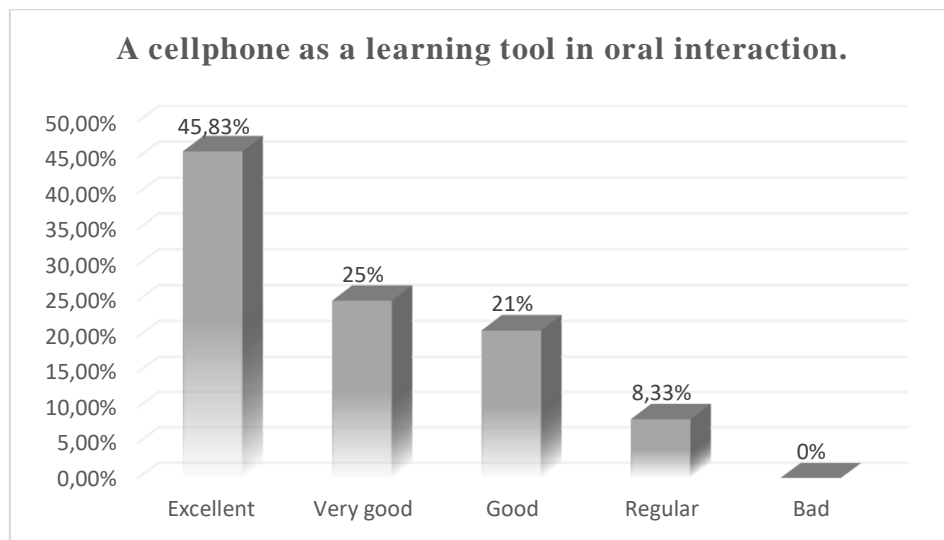


Figure 17. A cellphone as a learning tool in oral interaction.

**Created by:** Palate, M. (2021)

### **Analysis and interpretation**

The chart shows that use their cellphone is an “excellent” learning tool in oral interaction activities in class, representing 45,83%. On the other hand, pupils asserted that learning devices are “very good” in the learning process, representing 25 %. Third, scholars established that this system could be “good,” rating 21%. Fourth, pupils believed that these accessories could be defined as “regular” on its use in class, representing 8,33%. Given these points, a high percentage of scholars saw cellphones as a learning tool in oral interaction as an excellent option to improve the English language.

Question 4.-The activities carried out in class, do they allow you to speak in English?

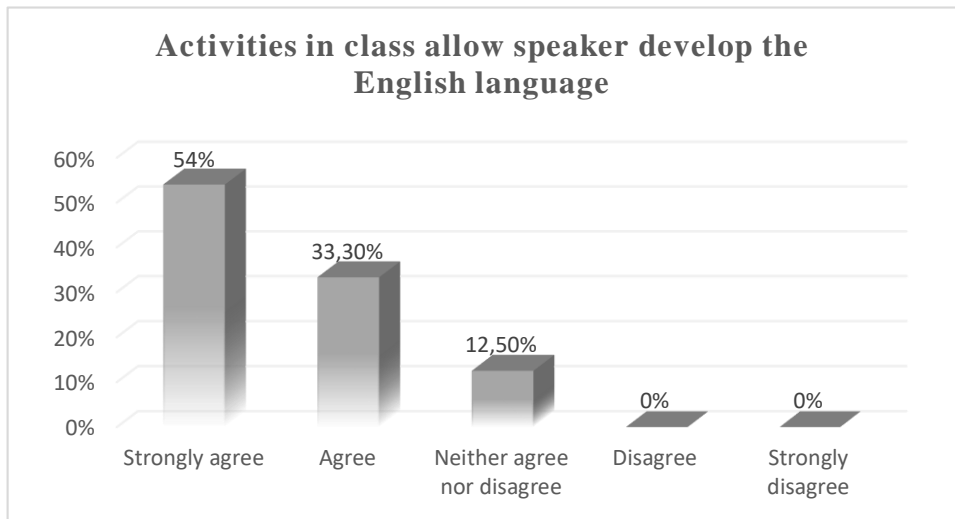


Figure 18. Activities in class allow speaker develop the English.

*Created by:* Palate, M. (2021)

### **Analysis and interpretation**

In this question, 54% of participants emphasized that they “strongly agree” with the activities in class, because it allows students to speak in the class. Additionally, learners “agree” with the activities which permit develop English language being 33,30%. Likewise, the bar chart also reveals a different pattern, 12,50% representing that scholars are “neither agree nor disagree”. In brief, these results presented the information that students’ activities in-class support speaking skills. As Schcolnik (cited in Flores, 2012) states: “knowledge is a construct to be perceived together through an active process of involvement and interaction with the environment” (p.20). The significance of encouraging learners to perform peer interaction or open-ended teacher questioning; train them not to be afraid of speaking the foreign language.



Question 5.- Learn new vocabulary would help you to improve your English speaking skill?

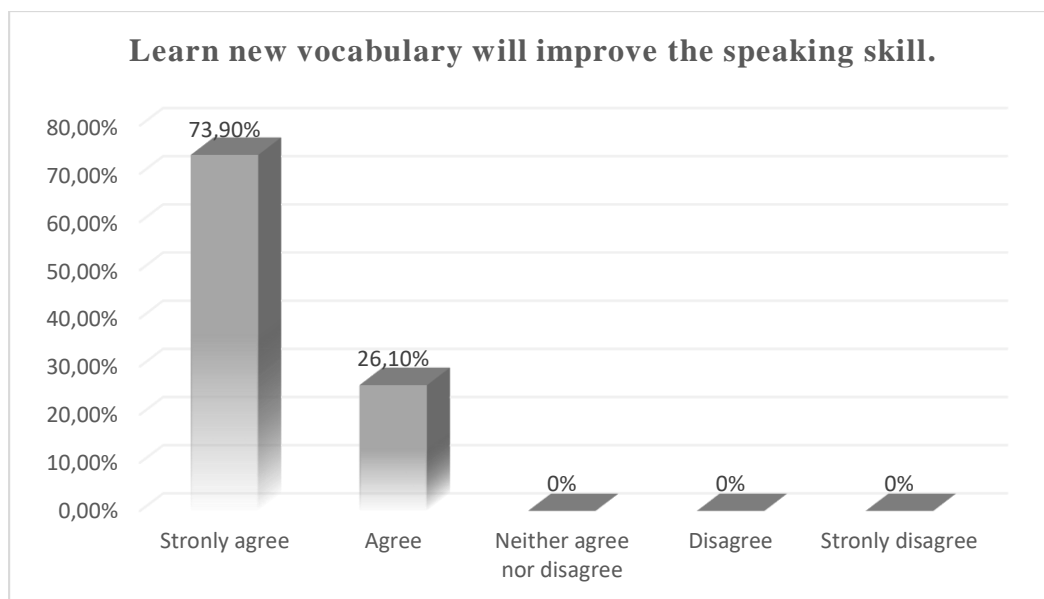


Figure 19. Learn new vocabulary will improve the speaking skill.

**Created by:** Palate, M. (2021)

### **Analysis and interpretation**

The chart demonstrates an overview of new vocabulary help in the oral interaction. Participants “strongly agree” that learning new vocabulary facilitates English improvement; it symbolizes 73, 90%. Meanwhile, 26, 10% of students “agree” with memorizing unfamiliar vocabulary to boost the English language. In summary, participants affirmed that internalize new words helps students to develop English speaking. As Rivers (cited in Youhanaee, Barati, Nasirahmadi (2015) states, “the acquisition of proper vocabulary is vital for proficient second language users, because without an adequate amount of vocabulary, the learner will not be able to produce the structures and functions he/she may have acquired for successful communication” (p. 25).

Question 6.- Do you understand clearly the instruction to interact in class?

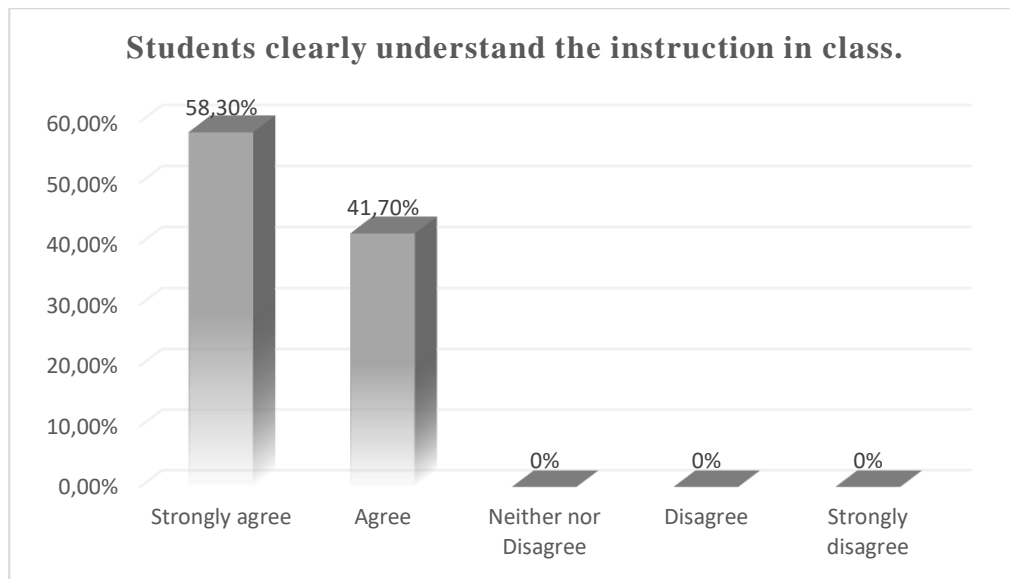


Figure 20. Students clearly understand the instruction in class.

**Created by:** Palate, M. (2021)

### **Analysis and interpretation**

According to the chart, scholars who "strongly agree" in understanding the instructions in class represent 58,30%. On the other hand, students "agree" with understanding the instruction when there is interaction in class, representing 41,70%. To conclude, scholars mentioned the comprehension and the directions clearly when they were in activities that involve interaction.

Question 7.-From the following list, point out which technological strategies you have used

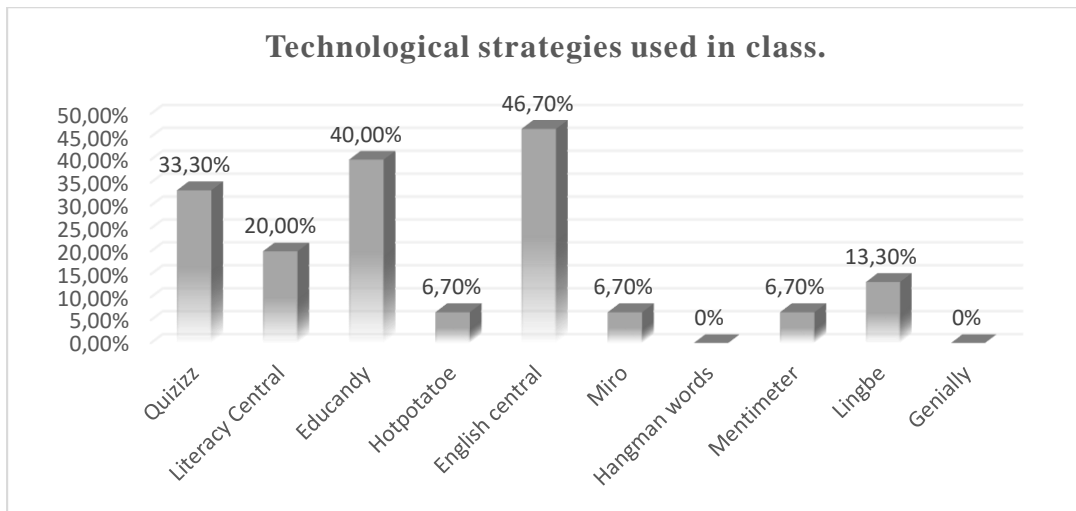


Figure 21. Technological strategies used in class.

**Created by:** Palate, M. (2021)

### **Analysis and interpretation**

As shown in the bar chart, the students selected some technological strategies from the following list, being the most used English Central for learners, representing 46, 70%. The second most punctuated is Educandy, which constitutes 40% of students. The third most use is quizizz, it was selected for students which illustrate as 33, 30%. In the fourth place is Literacy Central, scholars have pointed out 20% as a helpful tool. In fifth place, some technological strategies have been selected like: hotpotatoe, miro, Mentimeter, lingbe, genially considering the 6, 70%. As can be seen, the technological strategies that students got in common and most punctuated are: Englihs central,quizizz, literacy central, and lingbe.

Question 8.-How easy is to access the internet?

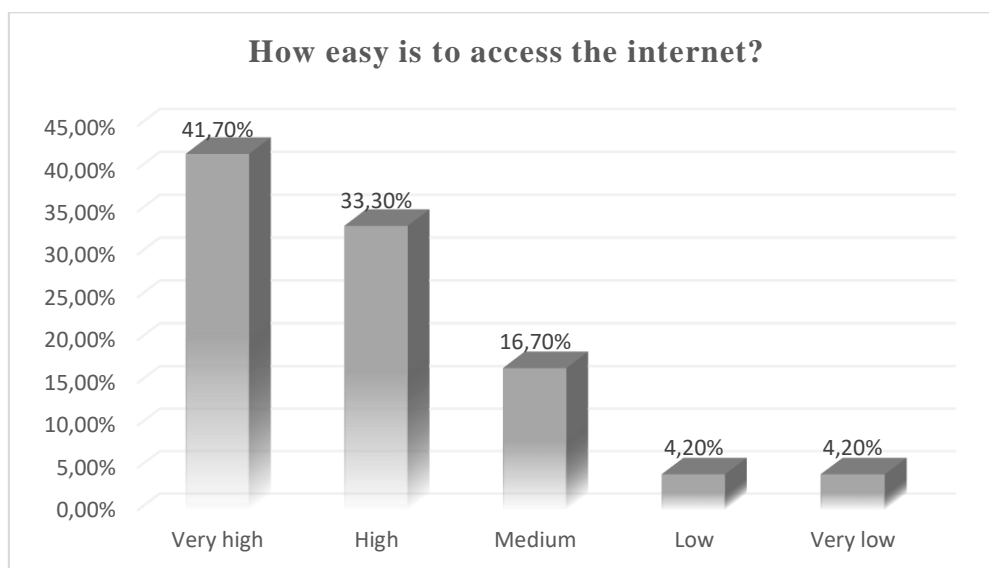


Figure 22. Easy access to internet

**Created by:** Palate, M. (2021)

### **Analysis and interpretation**

According to the chart, 41,70% of scholars declare that they have "very high" access to the internet. The second was 33,30%, students ratified that they have a "high" connection to the internet. Additionally, 16,70% of scholars have the availability of connection "medium" being marginal. Besides, pupils who obtained 4,20%, it symbolizes a "low" average and "very low" access to the internet connection.

Question 9.-What generation does your phone belong?

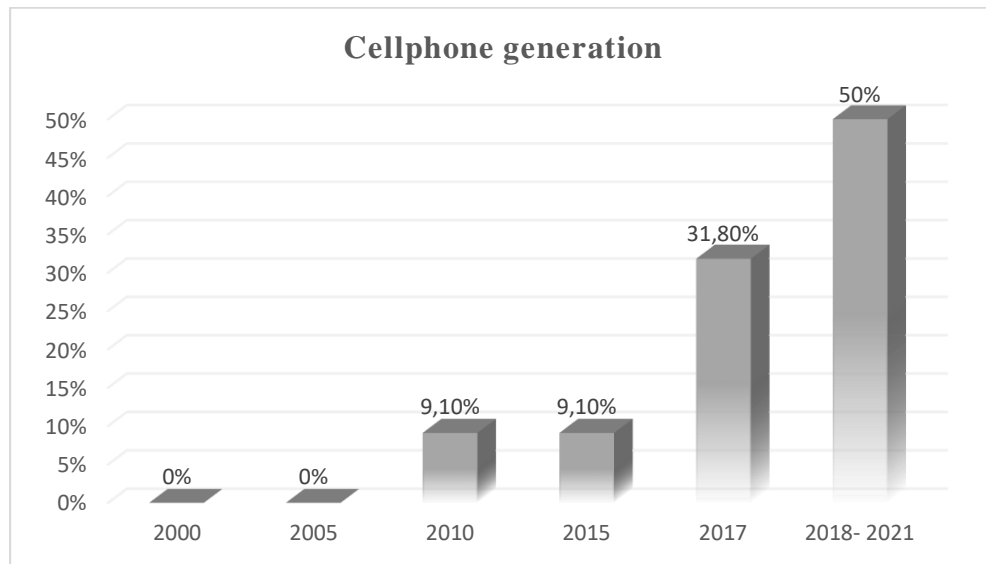


Figure 23. Cellphone generation

**Created by:** Palate, M. (2021)

### **Analysis and interpretation**

There is different cellphone's generation: the first and the highest in the bar chart was 50% which established that scholars had cellphones from "2018 to 2021". On the other hand, scholars had cellphones which represent from 2016 to 2017 being the 31, 80%. The third-place represented with 9, 10% from 2010 to 2015. In the fourth position, there were not students who have cellphones from the 4th generation. To conclude, it was found that the students have smartphones to use applications from the play store.

Question 10.- How often do you use your technological device to practice English ?

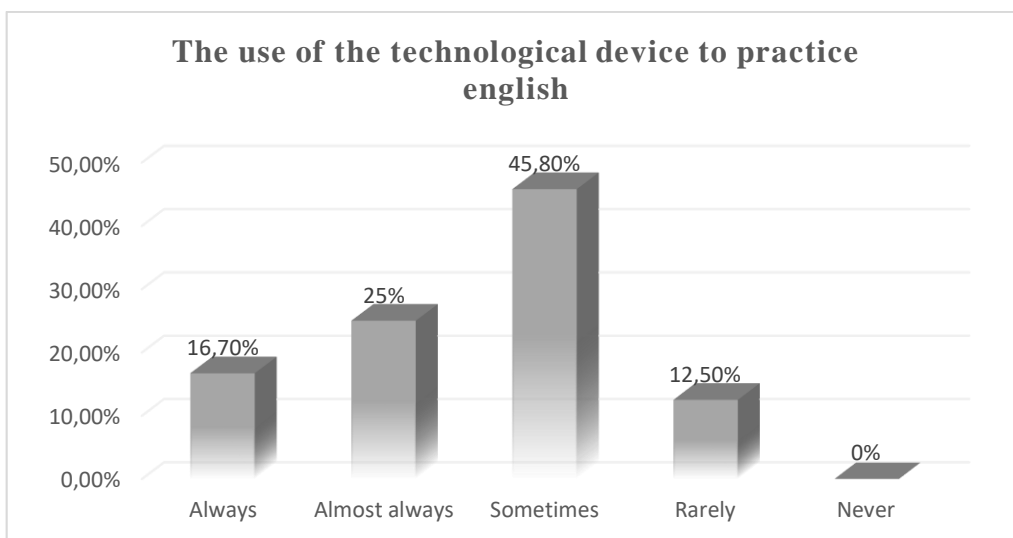


Figure 24. The use of the technological device to practice English

**Created by:** Palate, M. (2021)

### **Analysis and interpretation**

In the last question, students argued that “sometimes” used technological devices to practice the language, which is 45,80%, as it can be seen it was the highest rate among others. Moreover, pupils stated with the 25% that “almost always” used a technological device. Meanwhile, 16, 07% affirmed that they “always” used this kind of resource. Finally, the low rate in the chart is 12,50% which meant that this percentage of students “rarely” used such kind of equipment to practice the language. To sum up, scholars sometimes used their cellphone to study the target language.

### **4.1.3 Post-test.**

After the pedagogical intervention, the post-test was administered to students to analyze how far learners could use vocabulary learning strategies to determine the level of oral interaction. This thesis was purposeful to apply the seven topics taken from the students’ module. Regardless, it was not possible because of the pandemic situation and the online

modality. Consequently, to achieve a clear vision about the vocabulary e-learning strategies, the researcher emphasized four topics in the test. The test was performed by twelve students, and the oral interaction was between two students with teacher’s supervision. The post-tests grades were classified according to the same parameters mentioned in the pre-test; besides that, the test was equivalent to five for each component.

The findings in this research work are explained by answering the research questions of the study.

Research questions N3.- To what extent can students overcome their limitations on oral interaction by using appropriate vocabulary e-learning strategies?

After the analysis, the results obtained from the pre-test were the following:

#### 4.1.3.1.- Analysis and results

Table 8

*General Results for each student, experimental and control group respectively*

<b>EXPERIMENTAL GROUP</b>				<b>CONTROL GROUP</b>			
<b>Students Ninth B”</b>	<b>Pre-test 25/25</b>	<b>Post-test 25/25</b>	<b>Differences</b>	<b>Students Ninth “C”</b>	<b>Pre-Test 25/25</b>	<b>Post-test 25/25</b>	<b>Differences</b>
<b>Student 1</b>	<b>10</b>	<b>17</b>	<b>7</b>	<b>Student 1</b>	<b>10</b>	<b>10</b>	<b>0</b>
<b>Student 2</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>Student 2</b>	<b>15</b>	<b>15</b>	<b>0</b>
<b>Student 3</b>	<b>10</b>	<b>20</b>	<b>10</b>	<b>Student 3</b>	<b>5</b>	<b>7</b>	<b>2</b>
<b>Student 4</b>	<b>6</b>	<b>10</b>	<b>4</b>	<b>Student 4</b>	<b>7</b>	<b>7</b>	<b>0</b>
<b>Student 5</b>	<b>9</b>	<b>20</b>	<b>11</b>	<b>Student 5</b>	<b>5</b>	<b>7</b>	<b>2</b>
<b>Student 6</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>Student 6</b>	<b>5</b>	<b>7</b>	<b>2</b>
<b>Student 7</b>	<b>6</b>	<b>10</b>	<b>4</b>	<b>Student 7</b>	<b>5</b>	<b>10</b>	<b>5</b>
<b>Student 8</b>	<b>10</b>	<b>15</b>	<b>5</b>	<b>Student 8</b>	<b>5</b>	<b>5</b>	<b>0</b>
<b>Student 9</b>	<b>15</b>	<b>15</b>	<b>0</b>	<b>Student 9</b>	<b>5</b>	<b>15</b>	<b>10</b>
<b>Student 10</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>Student 10</b>	<b>5</b>	<b>10</b>	<b>5</b>
<b>Student 11</b>	<b>5</b>	<b>5</b>	<b>0</b>	<b>Student 11</b>	<b>5</b>	<b>10</b>	<b>5</b>
<b>Student 12</b>	<b>10</b>	<b>17</b>	<b>7</b>	<b>Student 12</b>	<b>10</b>	<b>15</b>	<b>5</b>

Table 8 displays the participants’ grades in the pre and post-test and the differences of each group.

**Created by:** Palate, M. (2021)

4.1.3.1.1.- *Post-test Control group.*

Table 9

*Post-test, control group, general results*

Number of students	Communication	Oral Interaction	Fluency	Vocabulary	Grammar
12					
<b>Average</b>	<b>2,43</b>	<b>2,43</b>	<b>2,43</b>	<b>2,88</b>	<b>2,88</b>

Table 9 shows the components' average of the post-test administered to the control group.

**Created by:** Palate, M. (2021)

Table 10

*Post-test, control group- post-test, summary.*

<b>Post-test Control group</b>		
	<b>Average</b>	<b>Percentage</b>
<b>Communication</b>	<b>2,43</b>	<b>48,6%</b>
<b>Oral Interaction</b>	<b>2,43</b>	<b>48,6%</b>
<b>Fluency</b>	<b>2,43</b>	<b>48,6%</b>
<b>Vocabulary</b>	<b>2,88</b>	<b>57,6%</b>
<b>Grammar</b>	<b>2,88</b>	<b>57,6%</b>

Table 10 displays the average and the components' percentage made through the percentage calculation to compare the improvement with the pre-test.

**Created by:** Palate, M. (2021)



## Post-test, control group oral interaction

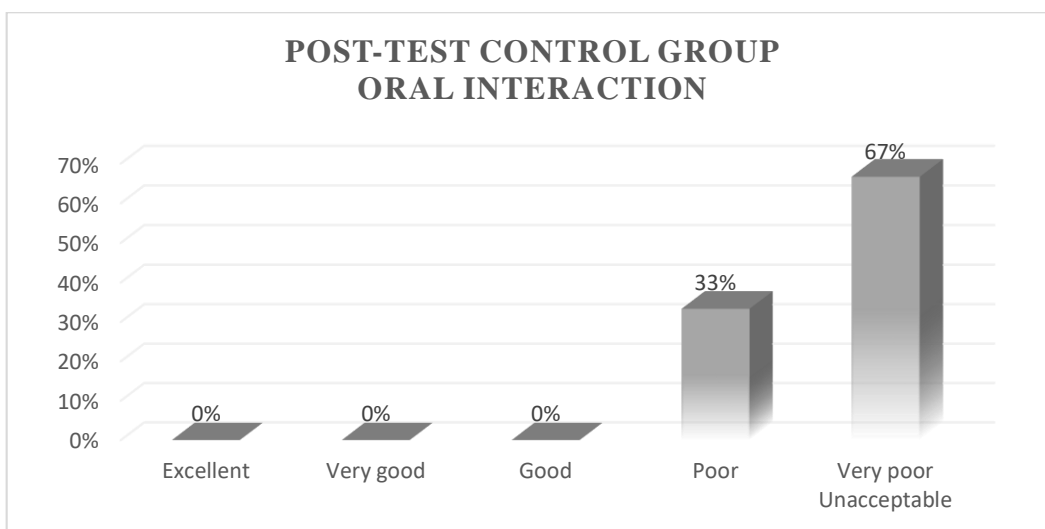


Figure 25. Post-test, control group oral interaction

*Created by:* Palate, M. (2021)

### Analysis and interpretation

After the teacher intervention through online classes, students who belonged to the control group took the post-test, and the bars showed that the highest percentage is 67% which represents “unacceptable” oral interaction between students, followed by the 33% according to the components graded, which represent that pupils have “poor” performance in oral interaction. Likewise, there is not a percentage who got a “good” “very good” neither “excellent” in the post-test. Thereupon, scholars had a low level of oral interaction, and it was almost similar to the data previously taken.

**Post- test control group vocabulary.**

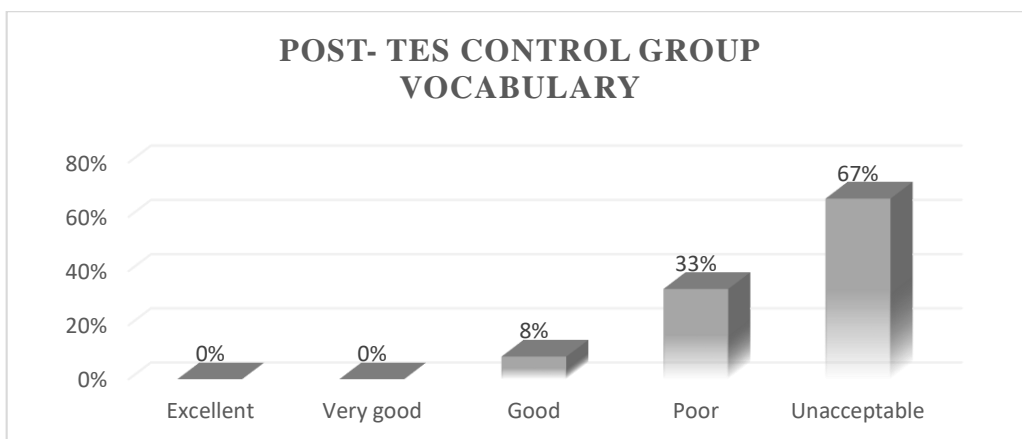


Figure 26. Post- test control group vocabulary.

**Created by:** Palate, M. (2021)

**Analysis and interpretation**

Based on the results taken from the post-test, the highest bar represent 67% as an “unacceptable” in vocabulary. On the other hand, 33% shows that students have a “poor” level of lexicon. The others components were not very well received; for that reason, the percentage is 0%. Hence, the learners did not have an acceptable level of vocabulary, and the results were similar compared to the pre-test previously explained.

*4.1.3.1.2 Post-test Experimental group.*

Table 11

*Post-test, experimental group, general results.*

Number of students	Experimental GROUP					Total
	Components description					
12	Communication	Oral Interaction	Fluency	Vocabulary	Grammar	
Average	3,32	3,32	3,32	3,54	3,54	

Table 11 shows the components’ average of the post-test administered to the experimental group.

**Created by:** Palate, M. (2021)

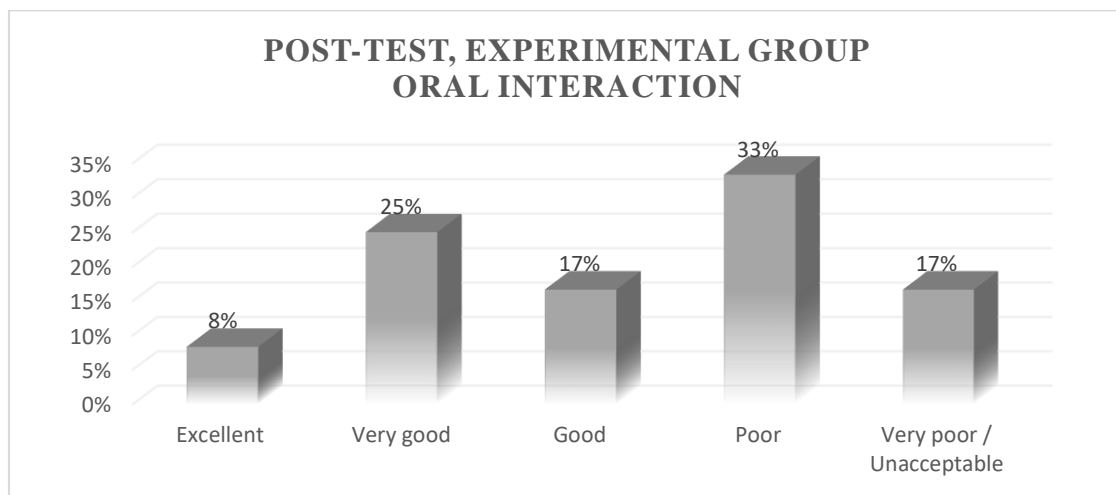
Table 12

*Post-test, experimental group, summary.*

<b>Post-test Experimental group</b>		
	<b>Average</b>	<b>Percentage</b>
<b>Communication</b>	<b>3,32</b>	<b>66,4</b>
<b>Oral Interaction</b>	<b>3,32</b>	<b>66,4</b>
<b>Fluency</b>	<b>3,32</b>	<b>66,4</b>
<b>Vocabulary</b>	<b>3,54</b>	<b>70,8</b>
<b>Grammar</b>	<b>3,54</b>	<b>70,8</b>

Table 12 displays the average and the components' percentage made through the percentage calculation to compare the improvement with the pre-test.

**Created by:** Palate, M. (2021)



*Figure 27. Post-test, experimental group oral interaction*

**Created by:** Palate, M. (2021)

### **Analysis and interpretation**

Subsequently, the post-test taken to the experimental group obtained the following results. In the oral interaction, the scholars had 33% equivalent to “poor” the highest rate in the bar chart, followed by 25% who scored “very good.” The third average is 8%, which represents “excellent,” the fourth bar represents 17% with a “good” score. The last one is

critical with 17%, which demonstrated as an “unacceptable” oral interaction. In consequence, the experimental group in oral interaction achieved to increase the test scores in particular from: “excellent,” “very good,” and “good” and considerably reduce the “poor” and “very poor.”

**Post- test, experimental group vocabulary**

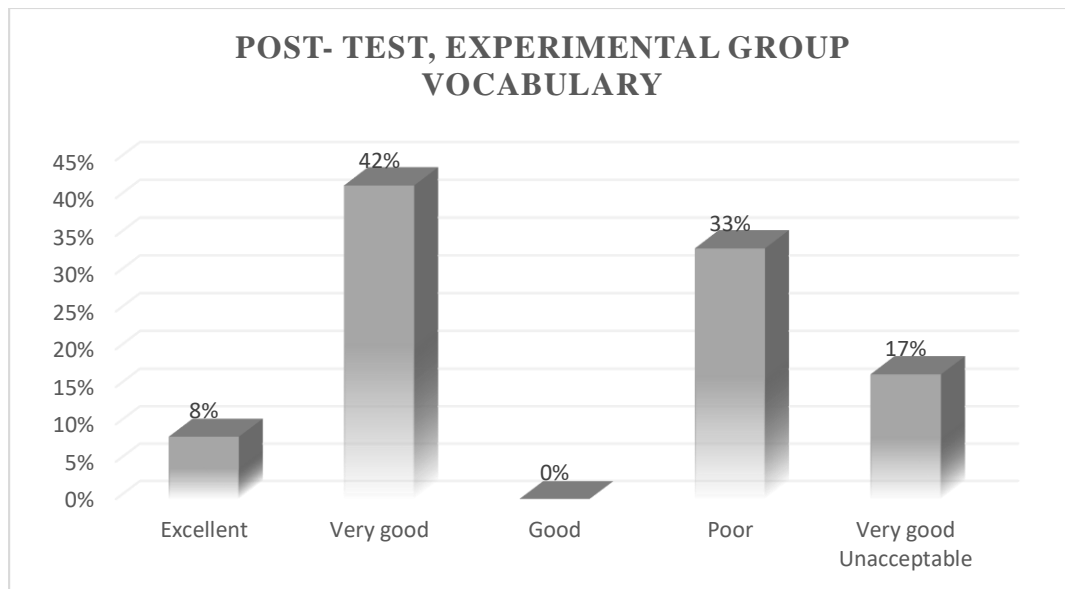


Figure 28. Post- test, experimental group vocabulary

**Created by:** Palate, M. (2021)

**Analysis and interpretation**

Concerning vocabulary, in the post-test, the results from the experimental group are the following: the bar chart which highlight is 42% with the score “very good,” as it can be seen above there are two bars with the same level of punctuation “excellent” and “good” with the 20% in total. Nevertheless, there is an opposite result with a low level of vocabulary in the students; and it is “poor” with an 80% and 40% considered “unacceptable” in the knowledge of lexicon in the students. Accordingly, the punctuation shows a big change in “Very good” with 100% and a decrease in “very poor or unacceptable” with 40%. Compared with the pre-test previously taken, the scores “very good” and “unacceptable” got 20% and 120%, respectively.

#### 4.1.3.2 Data collection and calculation of statistics.

The results of the pre-test and post-test from both the experimental and control groups were compared and analyzed. They are presented in the tables below:

Table 13.

*Data collection control and experimental group.*

Students N <sup>o</sup>	PRE-POST TEST, CONTROL GROUP										PRE-POST TEST, EXPERIMENTAL GROUP									
	Communication		Oral interaction		Fluency		Vocabulary		Grammar		Communication		Oral interaction		Fluency		Vocabulary		Grammar	
	PRE/5	POST/5	PRE/5	POST/5	PRE/5	POST/5	PRE/5	POST/5	PRE/5	POST/5	PRE/5	POST/5	PRE/5	POST/5	PRE/5	POST/5	PRE/5	POST/5	PRE/5	POST/5
	Student 1	2	2	2	2	2	2	2	2	2	2	2	3	2	3	2	3	2	4	2
Student 2	3	3	3	3	3	3	3	3	3	3	1	1	1	1	1	1	1	1	1	1
Student 3	1	1	1	1	1	1	1	2	1	2	2	4	2	4	2	4	2	4	2	4
Student 4	1	1	1	1	1	1	2	2	2	2	1	2	1	2	1	2	1	2	2	2
Student 5	1	1	1	1	1	1	1	2	1	2	2	4	1	4	2	4	2	4	2	4
Student 6	1	1	1	1	1	1	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Student 7	1	2	1	2	1	2	1	2	1	2	1	2	2	2	1	2	1	2	1	2
Student 8	1	1	1	1	1	1	1	1	1	1	2	3	2	3	2	3	2	3	2	3
Student 9	1	3	1	3	1	3	1	3	1	3	3	3	3	3	3	3	3	3	3	3
Student 10	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Student 11	1	2	1	2	1	2	1	2	1	2	1	1	1	1	1	1	1	1	1	1
Student 12	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	4	2	4
<b>Total</b>	21,28	29,26	21,28	29,26	21,28	29,26	22,61	34,58	22,61	34,58	25,27	39,9	25,27	39,9	25,27	39,9	25,27	42,56	26,6	42,56
<b>Average score</b>	1,77	2,43	1,77	2,43	1,77	2,43	1,88	2,88	1,88	2,88	2,10	3,32	2,10	3,32	2,10	3,32	2,10	3,54	2,21	3,54
<b>Average percentage</b>	35,4%	48,6	35,4%	48,6	35,4%	48,6	37,6	57,6	37,6	57,6	42,4	66,4	42,4	66,4	42,4	66,4	42,4	70,8	44,2	70,8

Table 13 shows the statistical process of each group from the evaluations administered.

Created by: Palate, M. (2021)

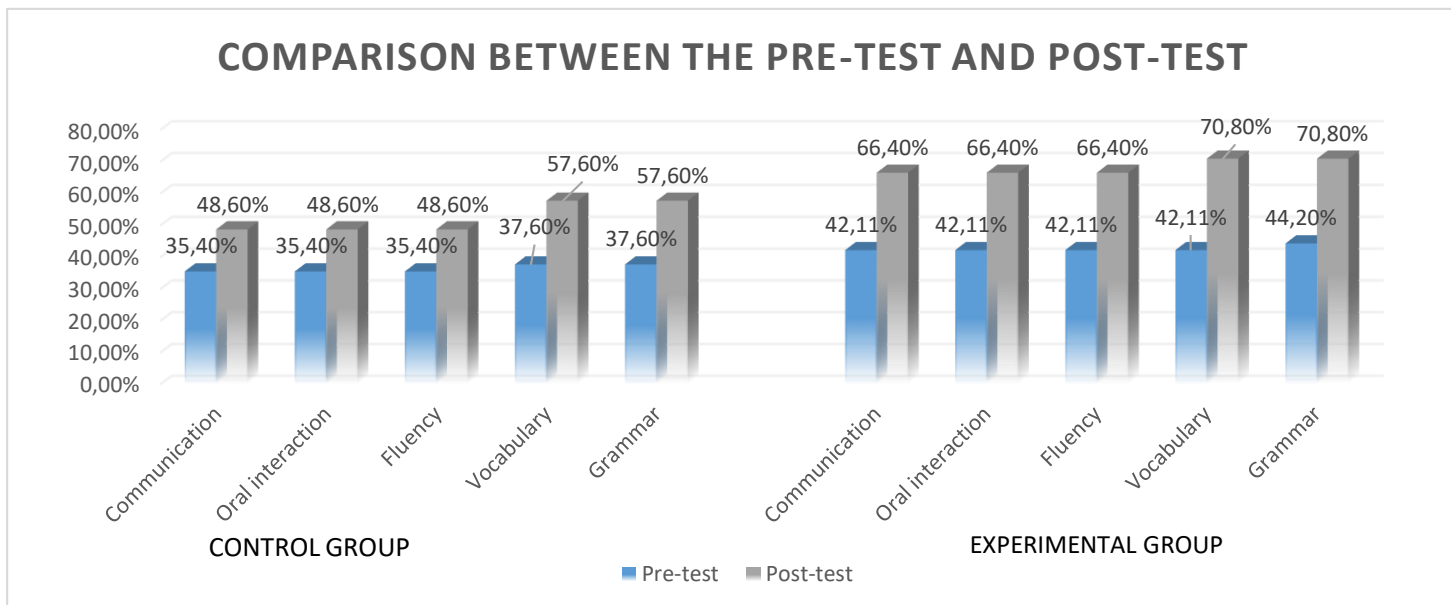


Figure 29. Comparison between the pre-test and post test

*Created by:* Palate, M. (2021)

#### Analysis and interpretation

The statistical analysis was done taking into account the total of the population; it meant the 36, 28% of students in the pre-test, understanding that this percentage is an arithmetic mean of the different components evaluated. Later on, in the same way, the post-test has obtained the percentage through the arithmetic mean with 52, 20%. As a result, the percentage calculation of the improvement is 43% with the students' oral interaction strategies.

After getting the results, the observations are tabulated through a bar chart as it is displayed above. As it can be seen about the oral interaction, the control group in the pre-test got 35,40%; there was a rise in the post-test taken after learners acquired the knowledge with a teacher in charge of the classes; the average obtained was 48,60%. Therefore, it shows that students have improved their oral interaction by a 37, 28%. Having said that, the experimental group illustrates an average of 42, 11%, which represents the pre-test. Be that as it may, in the post-test, the students achieve 66, 40%, there was a medium change of 57, 68% in the

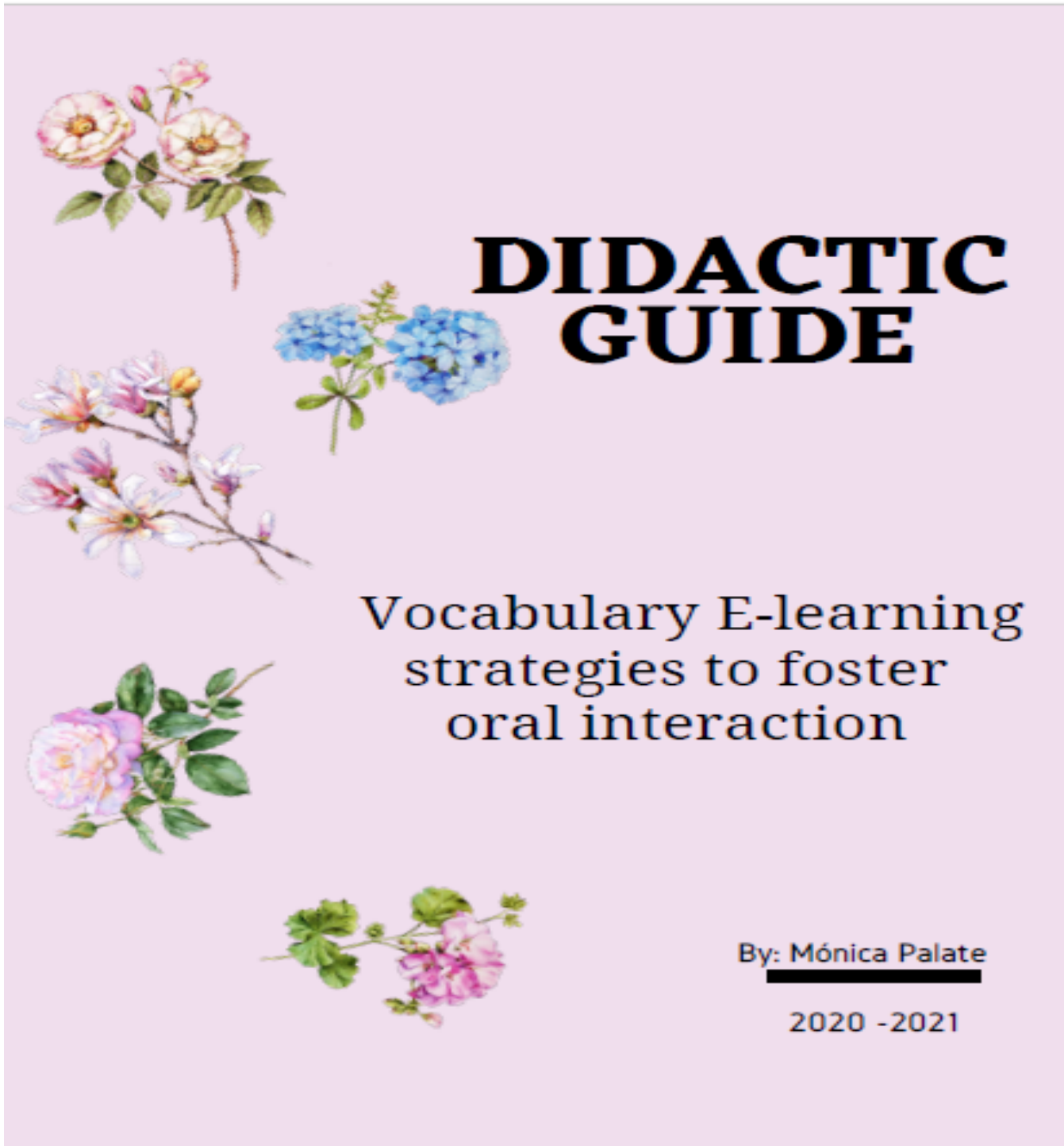
oral interaction. As a result in the experimental group represents a high average compared with the control group in the post-test taken.

Regarding to vocabulary, the pre-test in the control group, which average is 37,60%, and in the post-test, the percentage is 57,60%, as it can be seen that there is growth after the classes with the teacher in charge of the control group representing 34,72%. On the other hand, the experimental group was in charge by the researcher who obtained a percentage of the pre-test was 42, 11%, and in the post-test, the percentage in the post-test is 70, 80%; thus, there is an increment of 40, 52%.

To sum up, the oral interaction has improved through the strategies applied with the experimental group; there was a meaningful improvement in the oral interaction. Nevertheless, in the control group, some students improve considerably despite receiving traditional classes. Concerning the vocabulary in the experimental group, there was a big increase, which meant that learning lexicon through technological strategies was useful for improving knowledge in students. Howbeit, in the control group, there was an elevation which is helpful too.

CHAPTER V

ACADEMIC PROPOSAL





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## **5.2 A message for English as a Foreign Language Teachers**

This study focuses on educators who love this job, and their calling is to be a teacher to encourage students through e-learning tools. Nowadays, technology is breaking barriers and allowing students to continue learning through different technology devices. In that event, this study challenges teachers to be updated in technology and research also to learn about strategies that persuade learners to internalize new vocabulary and improve their speaking skills.

This instructional guide is accomplishing with the curriculum (2016) in Educación General Básica Superior (high junior), where Krashen (1985) states that: “The Spoken Production sub-thread focuses on the principle of fluency over accuracy. Learners will learn the sounds of English by motivating and engaging tasks to increase their confidence levels regarding the language” (p. 19). Fluency is relevant in the language; however, the learners need the teacher’s guide to improve the pronunciation and confidence to not give up on learning the language that will come over time.

## **5.3 Introduction**

Promoting the English speaking language involves learning vocabulary, pronunciation, basics of communication, and other sub-skills. This Research will share some activities considering the e-learning tools where most teenagers’ lives using the technology through phones, computers or tablets. Besides that, there are some English activities that students will take advantage of such as social media, apps, games, because nowadays, it is increasingly becoming meaningful to acquire new knowledge.

So, there are some activities that students will be able to get real experiences and enjoy activities while they are learning. Another advantage is that learners will face practical English, identifying and correcting their mistakes while learning. The main aim is to guide teachers to encourage and change traditional methods, and to learn new vocabulary through e-learning strategies to promote the students’ oral interaction. The main characteristic is to

be conscious of using the applications and programs online, which will support the background knowledge and do not lose the activity's objective, ensuring the enhancement of the speaking skill.

#### **5.4 Objectives:**

- To enhance oral interaction by implementing vocabulary e-learning strategies through an instructional guide for teachers of general education.
- To select suitable vocabulary e-learning strategies to foster oral interaction in students of general education.
- To support teachers in the e-learning process through the description of each strategy for improve oral interaction.

#### **5.5 How to use this guide book?**

First and foremost, this didactic guide is focused on the act of training; therefore, it might demonstrate a positive impact on performance or outcomes. Although classroom learning continues to have a vital role, more people are coming together in digital classrooms to boost learning, which is a life process. This guide is focused on teachers who want to encourage learners through technological strategies to develop oral interaction in class. Thus, there are some necessary tools to positively impact performance like the Internet, computer, laptop or smart cellphone with the accessibility to download apps and links to work in the activities.

The first step to use this guide is ACTIVATION (Vocabulary for understanding): In this thread, the teacher boosts students to perform the activities and guesses the topic through the vocabulary presented at the beginning of the session. This section intends to activate the learner's prior knowledge of the topic. Then, this vocabulary is related to the whole content and activities to acquire a new lexicon and apply it at the end of the session.

The second step is the CONNECTION (linking ideas): The students connect the new vocabulary and the new content. In this step, learners practice some activities online to understand and complete the information in the book or extra activities through the apps or platforms.

The third step is the CONFIRMATION (Practice): The scholars use the background knowledge, the new knowledge such as the vocabulary related to the new topic to engage and motivate students in the oral interaction through group presentations.

During the strategies' application, the teacher has to click on the links to get the page which will be applied; these links will guide the person to see the activities, the history, the name of the author, and even more, the date where it was published. Nevertheless, other links will not be able to see since it does not have detailed information; the teacher will see just the activities.

## **5.6 Students and Teacher's role**

### **5.6.1 Teacher's role:**

- Some suggestions for teachers are to use e-learning interactive vocabulary strategies in preparing oral classroom activities. At the same time, monitor the rooms zoom platform which support students.

Teacher might take some time to get practice in designing activities that students achieve via technological tools. Teacher might monitor their work and support learners in their synchronous and asynchronous activities.

- Teachers should encourage their students to engage in authentic language through the e-learning process through different activities in the class.

### 5.6.2 Students' role:

- Students should participate in e-learning vocabulary activities to develop their oral interaction. This means that they need to be active and become the managers of their learning process while they take risks with the language, get connected with their peers. In addition they need to explore information by using the technological tools ( Larsen & Marti, 2001).

- Students help, interact and support each other to achieve their learning goals.

### 5.7 List of Terms and definitions

This strategy is through an app that encourages people to meet new friends, and it is based on topics that are necessary at the beginning of a new conversation. In this strategy, the students do a role-play to practice as if it was a communication with a native speaker. Qutbi (2013) considers that “This comparison testing of their Oral Communication Skills completely shows improvement which was brought by new teaching methods such as demonstrations, discussions, role-plays, using worksheets, providing vocabulary in connection with the lesson and finally continuous feedback” (p.31).

**Using flashcards:** This strategy is remarkable in virtue of the easy way to find the synonym and the picture simultaneously of any word. These flashcards support students in learning, which means before starting, during the whole process of this strategy until the end of the session. As Bazuki & Hidayati (2019) emphasize, “Quizizz helps students appertain to quiz appreciation, learning effort, learning motivation, activities involvement and academic achievement” (p.3).

**Remarcable Ecuadorian story:** This strategy provokes participation to answer the questions after hearing and watching the played video. Emphasizing the fact that, the analyst focuses on the necessary words to emphasize the topic and learn the new vocabulary, such

as: the word cognate, as Perrin mentions some strategies that emphasize interaction, such as code-switching. Self-repair, word coinage, mime, literal translation, use of similar-sounding words, mumbling, and others (Perrin, 2009).

**Follow the thread to achieve the goal:** This strategy is like a thread because the activities made from the beginning are essential to achieve the teacher's aim at the end. This strategy draws attention to the students and teacher for the feedback of the pronunciation, spelling, and the meaning of each word; therefore, that app emphasizes topics according to the level of students. Besides that, it allows using the computer, so the schoolteacher might share the screen and enhance students in the participation.

**Collaborating and interactive activity:** This strategy allows students at the beginning to play and match the picture with the word. It is a strategy that supports students in their learning; as Ahmed (2018) expresses, "There are various types of these non-verbal strategies such as facial expressions, body language, acting, using pictures, and others. These non-verbal signals play an effective role in getting meanings across while communicating orally" (p.169). Subsequently, the teacher divides into rooms through the zoom platform, where each student has their role: a leader, a secretary, and others to organize the groups properly. Everybody works from their phone and describes the picture considering that the description is regarding the size, shape, materials, and others.

**Description through pictures:** The following application enhances to match the phrasal verbs; thus, the learners will guess about them. Later on, the students will use the phrasal verbs at the end of the session and describe a picture. This topic is related to usual outdoor activities around Imbabura province. According to the reading, a text supports them to understand in context and match the phrasal verbs.

**Voicetooner:** This strategy is developed through pictures that catch students' attention to understand the listening activities. This section enhances students to participate in a dialogue with their classmates easily. Even more, it facilitates pronunciation and students' participation. Hwang mentions: some of those topics that could help teachers plan a class and turn into an interactive conversation in class are: family, animals, religion, books, holidays, food, talents, and hobbies: guilty pleasure, travel, and others (Hwang, 2005).

## **5.8 Theoretical foundation**

### **5.8.1 Vocabulary E-learning strategies**

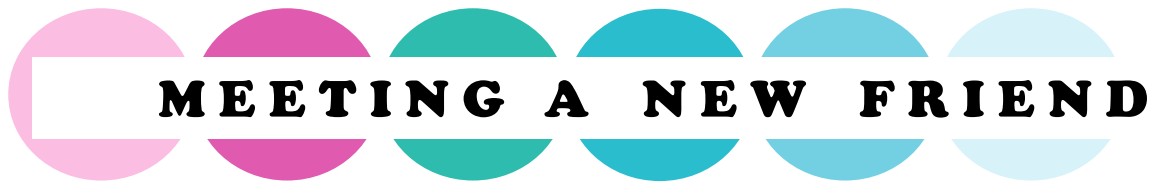
There will be e-learning strategies in the academic guide focused on many teachers who need some technological tools. Due to the Covid -19 situation, students have classes at home; thus, technology has been a unique tool to enhance students' learning all the academic subjects and why not the L2 language. Students will use technology's tools to engage them in different topics. As Ashraf, Motlagh, and Salami (2014) states, "Online vocabulary games tend to learn more appropriately and could retain the new words for a longer period and retrieve more words than those who are not through vocabulary games" (p. 288). Therefore, this kind of activity will support students to build up vocabulary to support the speaking skills, and the sub-skill the oral interaction; as Noor mentions, "vocabulary is necessary not only in reading and writing but also in listening and speaking. Lack of Vocabulary affects fluency in speaking and speed and process of reading, writing, and listening". (Noor, A, 2014, p.102). Therefore, vocabulary is crucial in the teaching and learning process because the teacher should find the method to improve the sub-skills, and it is better if it starts in the youth. Meanwhile, the learners should expand their knowledge of words because it will provide new information through different skills.

### **5.8.2 Speaking skill**

The oral interaction is meaningful for communication; through it, the students can express what they want, feel, and desire. Some suggestions are a productive interaction among learners, such as approximation, cognates, questions, discussions, giving ideas, giving

feedback, code-switching, the purpose of which students enjoy, and the opportunity to be involved and engage all students in the interaction. Teachers have to consider that to have a significant repertory, they should include students in real situations, encourage students to make mistakes, persuade participation, and have a comfortable environment. Furthermore, teachers have to focus on interesting topics for students: food, holidays, sports, hobbies, and so on. As Nisa (2014) mentions: “Interaction occurs as long as people are communicating each other and giving action and receiving the reaction in one another anywhere and anytime, including in the classroom setting” (p.124).





# MEETING A NEW FRIEND

## STRATEGY # 1

### Academic phone call

**OBJECTIVE:** Students will interact with a native speaker through a call to promote students' comprehension while interacting with others.

#### CHARACTERISTICS OF THE STRATEGY

Interaction: In pairs and in groups.

Grade level: A1.2

Time: 40 minutes

Resources: Computer, cellphone, notebook, pen or pencil, Internet connection.

Platforms/ applications: Lingbe, zoom

Digital Resources: Educaplay, jamboard, pickerwheel.

### PROCEDURE:

#### ACTIVATION (Vocabulary for understanding)

- The teacher will share the link to match the picture with the word in educaplay.
- The vocabulary is: weather, where, country, married, single, born, from, sunny, hobby, drawing.

[https://www.educaplay.com/learning-resources/8004149-meeting a new friend.html](https://www.educaplay.com/learning-resources/8004149-meeting-a-new-friend.html)

- The educator will ask students to guess the topic (the instructor will give keys to encourage students), what are we going to talk about?.

### **CONNECTION (Linking ideas)**

- The tutor will ask a volunteer to read a dialogue and take turns and do a role play, give an example of how they should start interacting with a native speaker.
- The teacher will share the screen to start with the activity.

The link will be:

**<https://jamboard.google.com/d/1-5K12dIwMJNldEx3BUKak4KkKKILO1VMvNEfLV0PR8/edit?usp=sharing>**

- The Pedagogue will give an example of how to work with the dialogue.
- The educator will allow scholars to take turns to do role-playing with the reading given.
- The instructor will give all students the opportunity; the schoolteacher will select from the following wheel.

**<https://pickerwheel.com/>**

- The tutor will send the link to the pupils, and they will answer the questions about their personal information.

**<https://jamboard.google.com/d/1hBcXC6IehIb-68rvztxD7yRqW4rQZRpluv8HxuaUHjc/edit?usp=sharing>**

- The Schoolmaster will give the instructions such as: select a leader to share the link and complete the task.
- Teacher will divide into groups and ask if they have a doubt.
- The professor will give 10 minutes to do this task to answer the questions.
- The master will support and monitoring students in each rooms for any doubt.

### **CONFIRMATION (Participation)**

- The teacher will give the instructions to download the app and login in.
- The tutor will use lingbe and call a person to interact as a model to encourage students to ask questions.
- The professor will encourage volunteers to talk with a native speaker.
- Educators might congratulate the courage of students to participate in this activity.
- School teacher will give general feedback to students.

## STUDENT'S GUIDE

### **ACTIVATION** (Vocabulary understanding)

- Juniors will open the link given for the teacher about educaplay.
- Students will match the picture with the word and try again if they make mistakes.
- Learners will give ideas about what the topic is.
- Scholars will be aware of the objective at the beginning of the class.

### **CONNECTION** (Linking ideas)

- Students will listen to the teacher and a volunteer to practice the dialogue.
- The observer will take turns to participate with a classmate to read the dialogue.
- After that, the novice will change the dialogue with their personal information to recognize the questions and answers.
- The juniors will participate with the instructor to encourage pupils in the dialogue.

### The second part

- The observers will obtain the link and open it to listen to the master the instructions on how scholars should work in this activity.
- Learners will be in groups in the zoom platform to answer the questions with their personal information, similar to the schoolmaster's dialogue.
- Students will have the link to participate in class.
- Before going to the breakout sessions, the students will ask any doubts to the teacher.

### **CONFIRMATION** (Practice)

- When the time is up, the scholar should go back to the class.
- Students will participate in the conversation with a native speaker.
- Juniors should download the app to log in in the lingbe, and students will open the application.
- Scholars will listen to a classmate doing the dialogue with a native speaker.
- The rest of the students will listen carefully for specific details about the dialogue between the student and the native speaker.
- Pupils will listen to the feedback.

## TECHNOLOGICAL SUPPORT (FOR TEACHERS) LINGBE

### Description:

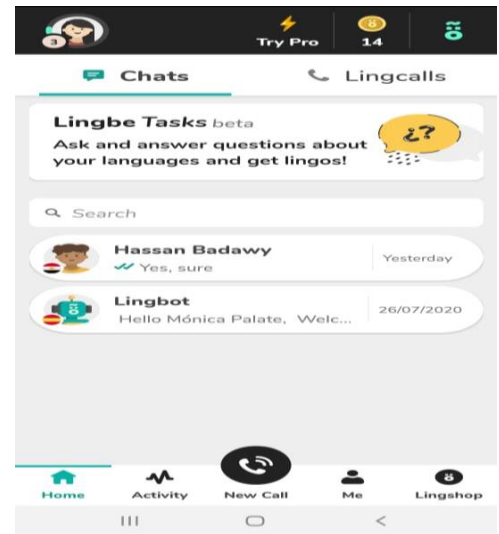
This app is essential for real interaction and meets new friends around the world. The teacher could apply at different levels. This app that educators or students can download on the cellphone and not on the computer.

### Steps:

- 1.- Download the app on your cellphone (Lingbe)
- 2.-Sing up with your Google account.
- 3.- Complete your personal information.
- 4.- Click on “New call” and select the language “English.”
- 5.- Finally, select “Start.”

Note: it is for both ( students and teacher)

-If the teacher wants to work on the computer, it can open through: <https://lingbe.com/>



<https://lingbe.com/>

## EDUCAPLAY

### Description:

This platform helps do different interactive activities to learn vocabulary and emphasize its meaning. Teachers can do activities: word research puzzle, crossword puzzle, matching columns game, and others.

Here you have a video that could be meaningful for teachers.

<https://www.youtube.com/watch?v=GMGZCbuAdE4>



<https://es.educaplay.com/>

## JAMBOARD

### Description:

Jamboard is a platform where professors can make different activities to complete and contrast information through: Venn diagrams, graphic organizers, share the jam with collaborators, and other activities. Jamboard is a great tool to save information.

Here you have a video that could be useful for teachers. <https://www.youtube.com/watch?v=K1qS6avlNaE>



<https://jamboard.google.com/>

# The importance of music

## STRATEGY # 2

### Using digital flash cards

**OBJECTIVE:** Learn the new vocabulary through flashcards to understand the reading and answer the questions with their own words.

### CHARACTERISTICS OF THE STRATEGY

Interaction: In pairs and in group

Grade level: A1.2

Time: 40 minutes

Teaching Resources : Computer, cellphone, notebook, pen or pencil, Internet connection.

Page: 2, module 1.

Platforms/ applications: Quizlet, hotpotatoe.

Digital Resources: Pickerwheel, jamboard.

### **PROCEDURE:**

**ACTIVATION (Vocabulary for understanding)**

#### QUIZLET

-The professor will share the vocabulary through flash cards (the word, the meaning and the picture).

<https://quizlet.com/ec/557819942/how-does-music-makes-you-feel-flash-cards/?x=1qqt>

#### **Vocabulary:**

Manage, Cure, Illness, Lower, Learning, Feel, Quiet, Compose, Without, Performance.

-The educator will emphasize the meaning of each word to give the student an idea about it.

- The teacher will ask students to guess the topic; what are we going to talk about?
- The professor will give a key to guess what the topic is.
- The instructor could select a student from the online spinner wheel:  
<https://pickerwheel.com/>

### **CONNECTION (Linking ideas)**

- The teacher will read the lecture, identify and reinforce to comprehend, and reinforce with the flashcards to the learners to answer the questions according to the information from the text.
- This is the link to read the text about How does music make you feel:  
[https://jamboard.google.com/d/1IXFrBtrlR22Sg7C4dN2Yw5xKhoKLFLWoabUN71T\\_O\\_gI/viewer?f=1](https://jamboard.google.com/d/1IXFrBtrlR22Sg7C4dN2Yw5xKhoKLFLWoabUN71T_O_gI/viewer?f=1)
- To know if students comprehend the lecture, the teacher will send a link to match the questions with the answers.
- The tutor will check the answers with the whole group through this link: HOTPOTATOE  
[https://5dsctihyv4m5uzwevdawta-on.driv.tw/solo\\_para\\_prueba/how\\_does\\_muisc\\_make\\_you\\_feel.htm](https://5dsctihyv4m5uzwevdawta-on.driv.tw/solo_para_prueba/how_does_muisc_make_you_feel.htm)

### **CONFIRMATION (Practice)**

- After that, the professor will share some questions related to the reading.
- Teacher will encourage students to participate through an illustration to encourage them to answer the questions about the reading and personal information.
- The questions will have a key to support students.
- The teacher will divide the groups in order to answer the question (7 minutes, zoom activity)  
[https://jamboard.google.com/d/1LO60qVwGgLRqRjyTCerWDXYC5O6v4Zp5z64vb7nod\\_SY/edit?usp=sharing](https://jamboard.google.com/d/1LO60qVwGgLRqRjyTCerWDXYC5O6v4Zp5z64vb7nod_SY/edit?usp=sharing)
- The tutor will monitor and enhance students with difficulties.
- When they back to the session, let them participate and support each other with an accurate answer.

## STUDENT'S GUIDE

### ACTIVATION (Vocabulary understanding)

- Students will see the flashcards on Quizlet to better understand the content to internalize new vocabulary through pictures and words simultaneously. Besides that, pupils will guess what the topic is.
- Different juniors will participate in guessing the topic with the clue that the teacher gives.

### CONNECTION (Linking ideas)

- The pupils will have a flashcard link to check if necessary according to the reading given.
- Scholars will pay attention to the passage to connect the ideas with the hot potatoes link.
- Observers open the link to match the questions with answers
- Compare the answer with the teacher and classmates in the whole group.

### CONFIRMATION (Practice)

- The pupils will see the example of the teacher to answer the questions in jamboard but with their personal information.
- Learners will be divided in groups to interact among them and answer the questions given, the whole group will have access to answer questions.
- After, trainees have to share with the rest of students and the teacher will reinforce if it is necessary.

TECHNOLOGICAL SUPPORT (FOR  
TEACHERS)  
QUIZLET

Description:

Quizlet is a great tool that support students through flash cards and different kind of games that improve their learning easily. The activities that teachers can carry out in this paltaform are: Flascards, test, scatter, space race and other.

Here you have a video that could be meaningful for teachers.

<https://www.youtube.com/watch?v=X4u43UIQwM8>



<https://quizlet.com/>

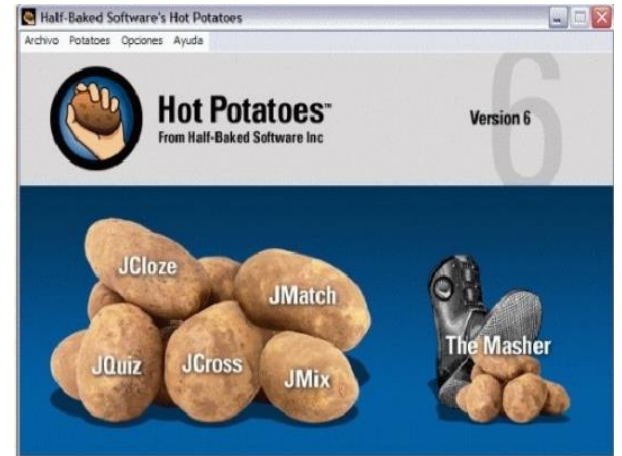
HOT POTATOE

Description:

Hotpotatoe is a platform that the educator can create interactive activities for free. The activities that the instructor can create are: interactive multiple-choice, short-answer, jumbled-sentence, crossword, matching/ordering and gap-fill exercises.

Here you have a video that could be meaningful for teachers

<https://www.youtube.com/watch?v=RdD-qM5lYrY>



<https://hot-potatoes.uptodown.com/>





# An Ecuadorian Champion

## STRATEGY #3

### *Remarcable Ecuadorian story*

**OBJECTIVE:** Learn lexicon about track through a video to emphasize the interaction and description of a famous athlete.

### CHARACTERISTICS OF THE STRATEGY

Interaction: In pairs and in group

Grade level: A1.2

Time: 40 minutes

Teaching Materials: Computer, cellphone, notebook, pen or pencil, Internet connection.

Page: 12, Module 1

Platforms/ applications: Edpuzzle, zoom

Digital Resources: Youtube, jamboard.

### **PROCEDURE:**

#### **ACTIVATION (Vocabulary for understanding)**

-The teacher will share a video with the students to guess what the topic is about?

-The tutor will emphasize in the video the unknown words for better understanding.

<https://youtu.be/9xqdMpJqiRQ>

## **CONNECTION (Linking ideas)**

- The teacher will share the screen to ask about the video given.
- Later on, the professor will work with edpuzzle, share the same video and answer the questions according to the data.
- The tutor will suggest students take part in the class to complete the information.
- The teacher will see if the students need to watch once or twice to get the information.
- The link to complete this activity is the following:

<https://edpuzzle.com/media/60d8b7984be4c241560df325>

## **CONFIRMATION (Practice)**

- The instructor will ask the questions: who is your favorite athlete? Thus students will think and predict about the topic, and the teacher will accept any answer.
- The tutor will share some questions to complete general information about athletes.
- In jamboard there will be some adjectives to support them in the description in the last question. The educator shares cognates in order to make the description easy for students.
- The questions will be:

<https://jamboard.google.com/d/1LaPmR8WoWcq5Y8EcjCbeKnwrgRYEEIEmrd5xQHtmq38/edit?usp=sharing>

- The professor will divide into zoom sessions to let scholars determine the correct answer in a group.

The teacher will divide the groups, select a leader to manage the group, and answer the zoom activity questions.

When the students finish the task, the teacher will ask a volunteer group to describe an athlete's biography.

- At the end, the instructor will be supporting the student to answer any question through a link with the key to encourage them to answer the questions.

[https://jamboard.google.com/d/1u0xNLC7IGBYflNzLjF6USrwoAizPVEa4\\_zf\\_kBKcRS8/edit?usp=sharing](https://jamboard.google.com/d/1u0xNLC7IGBYflNzLjF6USrwoAizPVEa4_zf_kBKcRS8/edit?usp=sharing)

## STUDENT'S GUIDE

### **ACTIVATION (Vocabulary understanding)**

- Students during this stage will watch the video.
- The pupils will see the new vocabulary through pictures for better understanding and participation in the class.
- Scholar will remember the keys until to guess what the topic is.
- Volunteers will participate.

### **CONNECTION (Linking ideas)**

- Pupils will watch the video about Glenda Morejón.  
Students will interact in the class (teacher and students) to identify the correct answer through edpuzzle; this app lets students answer step by step until they finish the video.
- Juniors will see the video once or twice, depending on the students to complete the information.
- Teacher will guide learners to complete and enhance the oral interaction according to the video.

### **CONFIRMATION( Practice)**

- The students will answer some questions related to the topic.  
The pupils will describe athletes in Ecuador; they should agree to write the correct information following the teacher's clues.
- Scholars will share the biography about famous athletes through the following clues:  
[https://jamboard.google.com/d/1u0xNLC7IGBYfINzLjF6USrwoAizPVEa4\\_zf\\_kBKcRS8/edit?usp=sharing](https://jamboard.google.com/d/1u0xNLC7IGBYfINzLjF6USrwoAizPVEa4_zf_kBKcRS8/edit?usp=sharing)

TECHNOLOGICAL SUPPORT (FOR  
TEACHERS)  
EDPUZZLE

Description:

This platform is a free tool that allows teachers to create interactive activities with videos and at the same time make open-ended or multiple-choice questions, audio notes, audio tracks or comments on the video.

Here you have a video that could be meaningful for teachers.

<https://www.youtube.com/watch?v=eWRseaT7-9U>



*<https://edpuzzle.com>*

# Relaxing activities we like

## STRATEGY # 4

*Follow the thread to achieve the goal*

**OBJECTIVE:** Acquire vocabulary about the leisure activities through an application and the interaction among students to describe their personal hobbies.

### CHARACTERISTICS OF THE STRATEGY

Interaction: In pairs and in group

Grade level: A1.2

Time: 40 minutes

Teaching Materials: Computer, cellphone, notebook, pen or pencil, Internet connection.

Page: 16, Module 1.

Platforms/ applications: Central English, padlet.

Digital Resources: The word search.

### **PROCEDURE:**

#### **ACTIVATION (Vocabulary for understanding)**

- The teacher will share the students a link to look for the vocabulary in the word search puzzle and wait for that student to guess.
- Teacher will give some clues and accept any topics to emphasize them.

**<https://thewordsearch.com/puzzle/1799395/the-leisure-activities-we-like/>**

- The instructor will emphasize the leisure activities to support students in recognizing the topic.

#### **CONNECTION (Linking ideas)**

- Teacher will suggest that this activity will be through their cellphone or computer to watch a video to highlight the leisure activities.

- Learners should download the app “ Central English”
- The tutor will explain the procedure of how they should log in up and log in through this app.
- The professor will give instructions to follow this application process and listen to the video about their leisure activities, learn some words, and practice through the pronunciation; it will be with the whole group.

### **CONFIRMATION (Practice)**

The teacher will send the link about paddle to describe their favorite hobby and answer the questions given.

The link is: <https://padlet.com/monicapalate9/dm6fnw8zfs6eef4o>

## STUDENT'S GUIDE

### ACTIVATION

#### Vocabulary understanding

- Scholars will open the link and find the words in the research puzzle.
- Students will identify the topic through the word research puzzle.
- The pupils will notice the words about the leisure activities to identify the topic.
- The learners should follow the clues that the educator facilitates in order to guess.

### CONNECTION (Linking ideas)

- Students will download, sign up and sign in at the application "Central English."
- The pupils will follow the steps to work with this application.
- First of all: The students will watch a video
- Second: Students will practice the pronunciation to describe their hobby.
- Third: The students will acquire the new vocabulary about this topic by writing missing words.

### CONFIRMATION (Practice)

- Pupils will see the teacher's leisure activity description as an example in paddle; then the students will think and look for a hobby to do this activity
- The scholars will describe their leisure activity, taking into account the questions given in paddle.
- Finally, they will present their hobby.

TECHNOLOGICAL SUPPORT (FOR  
TEACHERS)  
CENTRAL ENGLISH

Description:

This website support students in different skills such as: listening, speaking, pronunciation and vocabulary. The vocabulary is essential that is why the students will learn and understand in content using as a model the video.

Here you have a video that could be meaningful for teachers.

Process:

- 1.-Sing up with your google account.
- 2.-Sing in with your email and password.
- 3.- Select your level and start working on the activities for free.



<https://es.englishcentral.com/>

THE WORD SEARCH

Description:

The word search is a page where teachers can do a word search puzzle easily. The person who wants to do it;

- 1.-Click on “word search maker”.
- 2.-Complete the information you need.
- 3.-Submit.



<https://es.padlet.com/>

Padlet

Description:

Padlet is an app that allow students to share their ideas or description about something, it could be anonymous or with the name. This app can be use



through a smart cellphone or computer, after that students can share and present their work.

How to use the app ? click on the link to explain you step by step.

[https://www.youtube.com/watch?v=KmJY4j\\_F8Xc](https://www.youtube.com/watch?v=KmJY4j_F8Xc)



**padlet**

*<https://es.padlet.com/>*



### STRATEGY # 5

*Collaborating and interactive activity*

**OBJECTIVE:** Know about unusual hobbies through readings and the description of peculiar hobbies to encourage students to interact with their classmates.

#### CHARACTERISTICS OF THE STRATEGY

Interaction: In pairs and in group

Grade level: A1.2

Time: 40 minutes

Teaching Materials: Computer, cellphone, notebook, pen or pencil, Internet connection.

Page: 20, Module 1

Platforms/ applications: Central English, padlet, zoom.

Digital Resources: The word search.

#### **PROCEDURE:**

##### **Vocabulary for understanding**

The tutor will share the link to play a Memory game about the new vocabulary.

**Vocabulary:** Wedding, buy, prices, seashores, handicrafts, fair, carving eggshells, clay, eggshells, art soap, dragon the street, shell jewelery.

<https://puzzel.org/en/memory/play?p=-MWLo6vaLWNKJQU-U1zp>

[https://puzzel.org/en/memory/play?p=-MWLqoW9XQRoAfT\\_fXoc](https://puzzel.org/en/memory/play?p=-MWLqoW9XQRoAfT_fXoc)

- The tutor will allow students participate and select the picture and the correct word.
- The professor will enhance students in the guessing of the topic.

### **CONNECTING THE IDEAS**

-The instructor will use google presentations in order to participate and describe the material, the place, color, size, shape and the important characteristics of this object.

-The teacher will give an example with the first picture, *soap or art*.

[https://docs.google.com/presentation/d/11fmOaiuvcX-nksf69hRYsfj\\_xlTFSYjeHHPx2i9jb8/edit?usp=sharing](https://docs.google.com/presentation/d/11fmOaiuvcX-nksf69hRYsfj_xlTFSYjeHHPx2i9jb8/edit?usp=sharing)

-After that, the teacher divides in groups to give students a picture. (Zoom sections).

-The tutor will give student different link to each group to participate and share with the whole group.

**Group#1: Carving eggshells**

[https://docs.google.com/presentation/d/1ecWCh\\_sKiL67\\_g88Gh6l8GMSQutj89SP8ro3mujRGa0/edit?usp=sharing](https://docs.google.com/presentation/d/1ecWCh_sKiL67_g88Gh6l8GMSQutj89SP8ro3mujRGa0/edit?usp=sharing)

**Group #2: Shell jewelery**

[https://docs.google.com/presentation/d/1cdvsTL2Hq4NCCluctXuY6P\\_16SZWcRmpU1-gDWj-g2I/edit?usp=sharing](https://docs.google.com/presentation/d/1cdvsTL2Hq4NCCluctXuY6P_16SZWcRmpU1-gDWj-g2I/edit?usp=sharing)

**Group # 3: Dragons in the street**

[https://docs.google.com/presentation/d/1qetbivG5w-5gZkF9B\\_MGTLscpV9RnJLSPtmBCKyGQDI/edit?usp=sharing](https://docs.google.com/presentation/d/1qetbivG5w-5gZkF9B_MGTLscpV9RnJLSPtmBCKyGQDI/edit?usp=sharing)

**Group # 4: Cocodrile hunter**

<https://docs.google.com/presentation/d/1b1LFfcEYY62nYyFRNA5ENBHiZ51-ZvxRleL2ZwIbOIM/edit?usp=sharing>

-The instructor will give the link to participate through their computers and describe the topics suggested.

-The teacher will be monitoring in each room to motivate or support students in any doubt.

## **PRACTICE**

The tutor will ask students to use the platform Padlet, they will describe their own unusual hobby such as: Material, the place and the important characteristics of this object.

Teacher will inquire students to present at least 3 students from the whole group, they will be selected to present the task.

## STUDENT'S GUIDE

### ACTIVATION (Vocabulary for understanding)

- The students will participate in the Memory game to match the picture with the words.
- Scholars will see the pictures and words to internalize them while they are playing the game.
- At the end, pupils will guess what the topic is to introduce in the class.

### CONNECTION (Linking ideas)

- The students will be divided into groups to describe the picture, such as: the color, size, shape and material.
- One scholar (the leader) will open the link to ask classmates to participate in the group.
- Even students can access to add data through this link.
- The learners will ask any question to the teacher that will be monitoring.
- Later, the pupils will share the task with the class.

### CONFIRMATION (Practice)

- The students will describe an unusual hobby, and they will share it through the application padlet. It will be for the whole group.
- Pupils will listen to the recommendation and feedback.

## TECHNOLOGICAL SUPPORT (FOR TEACH

### PUZZLE.ORG

#### Description:

This page is meaningful to engage students to participate and be waiting for the new knowledge that will acquire in the class.

#### Instructions:

1.- Click in the link:

<https://puzzel.org/en/features>

1. Push on create, then you have 12 puzzle types to select your favorite.
2. If you select memory game, you should have pictures to upload and match with the correct word.
3. Save everything and copy the link to send your students.



<https://puzzel.org/en/features>

### GOOGLE PRESENTATIONS

#### Description:

Google presentations is a program which is helpful for teachers to present interactive classes, with audios, videos and work in groups, it is totally free, just the person who is interested on it, should create an account in google.

#### Basic instructions:

<https://youtu.be/kYA6GLAzz9A>

How to work in group? Look at the following video to know how to do ti.

<https://www.youtube.com/watch?v=C-xLkEdVrAM>



Google Slides

<https://docs.google.com>

# What can people do in Otavalo?

## STRATEGY # 6

### Description through pictures

#### **OBJECTIVE:**

Review the reading through a text and some questions to reinforce the Otavalo city's knowledge and its different characteristics.

#### CHARACTERISTICS OF THE STRATEGY

Interaction: In pairs and in group

Grade level: A1.2

Time: 40 minutes

Teaching Materials: Computer, cellphone, notebook, pen or pencil, Internet connection.

Page: 22, Module 1

Platforms/ applications: Hotpotatoe, Canva, zoom.

Digital Resources: Flippity.

#### **PROCEDURE:**

##### **ACTIVATION (Vocabulary for understanding)**

-The teacher will share the screen, and students will see the vocabulary to identify the correct phrasal verb.

Students will identify the correct word to match the verb; later, the teacher will check if it is correct.

**[https://www.flippity.net/ma.php?k=174HdHwHfVuzP8CaB\\_KVkyj4xG3kp1bUJMa6](https://www.flippity.net/ma.php?k=174HdHwHfVuzP8CaB_KVkyj4xG3kp1bUJMa6)**

**T2DS-IzY**

-Ask learners what the topic is in order to introduce the topic.

**ACTIVATION ( Connecting the ideas)**

-The teacher will share the link (hotpotatoe): <https://5dsctihyv4m5uzwevdawta-on.driv.tw/strategy%206/strategia%206%20parte%20de%20conneccion/reading%20for%20connection.htm>

-The professor will share a text about Otavalo to skim the reading of this place. Moreover, she will explain the task what students should do.

-The instructor will share the questions to select the correct answer.

-The master will divide into groups through Zoom ( zoom rooms).

-The teacher will select a student to be the leader and do the task in groups.

-The educator will be monitoring the rooms and engaging students to identify the correct answer.

-When students back to the whole session, the master will check the answer with students.

### **CONFIRMATION (Practice)**

-The schoolteacher will share the screen to explain the following activity; students should explain with their own words about Otavalo, different issues in the picture and using the phrasal verbs. Later on, the Educationalist will share the link:

[https://www.canva.com/design/DAETobX\\_kbU/Klpm4fbto2sbNb7ZNFuKDg/view?utm\\_campaign=designshare&utm\\_source=sharebutton](https://www.canva.com/design/DAETobX_kbU/Klpm4fbto2sbNb7ZNFuKDg/view?utm_campaign=designshare&utm_source=sharebutton)



## STUDENT'S GUIDE

### ACTIVATION (Vocabulary understanding)

- The juniors will see the teacher's screen to help and join the phrasal verbs and guess the topic.
- The pupils will participate in enlisting the verbs in order to complement the phrasal verbs.
- Scholars will be selected from the spinner in order to ask the participation.

### CONNECTION (Linking ideas)

- The learners will open the link to be ready for the teachers' instruction.
  - Students will skim to identify a general overview from the text.
  - The pupils will have on the left the reading, and on the right, there will have questions to recognize the answer in group.
- One scholar will be in charge of sharing the screen in order to complete it.
- When pupils back, they will help the teacher recognize the correct answer and give feedback.
  - When students back, the instructor will check with them the answers.

### CONFIRMATION ( Practice)

- Pupils will have a link to graphic info base on the topic.
- Scholars will look at the picture to answer questions.
- Students will report with their own words this infographic.

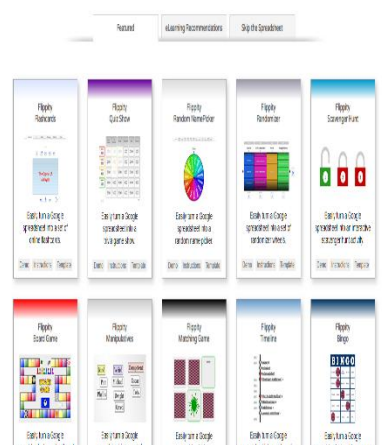
## TECHNOLOGICAL SUPPORT (FOR TEACHERS) FLIPPITY

### Description:

This application has a diverse activities to motivate students to learn. One of this activities is flippity manipulatives. This activity enhances students to write phrases, sentences, phrasal verbs and others. Through this task students can interact orally until to come an agreement to form the sentence and present to the class.

### Instructions:

- 1.- Click on this website <https://www.flippity.net/>
- 2.- Check what kind of activity will fit with your topic.
- 3.- Push on demo, if you want to know how the activity works.
- 4.- Click in template, if you have already the information to replace in the information given.
- 5.- Watch this video if you want a deep information:  
[https://www.youtube.com/watch?v=yI\\_ppjIqX7A](https://www.youtube.com/watch?v=yI_ppjIqX7A)



<https://www.flippity.net/>

## HOTPOTATOE

### Description:

Hotpotatoe is a platform that the educator can create interactive activities for free. The activities that the instructor can create are: interactive multiple-choice, short-answer, jumbled-sentence, crossword, matching/ordering and gap-fill exercises.

Here you have a video that could be meaningful for teachers.



<https://hot-potatoes.uptodown.com/>

<https://www.youtube.com/watch?v=RdD-qM5lYrY>

CANVA

Description:

Canva is a graphic design platform which is used to create different kind of presentations like: posters, visual content, social media graphics, etc.

Instructions:

Here, there is a video tutorial to know how to do infographic for education.

[https://www.youtube.com/watch?v=uQXf\\_d5Mgjg](https://www.youtube.com/watch?v=uQXf_d5Mgjg)



<https://www.canva.com/>

# Buying Gifts

## STRATEGY #7

### Voicetooner

#### **OBJECTIVE:**

Listen to the audio through the powtoon presentation to select the correct answer about buying gifts.

#### CHARACTERISTICS OF THE STRATEGY

Interaction: In pairs and in group

Grade level: A1.2

Time: 40 minutes

Teaching Materials: Computer, cellphone, notebook, pen or pencil, Internet connection.

Page: 19, Module 1

Platforms/ applications: Kahoot, powtoon, zoom.

Digital Resources: Pickerwheel.

#### **PROCEDURE:**

##### **ACTIVATION (vocabulary for understanding)**

Kahoot

-The professor will share the vocabulary about the topic before to start through an activity in kahoot.

**<https://play.kahoot.it/v2/gameover?quizId=f87908d0-0c97-48f7-888c-ad83eab7ebb4>**

-The educationalist will share the pin with students to log in to the game and confirm if they are in or not to wait for them. A suggestion is that they should login in like a guest through their account.

**Vocabulary:**

Lovely	wonderful	colorful	a sweater	bag	price
too expensive	take	costs	sorry		

- Teacher will ask students to guess the topic; what are we going to talk about?
- The professor will give a key to guess what the topic is.
- The instructor could select a student from the online spinner wheel.

**<https://pickerwheel.com/>**

**CONNECTION (Linking ideas)**

-The professor will share the screen to listen to the audio and watch the presentation.

**<https://www.powtoon.com/s/d9Sp1vgMfoP/1/m>**

-After that, the teacher will ask pupils to select the correct answer, and the instructor will ask the answers to check between students.

**CONFIRMATION (Practice)**

-The instructor will divide into groups through the zoom sessions.

-The Master will send a link to answer the questions based on phrases already given or personal information.

**<https://www.powtoon.com/s/b9RknqHcpyi/1/m>**

-Teacher will delegate one student to coordinate with others and answer the questions.

- The educator will support them and emphasize the oral interaction through the questions given.

-The professor will be monitoring students.

## STUDENT'S GUIDE

### ACTIVATION (Vocabulary understanding)

- Students will open the link and copy the pin to log in to the game.
- Scholars will confirm if they are in or not before starting the game.
- When students write their names, they should wait for the teacher to start the game.
- After that, learners will select a word that describes the picture.

### CONNECTION ( Linking ideas)

- The students will identify the main purpose of the presentation on powtoon and select the answer in their book.
- After that, the teacher will ask the answers to check and give feedback about the activity.

### CONFIRMATION ( Practice)

- Scholar will open the link, the teacher sent to open and answer the statements according to the presentation in powtoon given.
- Students will participate with the group leader and take notes to participate when they return to the class.
- After that, the pupils will participate with the teacher to answer the questions and give feedback if students have mistakes in their notes.

TECHNOLOGICAL SUPPORT (FOR  
TEACHERS)  
QUIZLET

Description:

Quizlet is a great tool that support students through flash cards and different kind of games that improve their learning easily. The activities that teachers can carry out in this paltaform are: Flascards, test, scatter, space race and other.

Here you have a video that could be meaningful for teachers.

<https://www.youtube.com/watch?v=X4u43UIQwM8>

POWTOON

Description:

Powtoon is an application which create animated films personalized and different kind of videos. In this strategy the video helps to understand the vocabulary in context.

Instructions:

In the following link you will have a guide to do a powtoon presentation.

Quizlet



<https://quizlet.com/>



POWTOON

<https://www.powtoon.>

## CHAPTER VI

### CONCLUSIONS AND RECOMMENDATIONS

#### 6.1 Conclusions

Concerning this study, the level of oral interaction was low according to the results; it was due to the students feeling fear of making mistakes when interacting with their classmates. In addition, results showed that limited vocabulary and difficulty in pronunciation were factors that do not allow students to develop fluency in their English interactions; teachers agree with this statement. Therefore, the learning process should promote both vocabulary and pronunciation within communicative activities.

Teachers suggest that the implementation of vocabulary e-learning strategies is fundamental to foster oral interaction in the students. However, according to the survey applied to educators, they use e-learning strategies very limited in frequency and variation. On the other hand, teachers recognize that the vocabulary e-learning strategies have been necessary to foster oral interaction in class; they also admit these applications, platforms, or digital resources are new for most of them. Therefore, this research work proposed implementing the didactic guide Vocabulary E-learning strategies to foster Oral interaction, which develops a guide for learners and teachers to get updated in applying a set of selected vocabulary e-learning strategies.

The proposal was conducted as a pilot scheme displaying the implementation of some vocabulary e-learning strategies by using educaplay, Quizlet, youtube, word research, and others. Students' attention was gotten through these strategies. A higher level of motivation and engagement was noticed among students. The use of a variation of e-learning strategies has encouraged students to feel relaxed, excited, and willing to learn more. Results showed improvement in oral interaction. Therefore, the implementation of the e-learning strategies was effective in fostering oral interaction.



## 6.2 Recommendations

Since the pre-test and post-test were administered and the pilot strategies applied, it is recommended that educators create a comfortable environment in the class to make students feel good and comfy to participate in front of others. Professors should also allow students to make mistakes and develop their oral interaction as much as students can; at the same time, educators will decrease their interventions in the class as a guide. A crucial part is that school teacher should give them trust and certainty that students can talk without interruptions because it could interfere in their process. Thus, pupils will take part in the class, improving themselves and engaging in communication with the teachers and their classmates.

It is also suggested that teachers apply a diversity of vocabulary e-learning strategies to improve the lexicon and highlight the pronunciation in students. Moreover, the teacher should analyze some activities according to the time; since the classes during this situation of covid-19 have been limited because of the access to the internet. This kind of strategies have been helpful to reinforce the vocabulary e-learning activities to catch the students' attention, engage learners in conversations, improve the visual memory, and relate the words and pictures with the real-life situation. Thus, during the pandemic, teachers should know that being updated with technological tools is still vital.

Additionally, educators should incorporate e-learning activities to enrich the students' lexicon and motivate them to learn the language through technological strategies. Teachers should incorporate different platforms to improve the interactive content and acquire new words in the students' lexicon, fostering oral interaction among students. Even though the app has changed and turns paid due to the pandemic situation, some tools are still free. This kind of app enhances learner's motivation, creates a friendly environment and boosts the language performance.

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## APPENDIXES

### APPENDIX 1 – María Angélica Idrobo High School Authorization

  **ESCUELA DE EDUCACIÓN BÁSICA "MARIA ANGELICA IDROBO"**  
CIRCUITO 10D01C\_06\_08\_10 Ibarra- Ecuador  
AÑO LECTIVO 2020-2021

Of. I. 096/2021  
Ibarra, 18 de febrero del 2021

Asunto: Respuesta a solicitud de permiso para aplicar investigación

**Licenciada  
Mónica Palate  
ESTUDIANTE DE MAESTRÍA DE LA UNIVERSIDAD TÉCNICA DEL NORTE  
Presente**

De mi consideración

Por medio del presente tengo a bien dirigirme a usted con la finalidad de extenderle la autorización correspondiente para la aplicación de su propuesta de investigación donde se determina nueve estrategias metodológicas para el aprendizaje de Inglés en los novenos años; de las cuales debido al nivel de conectividad de los estudiantes y al reducido espacio de horas clases y estas al ser virtuales solo estamos dando una hora de inglés a la semana con esos cursos, le pediría de la manera más comedida que de las nueve estrategias propuestas se la aplique solamente 2 o 3 seleccionando las más importantes. Aspiro que este pedido comunique a su coordinadora de tesis y que sepan comprender el complejo proceso que estamos llevando las instituciones educativas con la crisis sanitaria que actualmente vivimos.

Esperado se acoja el pedido de la institución me despido.

Atentamente,







Msc. Martha Hidrobo P.  
DIRECTORA (e)  
hidrobom@hotmail.es  
CC1001738994

Calle Rafael Troya 1-67 y Bolívar Teléf. 2643345 Email: [escangelicaidrobo@hotmail.com](mailto:escangelicaidrobo@hotmail.com)

APPENDIX 1 – Teachers’ Autorization

 **UNIVERSIDAD TÉCNICA DEL NORTE**  
**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS MENCIÓN INGLÉS**  INSTITUTO DE  
Posgrado

**DIRIGIDO PARA DÓCENTES**

**CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN LA INVESTIGACIÓN**

Ibarra, \_\_\_\_ de Enero del 2021

**Title:** Influence of Vocabulary E-Learning Strategies on Oral Interaction Skills in EFL


**General Objective:** To analyze the influence of vocabulary e-learning strategies to foster the oral interaction on students of ninth year at Maria Angélica Idrobo high school.

Yo, Erika Abonada Atis Chapi como docente del área de Inglés, con cédula 240193629-9 una vez informado sobre el tema, los objetivos y el procedimientos de intervención que se llevarán a cabo en esta investigación, autorizo a la docente Mónica Palate, para la realización del siguiente procedimiento:

- ✓ Realizar una encuesta para recopilar información y en lo posterior sugerir algunas estrategias que ayuden al mejoramiento del idioma en la institución.

También se me informa que:

- ✓ Mi participación en esta investigación es completamente libre y voluntaria
- ✓ No recibiré beneficio personal de ninguna clase por la participación en este proyecto de investigación.
- ✓ Toda la información obtenida y los resultados de la investigación serán tratados confidencialmente. Esta información será archivada en papel y medio electrónico. El archivo del estudio se guardará en la Universidad Técnica del Norte bajo la responsabilidad del investigador. Puesto que toda la información en este proyecto de investigación es llevada al anonimato, los resultados personales no pueden estar disponibles para terceras personas.
- ✓ Hago constar que el presente documento ha sido leído y entendido por mí en su integridad de manera libre y espontánea.

  
Firma

APPENDIX 2 – Pre-Post test



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INGLÉS  
PRE- POST TEST



**OBJECTIVE:** To evaluate the level of oral interaction components in EFL students of ninth grade at MAI high school.

**Activity 1**

**Topic:** Meeting new friends

**Guidelines:** Two students take 10 minutes to organize their ideas and then interact, ask, and give information.

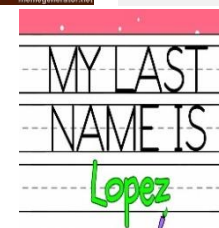
**Task:** Pair work interaction: Ask and answer about personal information.

**Platforms/ applications:** Lingbe, zoom

**Digital resources:** Jamboarding, pickerwheel, educaplay

Use the pictures and questions to help you. Give your comments.

1. What is your name?
2. What is your last name?
3. Where are you from?
4. How are you?
5. How old are you?





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**INGLÉS**  
**PRE- POST TEST**



**Activity 2**

**Topic:** The importance of music

**Guidelines:** Two students take 10 minutes to organize their ideas and then interact, ask, and give information.

**Task:** Pair work interaction: Ask and answer information about the music you like.

**Platforms/ applications:** Quizlet, Hotpotatoe, Zoom.

**Digital resources:** Jamboarding, pickerwheel.

Use the pictures and questions to help you. Give your comments.

1. What kind of music do you like?
2. Do you study and listen to music at the same time?
3. What type of music do you use for meditation?
4. What kind of activity do you do to relax?
5. Describe two benefits of music therapy





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**INGLÉS**  
**PRE- POST TEST**

**Activity 3**

**Topic:** An Ecuadorian champion

**Guidelines:** Two students take 10 minutes to organize their ideas and then interact, ask, and give information.

**Task:** Pair work interaction: Ask and answer information about the famous Ecuadorian athletes.

**Platforms/ applications:** Edpuzzle, zoom

**Digital resources:** Jamboarding youtube.

Use the pictures and questions to help you. Give your comments.

1. Who is your favorite athlete?
2. What is his/her nationality?
3. How old is she/he?
4. What sport does she/he practice or compete in?
5. Could you describe him/her? Two positive and two negative ideas.







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**INGLÉS**  
**PRE- POST TEST**



**Activity 4**

**Topic:** Relaxing activities we like

**Guidelines:** Two students take 10 minutes to organize their ideas and then interact, ask, and give information.

**Task:** Pair work interaction: Ask and answer information about leisure activities.

**Platforms/ applications:** English central, padlet

**Digital resources:** The word research.

Use the pictures and questions to help you. Give your comments.

- 1.-What do you do in your free time?
- 2.-Where do you spend your free time?
- 3.-Who do you spend your free time with?
- 4.-What are your favorite hobbies??
- 5.-How much time do you spend on your favorite activity every day?





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**PRE- POST TEST**



**Activity 5**

**Topic:** Unusual hobbies and unusual souvenirs!

**Guidelines:** Two students take 10 minutes to organize their ideas and then interact, ask, and give information.

**Task:** Pair work interaction: Ask and answer information about unusual hobbies.

**Platforms/ applications:** Padlet

**Digital resources:** Puzzle, Google slides.

Use the pictures and questions to help you. Give your comments.

An unusual hobby is:  
jewelry.

1. Do you know an unusual hobby?
2. Do you have an unusual hobby?
3. What kind of material do you use?
4. Where is it from?
5. What are the exciting characteristics?

carving eggshells,



soap art,



shell





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**INGLÉS**  
**PRE- POST TEST**

**Activity 6**

**Topic:** What can people do in Otavalo?

**Guidelines:** Two students take 10 minutes to organize their ideas and then interact, ask, and give information.

**Task:** Pair work interaction: Ask and answer information about Otavalo.

**Platforms/ applications:** Hotpotatoe, Canva, Zoom.

**Digital Resources:** Flippity

Use the pictures and questions to help you. Give your comments.

1. Do you know Otavalo?
2. What can you do if you visit Otavalo?
3. Describe the Plaza de Ponchos in your words.
4. What kind of activities people can do in Otavalo?
5. What other traditional places you know to buy souvenirs? Give an example.



**Activity 7**

**Topic:** Buying gifts

**Guidelines:** Two students take 10 minutes to organize their ideas and then interact, ask, and give information.

**Task:** Pair work interaction: Ask and answer information about bargaining.

**Platforms/ applications:** Kahoot, Powtoon, zoom

**Digital resources:** Pickerwheel.

Use the picture and questions to help you. Give your comments.

- 1.-Do you like to go shopping?
- 2.Where do you go shopping?
- 3.How much is your t-shirt?
- 4.Do you usually bargain? Why?
- 5.How often do you do it?



**PRE- POST TEST RUBRIC**

<b>Components description</b>	<b>Score</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Poor</b>	<b>Very poor/ unacceptable</b>
		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Communication:</b> Ability to comprehend, interact and make yourself understood.						
<b>Oral interaction:</b> Effective, natural use of strategies, initiating and responding, reacting.						
<b>Fluency:</b> Speed, flow, naturalness and comfort with speaking.						
<b>Vocabulary:</b> Variety of words and phrases.						
<b>Grammar:</b> Accurate and appropriate use of grammar structures.						
<b>Comments:</b> ..... ..... .....						

APPENDIX 3 – Pre-post test validation



**UNIVERSIDAD TÉCNICA DEL NORTE**  
 MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS



Instituto de Posgrado

**VALIDACIÓN DEL INSTRUMENTO DE RECOLECCIÓN DE DATOS**

**Tema:** Influence of Vocabulary E-Learning Strategies on Oral Interaction Skills in EFL Learners.

**Objetivo general:** To evaluate the level of oral interaction components in EFL students of ninth grade at MAI high school.

**Autor:** PALATE NÚÑEZ, Mónica

**Jurado Experto:** Mgt. Marjorie Perlaza Rodríguez

**Cargo:** Coordinadora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros PUCESE

**Título Académico máximo:** Magister en Lingüística Aplicada a la Enseñanza Bilingüe Español-Inglés

**Instrumento de Recolección de datos: Pre-Post TEST**

Marque con un  la escala que considere apropiada.

Escala:	Ninguna	Baja	Media	Alta
	1	2	3	4

Parámetros de evaluación	Criterios	1	2	3	4
<b>Pertinencia</b>	¿Tienen los ítems relación lógica con el objetivo que se pretende estudiar?				✓
<b>Importancia</b>	¿Qué nivel de importancia tiene el instrumento con relación a la investigación referida?				✓
<b>Organización</b>	¿Existe una organización lógica en la presentación del instrumento referido?				✓
<b>Redacción de cada ítem</b>	¿Es clara y explícita?				✓

Validado por (Nombre y apellido) Marjorie Perlaza

CC: 0915148614

Firma:



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS MENCIÓN INGLÉS**



Instituto de  
Posgrado

**VALIDACIÓN DEL INSTRUMENTO DE RECOLECCIÓN DE DATOS**

**Tema:** Influence of Vocabulary E-Learning Strategies on Oral Interaction Skills in EFL Learners.

**Objetivo general:** To evaluate the level of oral interaction components in EFL students of ninth grade at MAI high school.

**Autor:** PALATE NÚÑEZ, Mónica

**Jurado Experto:** Dra. Isabel Escudero

**Cargo:** Docente de Postgrado UTN

**Título Académico máximo:** Magister en Lingüística Aplicada al Aprendizaje del Inglés.

**Instrumento de Recolección de datos: Pre-Post TEST**

Marque con un  la escala que considere apropiada.

Escala:

Ninguna	Baja	Media	Alta
1	2	3	4

Parámetros de evaluación	Criterios	1	2	3	4
<b>Pertinencia</b>	¿Tienen los ítems relación lógica con el objetivo que se pretende estudiar?				x
<b>Importancia</b>	¿Qué nivel de importancia tiene el instrumento con relación a la investigación referida?				x
<b>Organización</b>	¿Existe una organización lógica en la presentación del instrumento referido?				x
<b>Redacción de cada ítem</b>	¿Es clara y explícita?				x

Validado por (Nombre y apellido) Dra. Isabel Escudero

CC:0602698904

Firma:.....

.....

APPENDIX 4 – Students’ survey



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**EXTRANJEROS MENCIÓN INGLÉS**  
**ENCUESTA PARA ESTUDIANTES**



**OBJETIVO:** Determinar la influencia de vocabulario en el aprendizaje en línea a través de estrategias que ayuden a optimizar la interacción en el idioma inglés en los estudiantes de noveno año de la Unidad Educativa María Angélica Idrobo.

**INSTRUCCIONES:** Piense en su propia experiencia al aprender inglés; seleccione una respuesta, tachando con una X el número correspondiente. Gracias por su honestidad y colaboración.

1.- Cuando participa en la clase de inglés se siente segura/o.

5	4	3	2	1
Totalmente de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Totalmente en desacuerdo

2.- Aprende mejor utilizando Apps o programas online que en una clase tradicional.

5	4	3	2	1
Totalmente de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Totalmente en desacuerdo

3.- Seleccione los factores que NO le permiten interactuar en clase. Puede seleccionar varias opciones.

- Escaso vocabulario
- Falta de interés
- Falta de práctica oral
- Dificultad en la pronunciación
- Temor a equivocarse.

4.- Considera que tiene suficiente vocabulario para realizar las tareas que el docente le envía.

5	4	3	2	1
---	---	---	---	---



Totalmente de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Totalmente en desacuerdo
-----------------------	------------	--------------------------------	---------------	--------------------------

5.- Cómo se sentiría al utilizar su teléfono como medio de aprendizaje para la interacción oral en clase?

5	4	3	2	1
Excelente	Muy bien	Bien	Indiferente	Mal

6.- Las actividades que se realizan en clase, le permiten hablar e interactuar en inglés?

5	4	3	2	1
Totalmente de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Totalmente en desacuerdo

7.- En clase, usted puede comunicarse en inglés de manera oral sin mayor dificultad.

5	4	3	2	1
Totalmente de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Totalmente en desacuerdo

8.- Aprender nuevo vocabulario le ayudaría a mejorar su habilidad de hablar en inglés?

5	4	3	2	1
Totalmente de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Totalmente en desacuerdo

9.- Entiende claramente las instrucciones para interactuar en clase.

5	4	3	2	1
Totalmente de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	En desacuerdo	Totalmente en desacuerdo

10.- Del siguiente listado, señale con una (X) las estrategias tecnológicas que ha utilizado.

- |                  |                       |               |                       |
|------------------|-----------------------|---------------|-----------------------|
| Quizizz          | <input type="radio"/> | Miro          | <input type="radio"/> |
| Literacy central | <input type="radio"/> | Hangman words | <input type="radio"/> |
| Educandy         | <input type="radio"/> | Mentimeter    | <input type="radio"/> |
| Hotpotatoe       | <input type="radio"/> | Lingbe        | <input type="radio"/> |
|                  | <input type="radio"/> |               | <input type="radio"/> |

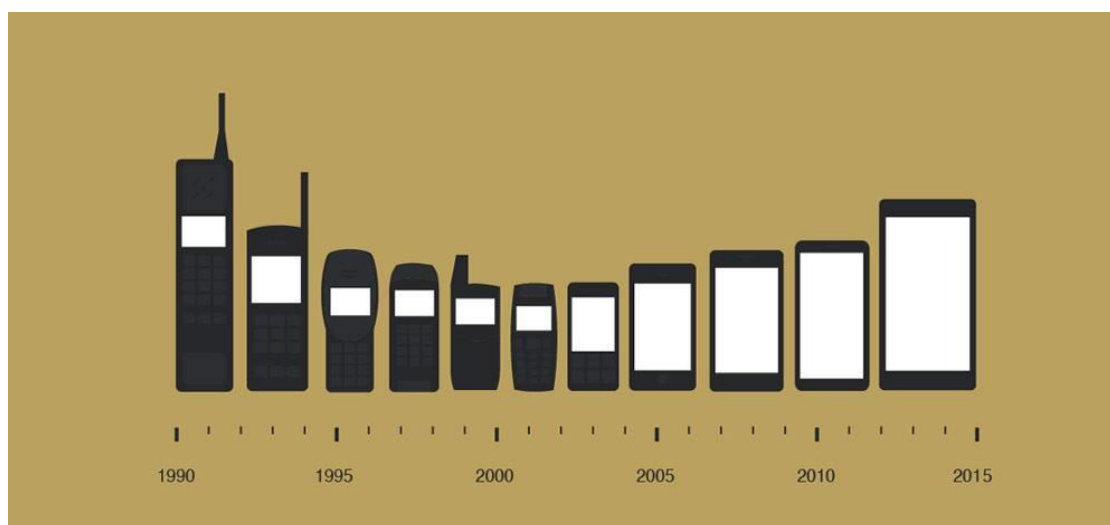
11.- ¿Qué facilidad tiene para acceder al internet?

5	4	3	2	1
Muy alta	Alta	Media	Baja	Muy baja

12.- ¿Qué equipo o accesorio tiene para recibir clases en línea?

4	3	2	1
Computadora de escritorio	Laptop	Tablet	Teléfono celular

13.- ¿A qué generación pertenece su teléfono?



Taken from: <https://www.facebook.com/novivirsincelular/photos/la-evolucion-del-telefono/10156038062304948/>

5	4	3	2	1
1995	2000	2005	2010	2015

14.- ¿Con qué frecuencia utiliza su equipo tecnológico para practicar inglés?

5	4	3	2	1
Siempre	Casi siempre	A veces	Rara vez	Nunca

APPENDIX 5 – Students’ survey validation



**UNIVERSIDAD TÉCNICA DEL NORTE**  
 MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN  
 INGLÉS



**VALIDACIÓN DEL INSTRUMENTO DE RECOLECCIÓN DE DATOS**

**Tema:** Influence of Vocabulary E-Learning Strategies on Oral Interaction Skills in EFL Learners.

**Objetivo general:** To implement appropriate vocabulary e-learning strategies to foster oral interaction in EFL students.

**Autor:** PALATE NÚÑEZ, Mónica

**Jurado Experto:** Marjorie Perlaza Rodríguez

**Cargo:** Coordinadora Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

**Título Académico máximo:** Magister en Lingüística Aplicada a la Educación Bilingüe Español-Inglés

Instrumento de Recolección de datos: **ENCUESTA PARA ESTUDIANTES**

Marque con un  la escala que considere apropiada.

Escala:	Ninguna	Baja	Media	Alta
	1	2	3	4

Parámetros de evaluación	Criterios	1	2	3	4
Pertinencia	¿Tienen los items relación lógica con el objetivo que se pretende estudiar?				✓
Importancia	¿Qué nivel de importancia tiene el instrumento con relación a la investigación referida?				✓
Organización	¿Existe una organización lógica en la presentación del instrumento referido?				✓
Redacción de cada ítem	¿Es clara y explícita?			✓	

Validado por (Nombre y apellido) Marjorie Perlaza Rodríguez

CC: 0915138614

Firma :



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Instituto de  
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**Jurado Experto:** Dra. Isabel Escudero

**Cargo:** Docente post-grado UTN

**Título Académico máximo:** Magister en Lingüística aplicada al Aprendizaje del Inglés.

**Instrumento de Recolección de datos: ENCUESTA PARA ESTUDIANTES**

Marque con un  la escala que considere apropiada.

Escala:

Ninguna	Baja	Media	Alta
1	2	3	4

Parámetros de evaluación	Criterios	1	2	3	4
<b>Pertinencia</b>	¿Tienen los ítems relación lógica con el objetivo que se pretende estudiar?				x
<b>Importancia</b>	¿Qué nivel de importancia tiene el instrumento con relación a la investigación referida?				x
<b>Organización</b>	¿Existe una organización lógica en la presentación del instrumento referido?			x	
<b>Redacción de cada ítem</b>	¿Es clara y explícita?			x	

Validado por (Nombre y apellido) Dra. Isabel Escudero

CC:0602698904

Firma:...

APPENDIX 6 – Teachers’ Survey



**UNIVERSIDAD TÉCNICA DEL NORTE**  
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**EXTRANJEROS MENCIÓN INGLÉS**  
**ENCUESTA PARA DOCENTES**



**OBJETIVO:** Determinar la influencia de vocabulario en el aprendizaje en línea a través de estrategias que ayuden a optimizar la interacción en el idioma inglés en los estudiantes de noveno curso de la Unidad Educativa María Angélica Idrobo.

**INSTRUCCIONES:** Por favor, seleccione una respuesta registrando una X en el recuadro.

1.- Es importante la interacción oral en el proceso de enseñanza-aprendizaje de sus estudiantes.

5	4	3	2	1
Muy importante	Importante	Regular	Poco importante	Nada importante

2.-Existe dificultad en la comprensión oral cuando los estudiantes interactúan en clase.

5	4	3	2	1
Muy frecuentemente	Frecuentemente	Regularmente	Poco frecuente	Nada frecuente

3.- Jerarquice el nivel de dificultad de los factores que influyen en la interacción oral en sus estudiantes, siendo 5 el de MENOR dificultad y 1 el de MAYOR dificultad.

- Escaso vocabulario
- Falta de interés
- Falta de práctica oral
- Dificultad en la pronunciación
- Temor de los estudiantes a equivocarse.

4.- ¿Qué tan importante es la utilización de estrategias de vocabulario en línea para que el estudiante aprenda nuevo vocabulario?

5	4	3	2	1
Muy importante	Importante	Regular	Poco importante	Nada importante

5.- ¿Con qué frecuencia utiliza usted estrategias de enseñanza que favorezcan al aprendizaje significativo en la interacción oral?

5	4	3	2	1
Muy frecuentemente	Frecuentemente	Regularmente	Poco frecuente	Nada frecuente

6.- ¿Con qué frecuencia utiliza usted plataformas o programas en línea para mejorar el aprendizaje del idioma inglés en clase?

5	4	3	2	1
Muy frecuentemente	frecuentemente	Regularmente	Poco frecuente	Nada frecuente

7. Señale las herramientas tecnológicas educativas que ha utilizado. Puede señalar más de una respuesta.

Quizizz

Miro

Literacy central

Hangman words

Educandy

Mentimeter

Hotpotatoe

Lingbe

English central

Genially

8.- Determine el nivel de efectividad de las estrategias tecnológicas que usted ha utilizado en clase.

5	4	3	2	1
Totalmente efectivas	Efectivas	Neutrales	Poco efectivas	Nada efectivas

9. ¿Cuál es la mayor dificultad que enfrenta referente a la interacción oral?

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APPENDIX 7 – Teachers’ survey validation



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**Jurado Experto:** Marjorie Perlaza Rodríguez

**Cargo:** Coordinadora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros (PUCESE)

**Título Académico máximo:** Magister en Lingüística Aplicada a la Enseñanza Bilingüe Español-Ingles

Instrumento de Recolección de datos: ENCUESTA PARA DOCENTES

Marque con un  la escala que considere apropiada.

Escala:	Ninguna	Baja	Media	Alta
	1	2	3	4

Parámetros de evaluación	Criterios	1	2	3	4
Pertinencia	¿Tienen los ítems relación lógica con el objetivo que se pretende estudiar?				✓
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Organización	¿Existe una organización lógica en la presentación del instrumento referido?				✓
Redacción de cada ítem	¿Es clara y explícita?			✓	

Validado por (Nombre y apellido) Marjorie Perlaza Rodríguez

CC: 0915138614

Firma:



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**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
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Escala:

Ninguna	Baja	Media	Alta
1	2	3	4

Parámetros de evaluación	Criterios	1	2	3	4
<b>Pertinencia</b>	¿Tienen los ítems relación lógica con el objetivo que se pretende estudiar?				x
<b>Importancia</b>	¿Qué nivel de importancia tiene el instrumento con relación a la investigación referida?				x
<b>Organización</b>	¿Existe una organización lógica en la presentación del instrumento referido?				x
<b>Redacción de cada ítem</b>	¿Es clara y explícita?				x

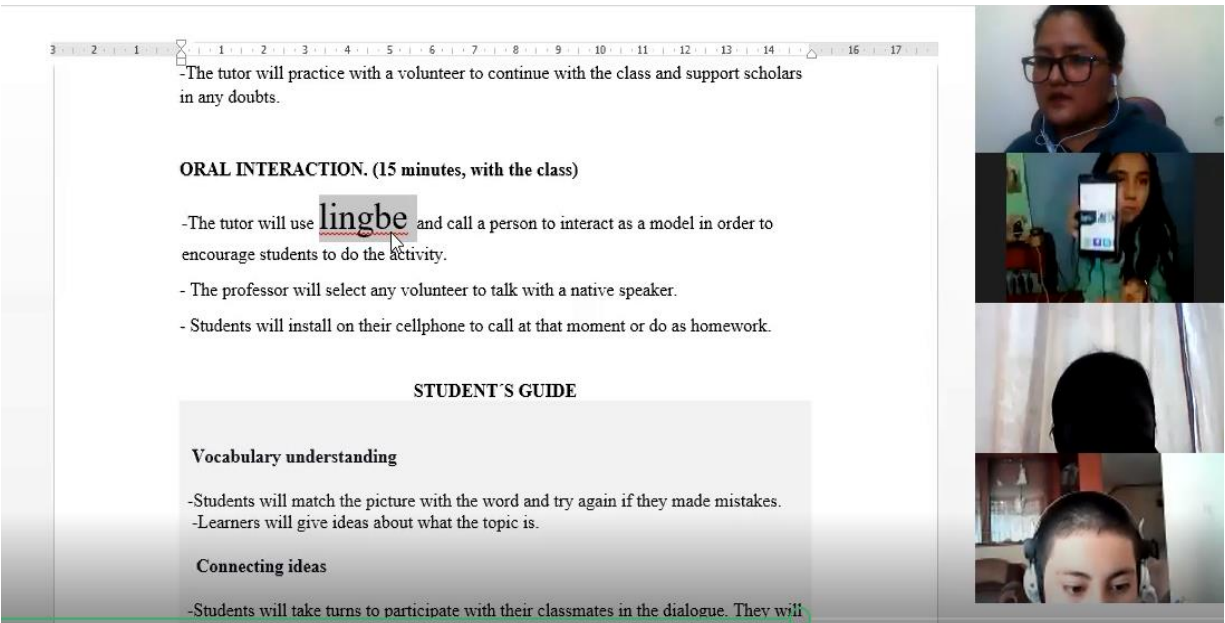
Validado por (Nombre y apellido) Dra. Isabel Escudero

CC:0602698904

Firma:.....|  .....



## APPENDIX 8 – Pictures



-The tutor will practice with a volunteer to continue with the class and support scholars in any doubts.

**ORAL INTERACTION. (15 minutes, with the class)**

- The tutor will use **lingbe** and call a person to interact as a model in order to encourage students to do the activity.
- The professor will select any volunteer to talk with a native speaker.
- Students will install on their cellphone to call at that moment or do as homework.

**STUDENT'S GUIDE**

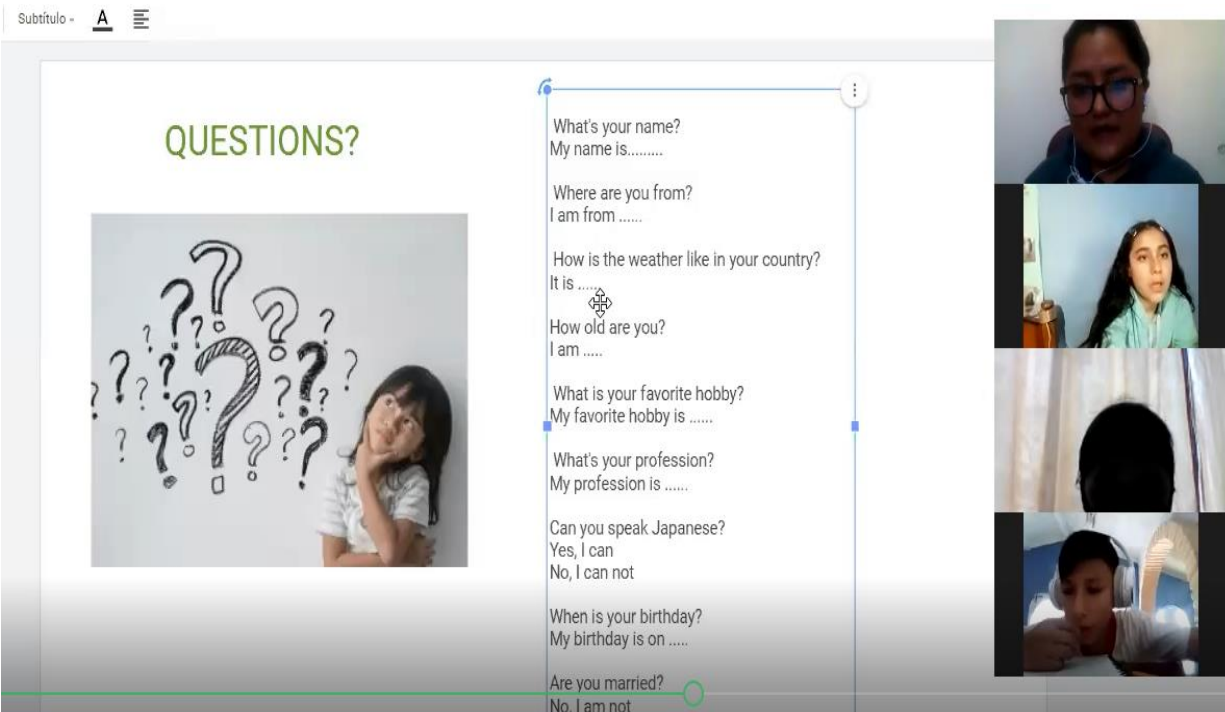
**Vocabulary understanding**

- Students will match the picture with the word and try again if they made mistakes.
- Learners will give ideas about what the topic is.

**Connecting ideas**


- Students will take turns to participate with their classmates in the dialogue. They will

Figure . Lingbe App



Subtítulo = A ☰

**QUESTIONS?**



- What's your name?  
My name is.....
- Where are you from?  
I am from .....
- How is the weather like in your country?  
It is .....
- How old are you?  
I am .....
- What is your favorite hobby?  
My favorite hobby is .....
- What's your profession?  
My profession is .....
- Can you speak Japanese?  
Yes, I can  
No, I can not
- When is your birthday?  
My birthday is on .....
- Are you married?  
No, I am not

Figure . Lingbe App

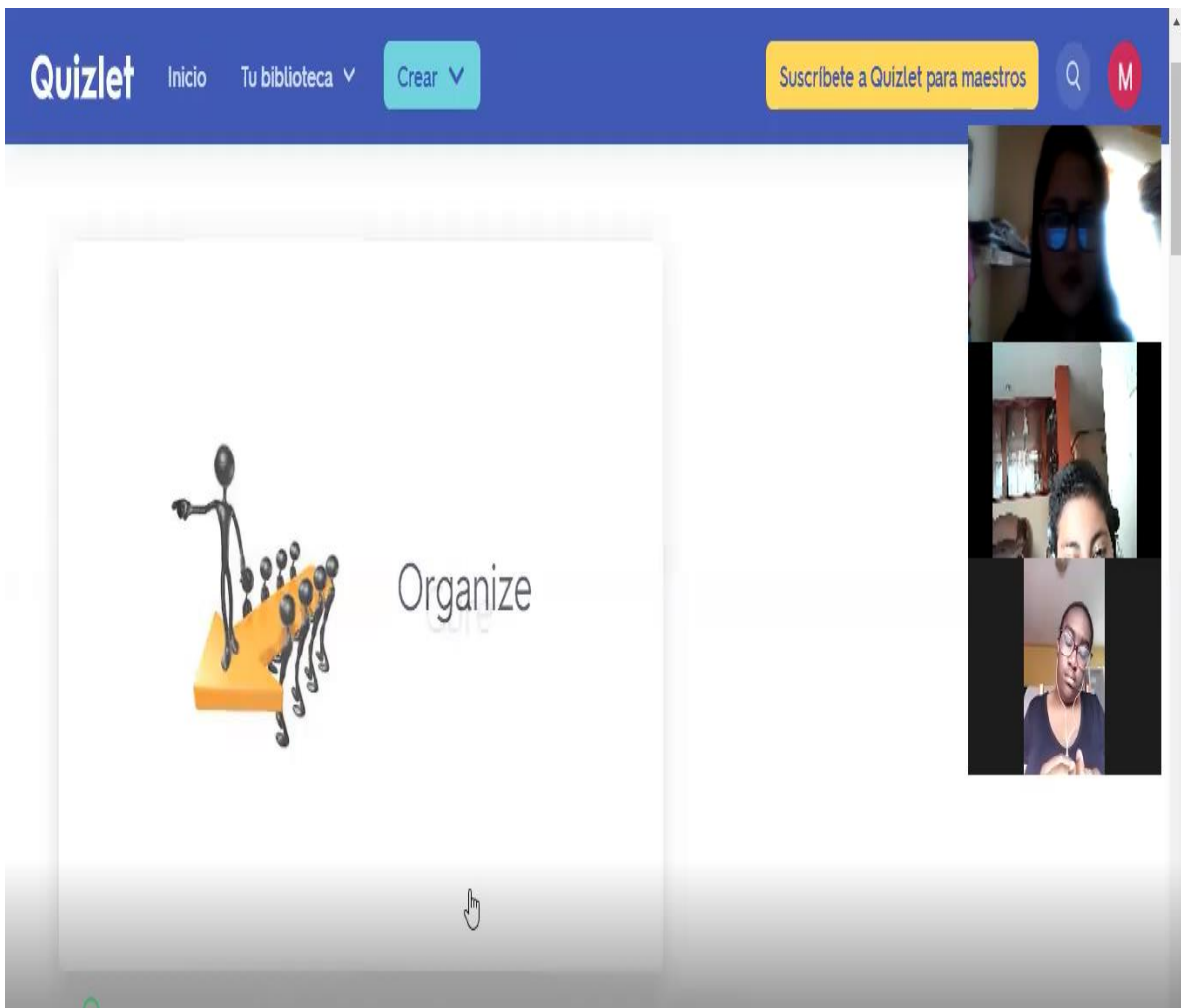


Figure . Quizlet (Platform or app)

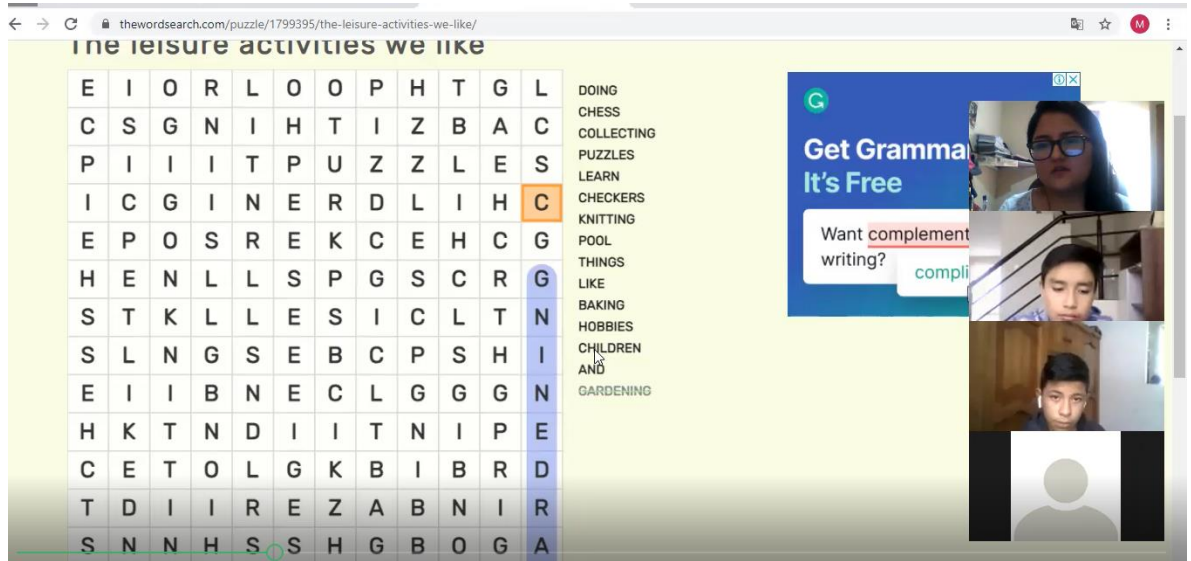


Figure . The word research puzzle (digital resource)

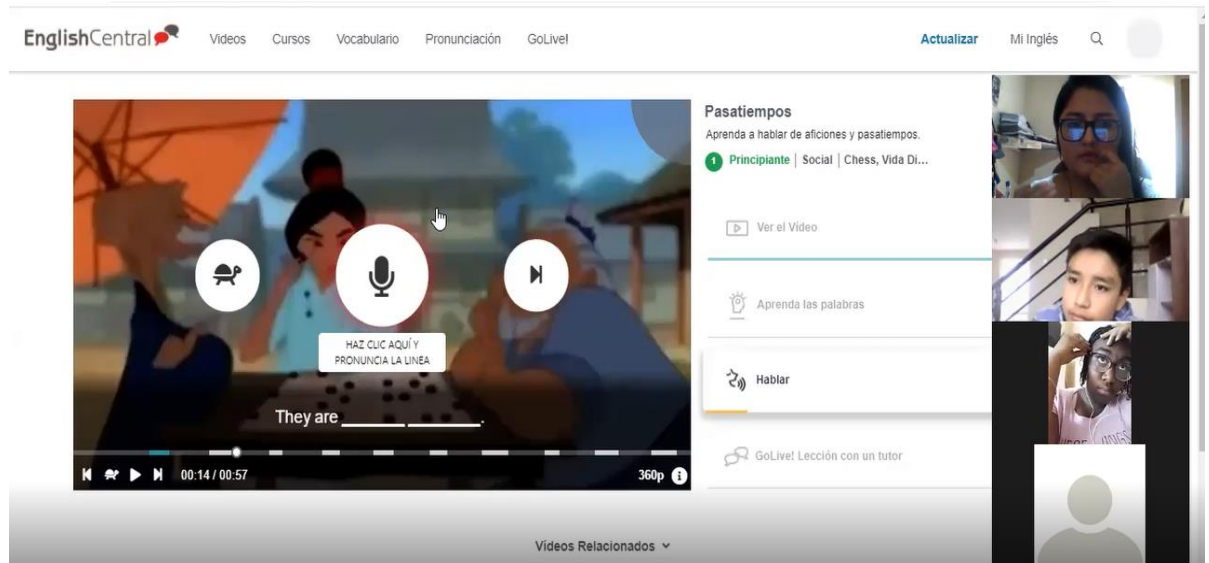


Figure . English central (platform or app)

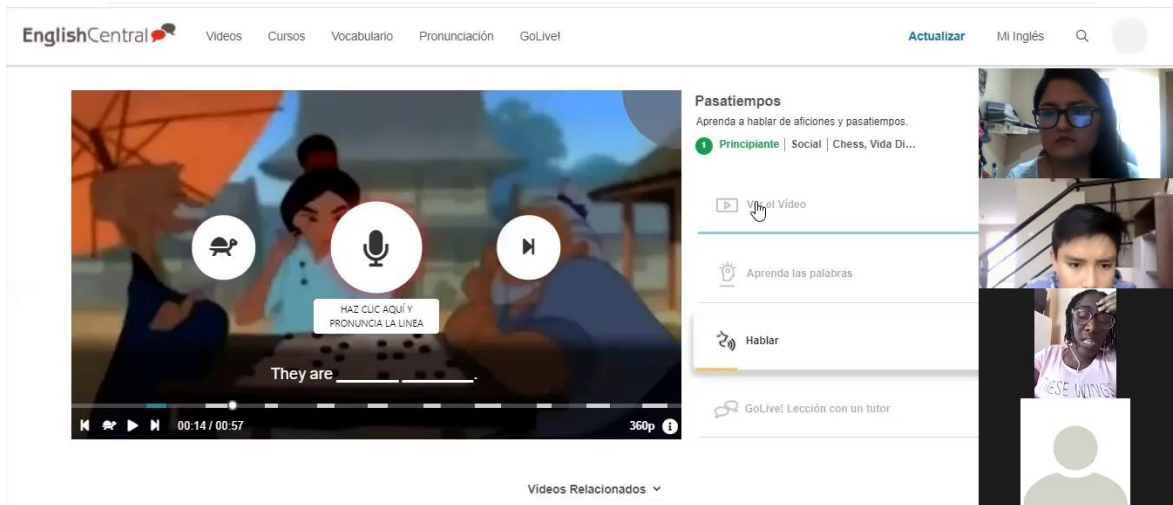


Figure . English central (platform or app)