



**CATHOLIC UNIVERSITY
OF SANTIAGO DE GUAYAQUIL
FACULTY OF ARTS AND HUMANITIES
SCHOOL OF ENGLISH LANGUAGE**

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**Evaluating the Feasibility of the Implementation of a
Multimedia Web Application called Spacedeck for Speaking
Practice Purposes for Students from levels 1 and 2 at the
Language Center at the Catholic University of Santiago de
Guayaquil**

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Jarrín Hunter Ximena Marita, Msc.

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OF SANTIAGO DE GUAYAQUIL
FACULTY OF ARTS AND HUMANITIES
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CERTIFICATION

We certify that this research project was presented by **Kim, Kim Carolina** as a partial fulfillment of the requirements for the **Bachelor Degree in English Language with a Minor in Educational Management**.

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ABSTRACT

The present project aimed to find difficulties associated with the development of the speaking skill at the Language Center at Catholic University and use Information Communication Technology for the enhancement and practice purposes for speaking and be able to offer it as a proposal. An evaluation research methodology was used to conduct this project as it was the most appropriate. To find out the difficulties associated with the development of speaking, 201 student surveys and 17 teacher surveys were collected and 5 teacher interviews were taken. The data was analyzed and quantified to reveal that lack of confidence, limited time, pressure to perform well, lack of understanding, use of mother tongue, and anxiety were amongst the highest voted difficulties within the development of speaking. Therefore, the multimedia web application called Spacedeck was used to develop a speaking practice tool and present it as a proposal for teachers to use to enhance speaking outside class hours. With the application, students can work from their home, collaborate, and do peer correction with other students to complete any speaking task assigned by the teacher using audio files, pictures, videos, and more. Teachers can have access to the spaces students have created anytime anywhere.

Research words: speaking skill, ICT, multimedia web application, collaborative learning, evaluation research, methodology.

INTRODUCTION

There is no one standardized method to teach speaking that will effectively work for every student. It would be a dream for every teacher if there was such thing. The complexity of it has led to teacher's frustration and sometimes neglect of the speaking skill altogether. "Despite the importance of developing speaking skills among ESL/ EFL learners, instruction of these speaking skills has received the least attention, and many English teachers still spend the majority of class time in other skills almost ignoring speaking skills" (Miller, 2001)

It is no different at the Language Center at the Catholic University of Santiago de Guayaquil. Students have three hours of English every week for a semester and each semester is one level of the six they must complete in order to obtain a B1 level in the Common European Framework. There is little improvement when it comes to speaking as a skill and there are a lot of difficulties that prevent teachers and students to make a significant development on oral communication. Due to these difficulties, the introduction of a multimedia web application was adapted for speaking practice purposes and was presented as a proposal and aid towards teachers and students.

It is necessary to stay relevant in the global world and understand that students are increasing their engagement to technology. Using Information Communication Technology (ITC) in education is giving them a head start to the future by staying on top of technology. By learning how to use technology, they obtain information and get relevant results in seconds, and they learn how to collaborate with partners, receive instant feedback and work from their homes according to their time schedule. **(The Global Leading Company in Visualizer Document Camera and ICT Solutions in Education, 2012)**. There is so much more that a teacher can do with technology outside classroom hours for the benefit of learning that Ecuadorian teachers are not aware of. Introducing and incorporating these technological tools into teachers' syllabus may open doors to many Ecuadorian students to learn more efficiently and understand how useful technology can be when it is linked to education and the development of English communication.

This research work is going to be important as speaking is a required skill in all English levels for the aim of reaching a B1 level in the Common European Framework. The students present the most difficulties when it comes to speaking and are not able to express their ideas with fluidity, and constantly halt themselves from speaking in public. Taking into consideration that students must have enough knowledge about the mechanical elements of language such as pronunciation, intonation, as well as using the right words, speaking functions and more.

JUSTIFICATION

The project will be useful for teachers working at the Language Center at Catholic University because they will have the opportunity to help students enhance and develop their speaking abilities not only inside the classroom but outside as well. They can use their imagination to create new speaking activities having limitless online resources. Furthermore, they can assess students instantly and have knowledge on student participation.

Students will feel free to express themselves with ease and comfort from their own homes. They will be able to interact with other students at the same time and give and receive instant feedback. They will learn how to work "together" in an online community and collaborate.

To ignore the opportunities given by technology to help solve difficulties such as learning how to speak English would be detrimental. Therefore, the current project proposal is a valuable tool that will help develop students' speaking skills outside class hours with the help of technology and the teacher will be able to get closer and closer to the aim of making students communicate verbally.

CHAPTER 2

2.1 PROBLEM STATEMENT

Most of the students from Catholic University with the exception of few groups must complete six levels of English at the Language Center which has an equivalent of a B1 level in the Common European Framework in order to graduate. The students have difficulty when it comes to speaking since the classes focus mostly on grammar and writing with very little speaking involved. Therefore, there is little or no time left for speaking. Moreover, while some students might feel more comfortable to speak, other shy students might never get a chance to communicate in the target language. This is why the speaking skill has the least development during the course period.

Students do not have to learn only inside four walls. Technology has opened doors anywhere in the world and at any time. "The use of Information Communication Technology (ICT) is becoming an integral part of our modern-day society, from an early age onwards. Students need to be fluent in its use for learning, leisure and academic work. It is becoming an efficient medium for finding and using information as part of the learning process. It therefore appears that ICT should advantageously be integrated with the learning curriculum of the students. " **(US Patent No. US20150294582 A1, 2015)**

To be able to practice at their own pace at home or in their spare time helps the student feel comfortable with less pressure and more initiative because they are on their own without peer pressure or teacher supervision. A study on online communities has shown that everyone can find a comfortable place when it comes to Internet. This means that the shyest people can come to light and still have the opportunity to shine and express themselves by participating online. **(Enochsson, 2012)**

Although there are projectors, and speakers with one computer in each classroom at Catholic University, there is no use of ICT in which each student gets to participate and practice speaking outside of class hours and have controlled assessment by the teacher.

2.2 RESEARCH QUESTIONS

What are the difficulties teachers and students face related to speaking skills?

What is the feasibility of implementing the speaking practice tool called Spacedeck for students from levels 1 and 2 at the Language Center?

How can Spacedeck be used to complete Open Mind book's speaking activities for levels 1 and 2 at the Language Center?

2.3 OBJECTIVES

General Objective:

To propose and evaluate the feasibility of the implementation of a Multimedia Web Application called Spacedeck for the speaking practice purposes for students from levels 1 and 2 at the Language Center at Catholic University of Guayaquil.

Specific Objective 1:

To analyze what are the difficulties teachers and students face related to speaking skill through surveys and interviews.

Specific Objective 2:

To demonstrate how the Open Mind book's speaking activities can be completed through the use of the Multimedia Web Application Spacedeck.

Specific Objective 3:

To determine the reaction and the willingness towards the use of the Multimedia Web Application Spacedeck in teacher's syllabi.

CHAPTER 3

THEORETICAL FRAMEWORK

Little attention has been placed on speaking as it is the most difficult skill to learn. Learners may know all the grammatical rules by heart; however, they are unable to perform in real time and put the rules in practice (Checa, 2002). The focus on writing, grammar or any other area of writing or reading is given much more emphasis than the undervalued skill of speaking and teachers do not distinguish that there is great importance in speed and regularity when speaking (Bygate, 2009). Teachers should also pay attention to what is fluency and accuracy. These also promote competence when it comes to speaking in the target language.

Nonetheless, there is a lot of difficulty that teachers and students face related to speaking skills. Previous research demonstrates that difficulties may arise due to the difference between systematic form of speaking learned and spontaneous speaking (Badrawi, 1997). Not only are there problems of this nature, but also psychological, social and linguistic conflicts such as fluency vs accuracy, lack of confidence and pronunciation. (Florez, 1998). Being able to decipher what problems related to speaking are within the teacher's classroom is essential to be able to tackle them one by one until oral communication develops. The matter should not be put aside (Miller, 2001).

In teaching speaking, studies demonstrate that two views stand out the most: direct approach and indirect approach. Direct approach works in an environment where there is great control and specific elements of speaking are taken into account and taught in isolation (Ernst, 1994). On the other hand, the indirect approach is focused on authentic and functional language where learners are in control and they do communicative tasks through exchanging information and working collaboratively (Ellis, Task-Based Language Learning and Teaching, 2003). Focusing only on one might cause great consequences. For instance, focusing solely on the indirect approach might lead students to be fluent but not accurate and these errors might make students resistant to correct them and continue using language incorrectly (Ellis, 2002).

Knowing the two prior points which are the problems related to speaking and the indirect approach, Information Communication Technology (ICT) can greatly aid in both of these matters and enhance student speaking skill to give rise to development. The world is increasingly becoming digital. Young people are an online population where they connect, communicate, access data and spend most of their time. They do all sorts of activities online related to all aspects of life including work, socialization, reading the news, and getting updated on information in general. They also entertain themselves through the internet, with videos, podcasts, social media, etc.

Connecting technology with education is key to learning. Students become motivated and engaged when these two are related. (Education Scotland, 2016) Students need to learn by fun activities other than traditional learning methods that lead them to halt their learning rather than enabling it (Ara, 2009). Therefore, this project's interest is focused on combining technology with speaking to overcome difficulties that halt speaking development and to increase students' engagement and willingness to speak and communicate which is the main issue especially for beginner levels. It is crucial to tackle this when students begin to learn the language so that they become familiar and gain confidence to overcome any difficulty and gain fluency with accuracy for the levels to come.

3.1 Concept of Speaking Skill

Speaking is a productive skill in the sense that it is language orally created by the speaker. In other words, it is the production of systematic verbal utterances and these must transfer or carry meaning. (Nunan, 2003). According to Van Lier (1995), spoken language has the following characteristics: auditory, temporary; immediate reception, rhythm, stress intonation, immediate feedback, limited planning and editing.

From another perspective, speaking is an oral production which is received by one or more listeners. There are different types of speaking involved which may be reading a written material aloud, speaking with some sort of aid (visual, written, graphs, etc.), performing a role, or speaking an inner thought. (Council of Europe, 2014)

The following is a table indicating what a student can do according to each of the six levels of English (A1, A2, B1, B2, C1, and C2) detailed by the Common European Framework.

C2	<i>Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.</i>
C1	<i>Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.</i>
B2	<i>Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.</i>
B1	<i>Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.</i>
A2	<i>Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.</i>
A1	<i>Can produce simple mainly isolated phrases about people and places.</i>

Table 3.1 Overall Oral Production from the Common European Framework

It is not enough to have knowledge about speaking but to have the skill to use it. As Martin Bygate says, “We do not merely know how to assemble sentences in the abstract: we have to produce them and adapt them to the circumstances.” (Bygate M. , 2003).

The speaking skill is much needed to accomplish communication. It is an ability to converse in the desired language. (Burkart & Sheppard, 2004)

3.2 The Importance of Speaking Skill

As Rivers (1981) states, speaking has twice the frequency of use than reading and writing.

Speaking enables a student to express thoughts, describe the world or simply to finish an activity. It is a tool that may be used in collaboration with others or just on their own. Therefore, it is essential that teachers help with guidance and be models when it comes to teaching how to speak in the target language. (Dawes & Mercer, 2014)

There is an increase in the need to be competent in the English language and being competent means to be able to use the language in all four skills effectively. This

involves competing for a higher position in the job market (oral interviews), opportunities for further studies abroad where a domination of speaking skills must be exhibited according to the field of interest, and so on. (Sakale, 2012)

To recognize these possibilities creates motivation in learners to know the importance of speaking skills. According to Brown (2001), “if learners have the opportunity or desire to learn for its own sake, such as to become competent users of that language, they will have a higher success rate in terms of long-term learning than if they are driven by only external rewards.”

3.3 Problems of Teaching Speaking Skill

Since speaking is a high and complex intellectual action, more effort is needed from the brain. (Bygate, 1998:23). Along with this comes a series of problems faced by the teacher:

- Not enough time for each student to speak because of time constraints, large number of students, etc.
- Demanding to attend with enough attention to each student’s phonological and linguistic difficulties.
- Difficult to assess and have tangible evidence for feedback.
- Speaking can be loosely organized and overlap between more than one speaker along with non-specific words makes teaching speaking much less systematic than other skills.

According to Ur (1996), there are four speaking problems that teachers may face when wanting to accomplish speaking activities:

- **Inhibition:** students may become shy, and afraid of making mistakes, of facing criticism. Students become reluctant to participate and do not practice speaking.
- **Lack of topical knowledge:** students cannot think of words or ways to express what they think. The topic may be too difficult or inadequate for the students. Teachers must choose accordingly.
- **Low or uneven participation:** more dominant students may participate more often and shy students may not participate at all.
- **Mother Tongue use:** since the class shares a mother tongue and it is easier for students to express themselves in the mother tongue, it is natural for students to use it instead of speaking in the target language.

There are also problems from learners' perspective. According to Florez (1998) and Scarcella & Oxford (1994: 165):

- **Pronunciation:** written form interference, phonetic misunderstanding or confusion, mother tongue interference, etc.
- **Lack of Confidence:** students feel shy and out of their comfort zone when they are trying something new such as attempting to speak in the target language.
- **Conflict between fluency and accuracy:** an overload of correction might cause students to not want to participate; however, no correction may make students fluent but not accurate.

From another point of view, Students' speaking performance may be affected the following factors (Nguyen & Tran, 2015):

Performance conditions: there are four types of performance conditions under which students may feel affected. These are time pressure, planning, standard of performance and level of support. (Nation & Newton, 2009)

Affective factors: The affective side of the learner is a key to defining whether the student will succeed or fail on language learning (Oxford, 1990). Moreover, Krashen (1982) states that motivation, self-confidence and anxiety are some of the affective variables that are related to second language acquisition success.

Listening ability: Doff, (1998) says that "speaking skills cannot be developed unless we develop listening skills." To communicate one must be able to listen and to speak. Therefore, both are related without a doubt.

Feedback: Teachers must be aware of feedback. If feedback is overtly used, then students may feel neglected and flow halted. (Harmer, 1991). Students must be corrected with motivation and positivity. (Baker & Westrup, 2003)

3.4 Types of Speaking

There are three types of speaking: interactive, partially interactive and non-interactive. (Stalin, et al., 2015)

Interactive speaking alternates listening and speaking. Examples of this type of speaking are telephone calls, conversations face-to-face, etc. Clarification, repetition or slow speech may be requested.

Partially Interactive speaking is used when giving speeches and the audience expresses their reactions through body language such as facial expressions, or movements; however, they do not interrupt the speech.

Non-interactive speaking is when there is no interaction at all such as a person who records their own voice for auto correction purposes.

3.5 Assessing Speaking Proficiency

Criteria for Assessment

Speaking can be assessed according to six areas: pronunciation, vocabulary, accuracy, communication, interaction, and fluency. (Stalin, et al., 2015)

Pronunciation: pronouncing individual sounds (phonemic distinction), applying word and sentence stress and rhythm, intonation, aspects of connected speech, including linking, elision and assimilation. (Hughes, 2003)

Vocabulary: the total number of words that make up a language, or a body of words used in a particular subject. (Hornby, 2010). The range used should be related to a particular situation or topic while the accuracy is in choosing the right words in particular contexts.

Accuracy: it is related to grammar and vocabulary. It is pronunciation free from error. It is also referred to how well the target language is produced in relation to the rule system of the target language. (Skehan, 2015)

Communication: coherence and relevance of ideas, comments, etc. It should be arranged in a way such that they are logical, consistent, and to the point, easy to understand. (Knight, 1992)

Interaction: ability to maintain cohesion with one's utterances as well as with the interlocutor's utterances such as taking turns in conversation, correcting oneself, using pause fillers, asking for clarification and developing the topic of the discussion. (Knight, 1992).

Fluency: ability to know how to flow naturally without worrying too much about being accurate one hundred per cent, know how to produce an acceptable and relaxed

quality of speech. The criteria assessed may be speed of talking, hesitation while and before speaking, etc. (Restrepo, 2003).

3.6 ICT in Language Learning

Information Communication Technology does not only involve the use of devices such as desktop computers, laptops, speakers, or Internet for instructional purposes. It refers to the use of technology which must be prepared, ready for delivery and has to have purpose to become a learning tool for students (Inan & Lowther, 2010).

Classes such as Computer Assisted Language Learning (CALL) demonstrate how ICT tools are widely used in language classes now that technology has taken the world (Amiri, 2000). It is also demonstrated that ICT can enhance foreign and second language learning (Vandewaeterea & Desmet, 2009). EFL books all have CDs with interactive content and websites that provide games, additional exercises, and even videos with language learning information.

English is the dominant language when it comes to technology. Now that most students enjoy being online, they are somehow forced to learn English because most of instructions, internet texts and messages are in English (Navdal, 2007). Therefore, technological tools can open up an entire new world of teaching and learning environments. It can impact the student's motivation, critical thinking, autonomy and more (Claudia, Todesco, & Steil, 2004).

Therefore, teachers need to be updated because they are the key to opening this new era of technology for students through implementation of ICT within their classrooms.

CHAPTER 4

RESEARCH METHODOLOGY

“Evaluation is an elastic word that stretches to cover judgements of many kinds” (Weiss, 1972: 1).

Since the aim of this project is not only prove but to improve, evaluation research is the appropriate method to conduct it. “Evaluation research is action oriented. It is conducted to determine the value or impact of a policy, programme, practice, intervention or service, with a view to making recommendations for change.” (Clarke, 1999). In other words, research evaluation is a form of applied social research as it intends to find out whether knowledge is being used effectively for practical purposes and its main aim is improvement. From another perspective, “Evaluation research is the systematic application of social research procedures for assessing the conceptualization, design, implementation, and utility of social intervention programs.” (Rossi and Freeman, 1993). It does not have a specific methodology of its own (Robson, 1993). Therefore, it is necessary to understand the purpose of why a specific method is used. Both quantitative and qualitative perspectives may be used to evaluate the impact on the research. (Clarke, 1999).

However, the purpose of the project is not only an evaluation of an existing program but also an introduction of a technological tool called Spacedeck as an aid to the existing problem and furthermore evaluate the feasibility of incorporating the Multimedia Web Application called Spacedeck within the syllabus. “A feasibility study is the analysis an agency should perform to determine if information technology will solve a problem, and if so, in what way.” (Department of Information Resources, 1992). In this context, it is suitable as it is the aim to expand the knowledge of teachers for improvement and aid of the existing problem which is low and slow development of speaking skill by introducing a technological tool. In other words, “Does this idea have the potential to succeed and will it work?” (Bridgewater Management Consulting Group, 2014). The steps are the following to a feasibility evaluation research study (Department of Information Resources, 1992):

1. Define problem in relation to the aim
2. Develop responses
3. Analyze responses
4. Prepare a plan

For the data analysis, both the qualitative and quantitative approach was considered since surveys and interviews were used to define the problem and analyze the viability of the incorporation of the technological tool in the syllabus.

4.1 Instruments of Evaluation

There were two surveys taken, a student survey and a teacher survey. These surveys were completed to be able to point out difficulties related to the speaking skill from student perspective and from teacher perspective. The survey questions were taken from a study called *Factors Affecting Students Speaking Performance at Le Thanh Hien High School* (Nguyen & Tran, 2015) and a study called *An Investigation of the Difficulties Faced by EFL Undergraduates in Speaking Skills* (Dina & Ghadeer, 2014). The questions taken from both of these surveys have been slightly adapted to fit the purpose of this research.

These data collection occurred at two different times: before and after showing the technological application called Spacedeck. The representative sample of 201 student surveys and 17 teacher surveys were completed, and 5 teacher interviews were taken to evaluate the feasibility of using Spacedeck as part of the syllabus. The data collection is from semester B 2016 – 2017.

Both student and teacher survey, as well as the interview, have been revised by four professionals from the Catholic University of Guayaquil. All of their recommendations and corrections have been taken into account and have been considered for the final product.

4.2 Participants and Sample Size

The population of this study is 17 teachers and 1300 students from the Language Center at Catholic University of Santiago de Guayaquil from levels 1 and 2 studying in Semester B 2016 – 2017 whose ages fluctuate between 17 and 38 years old. The sample size used in this study is of 201 students with an error margin of 5% and a confidence level of 90%. The sample size of teachers was all 17 teachers for the survey and 5 teachers for the interview. To be able to get a sample size the following formulas were used from an online sample size calculator called Raosoft. (<http://www.raosoft.com/samplesize.html>). The sample size is n , margin of error E , N is the population size, r is the fraction of responses and c is the confidence level.

$$x = Z^{(c/100)^2} r(100-r)$$

$$n = N x / ((N-1)E^2 + x)$$

$$E = \text{Sqrt}[(N-n)x / n(N-1)]$$

To collect the data, participants were given a survey to complete it with the aim to prove that there is difficulty with speaking as a skill. Teachers were also given a survey to demonstrate the difficulties or inhibitions for teachers and students for developing students' speaking skills.

After showing the technological tool called Spacedeck, five teachers were interviewed to analyze and evaluate the feasibility of the implementation of the tool within the syllabus.

CHAPTER 5

RESULTS AND ANALYSIS

5.1 Student Survey Results and Analysis

The following are results from the Student Survey of a total of 201 students from levels I and II. The questions of the survey were kept in the original language which is Spanish so that there is no confusion or misunderstanding from students because they are in beginning levels of English.

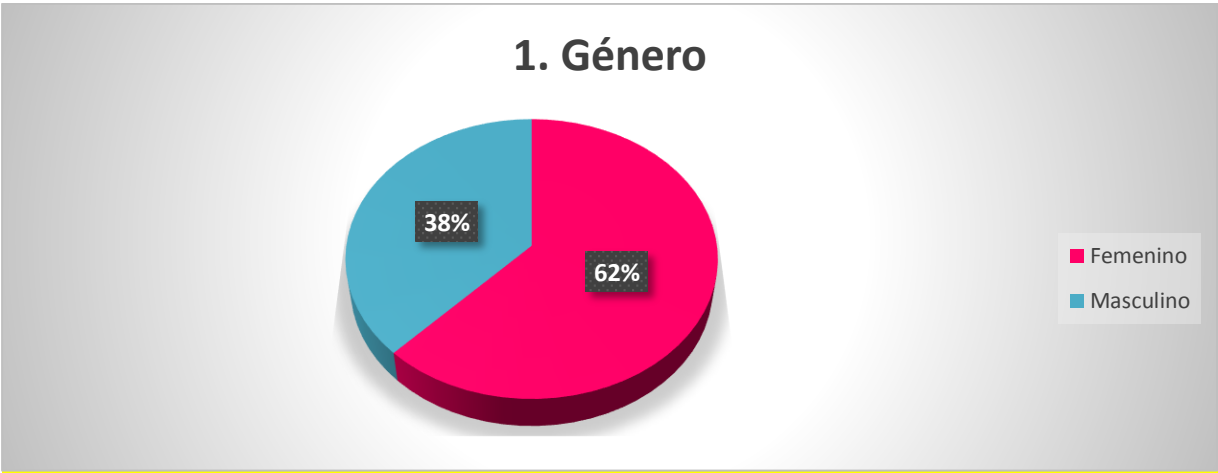


Table 6.1 Pie diagram of gender

Most students are female (62%) and there are fewer male (38%) students who are studying at the Language Center in the Catholic University.

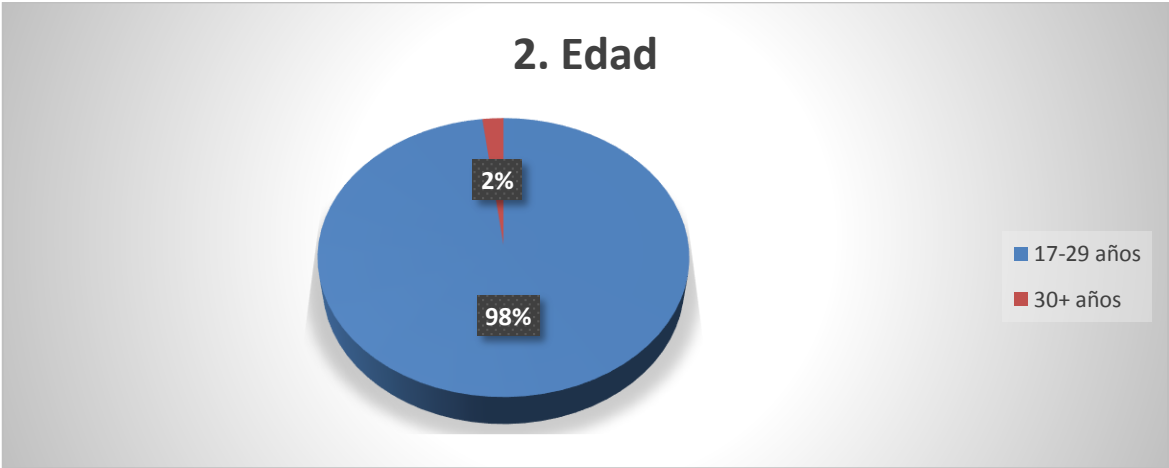


Table 6.2 Pie diagram of age

Most students are from 17 to 29 years of age (98%) and the rest of students range from 30 years to 38 years (2%). Older students have more difficulty speaking English than younger generations and their exposure to technology is different as well. Younger students are used to using technology while older students are less used to technology.



Table 6.3 Pie diagram of how long students have been learning English.

This chart shows that some students' speaking skills might be more advanced than others who have had less than a year of learning English. Therefore, those advanced students might have a different perception of the difficulties of the speaking skill than those who have had more than 5 years of speaking.

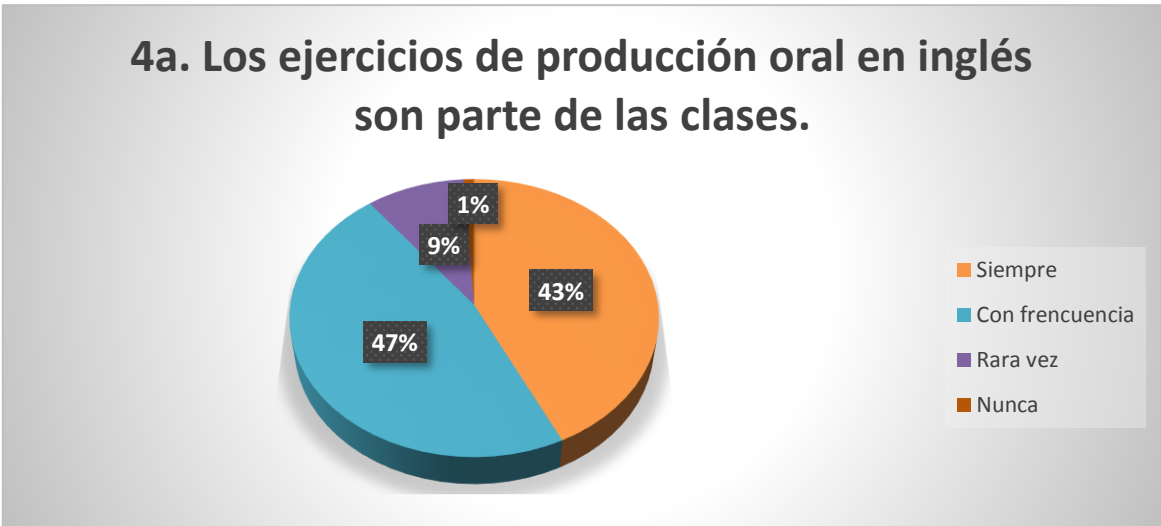


Table 6.4. Pie diagram of frequency of speaking exercises in class

The greatest percentage of students (47%) have revealed that speaking exercises actually do take place within the classroom *frequently*. On the other hand, a significant number of students (43%) consider that speaking exercises are *always* part of their English classes. Compared to the low percentages of *rarely* (9%) and *never* (1%), through the significant percentages, speaking exercises are part of English classes at the Language Center. It is important to focus on speaking within the class as it has twice the frequency of use rather than reading and writing when it comes to real life. (Rivers, 1981).

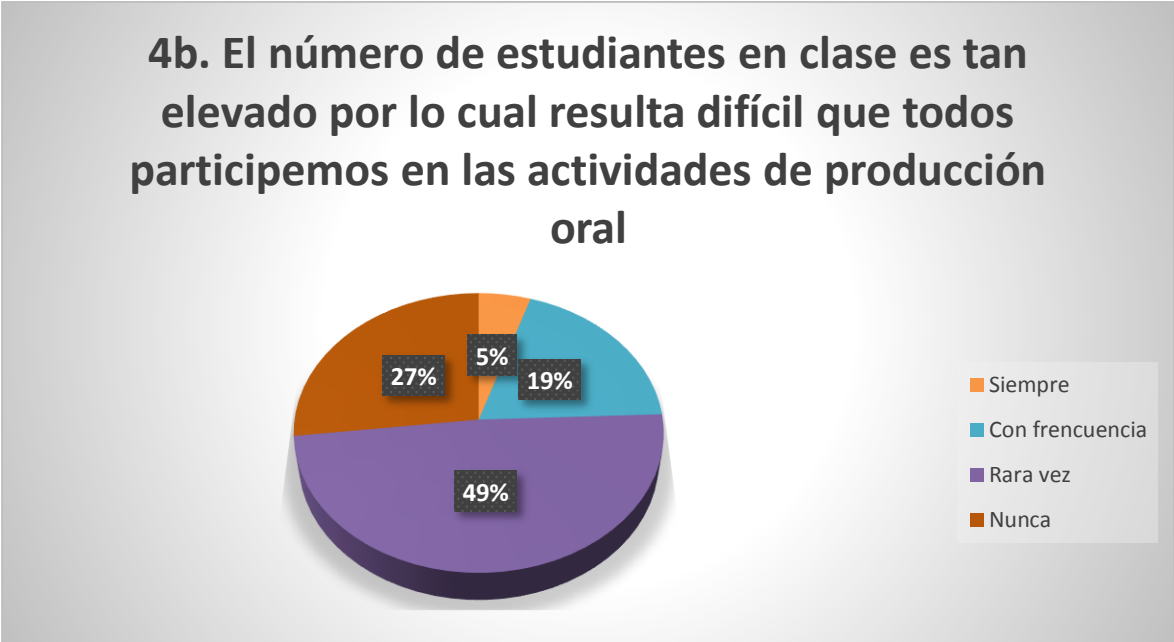


Table 6.5. Pie diagram of frequency of difficulty of equal participation because of big number of students.

A significant number of students (49%) have said that *rarely* has the number of students been too high as to make equal participation difficult in speaking activities. Meanwhile, about a quarter of students (27%) do not consider this to be a problem at all. This means that a significant 75% of students consider classes of up to 30 students per class not to be a problem for participation in speaking activities. However, Bygates (1998) has stated that large number of students do give a time constraint and not every student has a chance to speak or enough time to practice speaking. Some students who have chosen this not to be a problem might be because they come to class often and participate. Nonetheless, during the surveys, it was visible that a significant number of students were not present in class sometimes up to more than twenty to

thirty minutes. Therefore, it this happens often then students who actually come to class early do get a chance to participate frequently in class.



Table 6.6. Pie diagram of frequency of classes focusing on reading and writing.

As it is visible, there is a big contrast between *frequently* (51%) plus *always* (32%) giving a total of (83%) compared to *rarely* (15%) and *never* (2%) which give a total of (17%). This gives evidence that teachers at the Language Center do focus their attention mostly on reading and writing. This is supported by Miller (2001) who states that speaking has received very little attention among English teachers who spend the majority of time in other skills. This probably happens because test taking involves mostly reading and writing and that is a significant weight when it comes to grades while speaking is important but is not the biggest percentage.

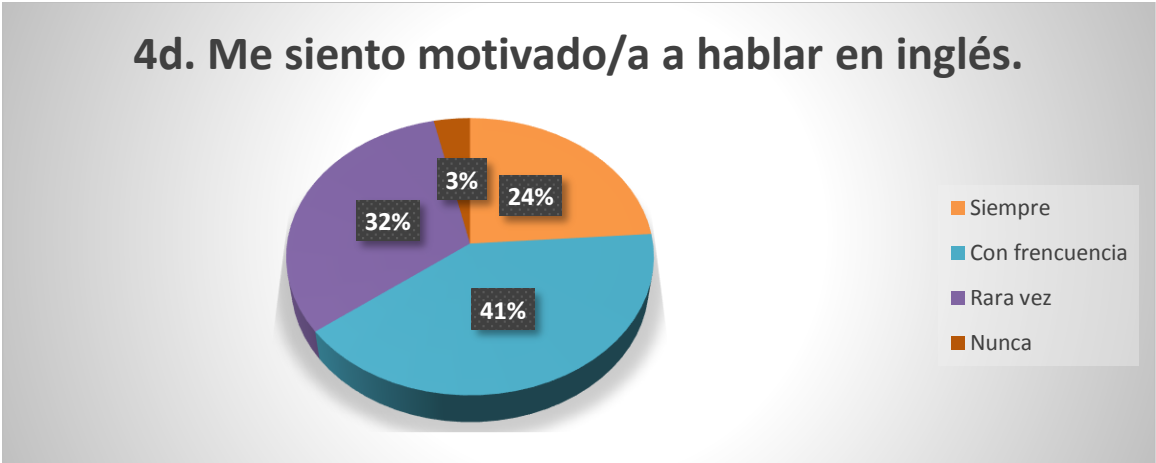


Table 6.7. Pie diagram of frequency of students feeling motivated to speak English.

The highest percentage of students (41%) have said that they *frequently* feel motivated to speak in English; however, 32% of students have said that they *rarely* do. Still a considerable 24% have said that they *always* feel motivated and a mere 3% have said that they *never* feel motivated. Competing for a higher position, opportunities to study abroad, or wanting to research further on a topic of interest are some of the reasons why people might feel motivated to learn English. (Sakale, 2012). Sometimes teachers do not inquire enough on this matter. If they did, then they might know how to keep students motivated by involving their interests with the language.



Table 6.8. Pie diagram of frequency of students feeling comfortable speaking English.

Students who *rarely* feel comfortable speaking English make up the highest percentage (44%). The next highest percentage are students who *frequently* feel this way (32%). Only 9% of the students *rarely* feel comfortable and 15% of students *always* feel comfortable speaking English. Students who are somewhat uncomfortable speaking English add up to a great percentage (53%). To be able to converse in the desired language, the students has to be competent to communicate in the target language and the speaking skill is much needed to do that. (Burkart & Sheppard, 2004). To be able to reach competence in the speaking skill, they not only have to know the language but feel comfortable when using it. Students might feel uncomfortable for several reasons such as lack of confidence, shyness, or fear of making mistakes which are part of the inhibitions mentioned by Ur (1996).

4f. Entiendo la mayor parte de los diálogos y contenidos cuando el profesor habla en inglés.

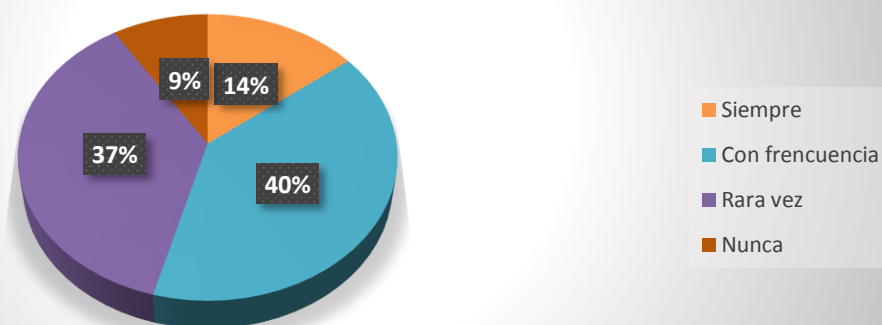


Table 6.9. Pie diagram of frequency of students understanding most of the dialogues and content when the teacher speaks in English.

A low 9% of students *never* understand most of what a teacher says when speaking English. A significant 37% of students *rarely* understand while the greatest percentage (40%) understand with *frequency*. Not being able to understand what the teacher is saying is indeed a troublesome factor because students cannot develop speaking unless listening skills are developed first. (Doff, 1998). Students respond to what teachers say or react to it. The teacher is probably using language that is not adequate for the level or students do not have enough exposure to the language time wise.

4g. Uso el español en clase.

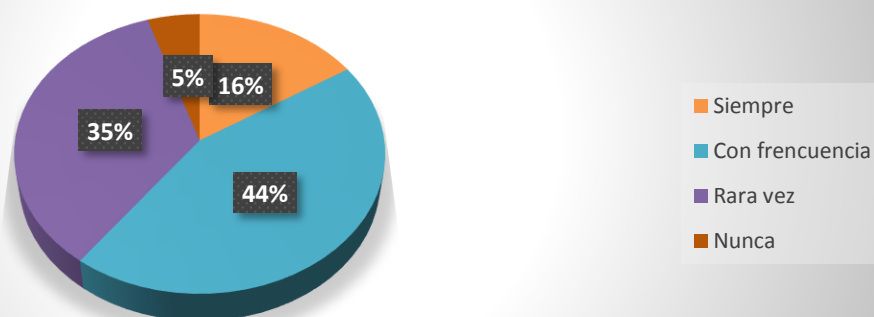


Table 6.10. Pie diagram of frequency of the use in Spanish in class.

The use of Spanish is very high at some degree either *always* (16%) or *frequently* (44%). This is probably due to the fact that speaking in another language different from the mother tongue is a high and complex intellectual action; therefore, a lot more effort

is needed from the brain. (Bygate M. , 2003). Students tend to do what is easy and not what is complex. Since their mother tongue takes less effort, they chose their mother tongue over English with more frequency in class.



Table 6.11. Pie diagram of frequency of practicing English outside of class.

The greatest percentage of students *rarely* practice English outside class hours (61%). Then a still significant 19% of students *never* do. Only a small percentage of students practice *frequently* (16%) or *always* (4%). The chances of practicing English in Ecuador are very scarce unless the student is inside an English institution or has a close friend that is a foreigner or they talk English with a family member who knows the language. However, the possibility of any of these options is very scarce. This is why a very high percentage do not practice outside class.

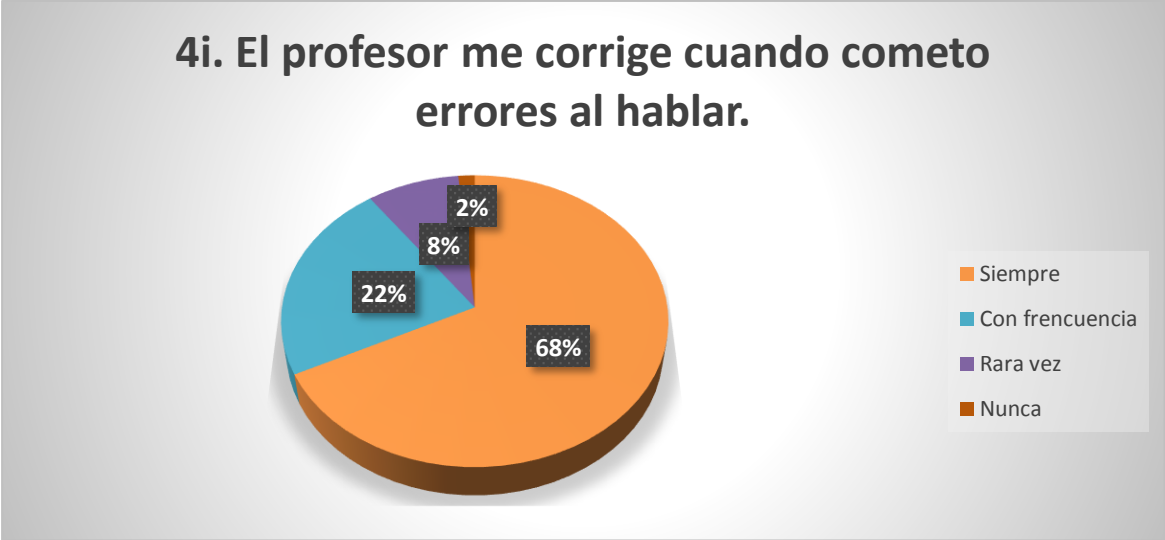


Table 6.12. Pie diagram of frequency of teacher correction when speaking.

There is a big tendency to correct students as it is shown in the pie diagram. A big percent of students (68%) are *always* corrected when speaking, while 22% of students are *frequently* corrected. It is evident that most teachers know it is essential that teachers help with guidance and must be models when it comes to teaching how to speak in the target language. (Dawes & Mercer, 2014). However, they must be careful to overtly use feedback so their flow is not halted as Harmer (1991) states. Most teachers probably correct their students specially because they are at beginning levels and students do make notorious mistakes that must be corrected.

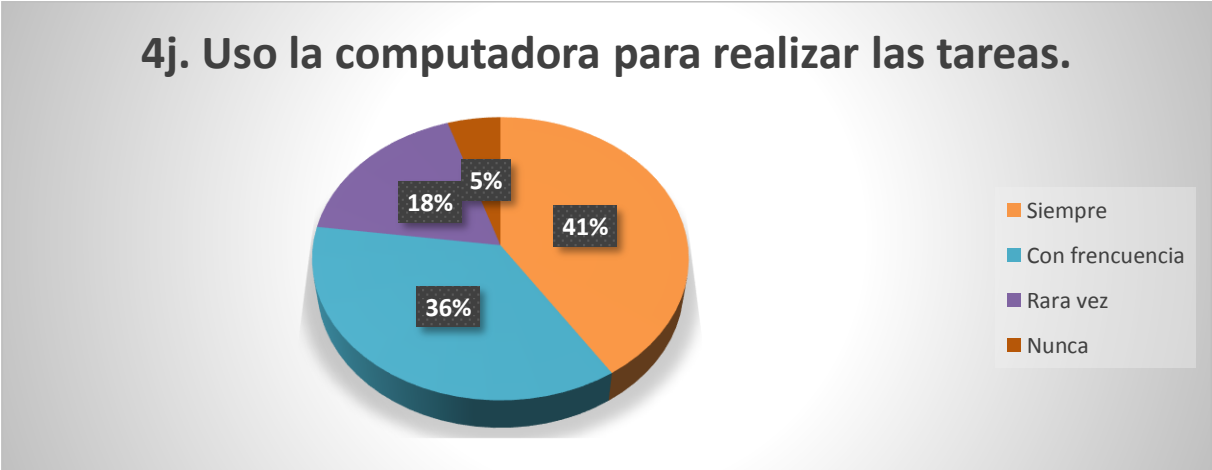


Table 6.13. Pie diagram of frequency of the use of computers to do homework.

A great percentage of students add up to using the computer *frequently* (36%) and *always* (41%). This is probably because, as Enochsson (2012) has stated, everyone can find a comfortable place when it comes to internet and technology. On the other hand, there is still almost an addition of a quarter of a pie that they either *rarely* use the computer or not use it at all when it comes to doing homework. This percentage of students may not have a computer at home or they may not know how to use a computer such as people with age who are not familiarized with technology as is the case for elderly people.

5. ¿Qué factores le afectan al momento de hablar en inglés? (Puede escoger más de una opción)

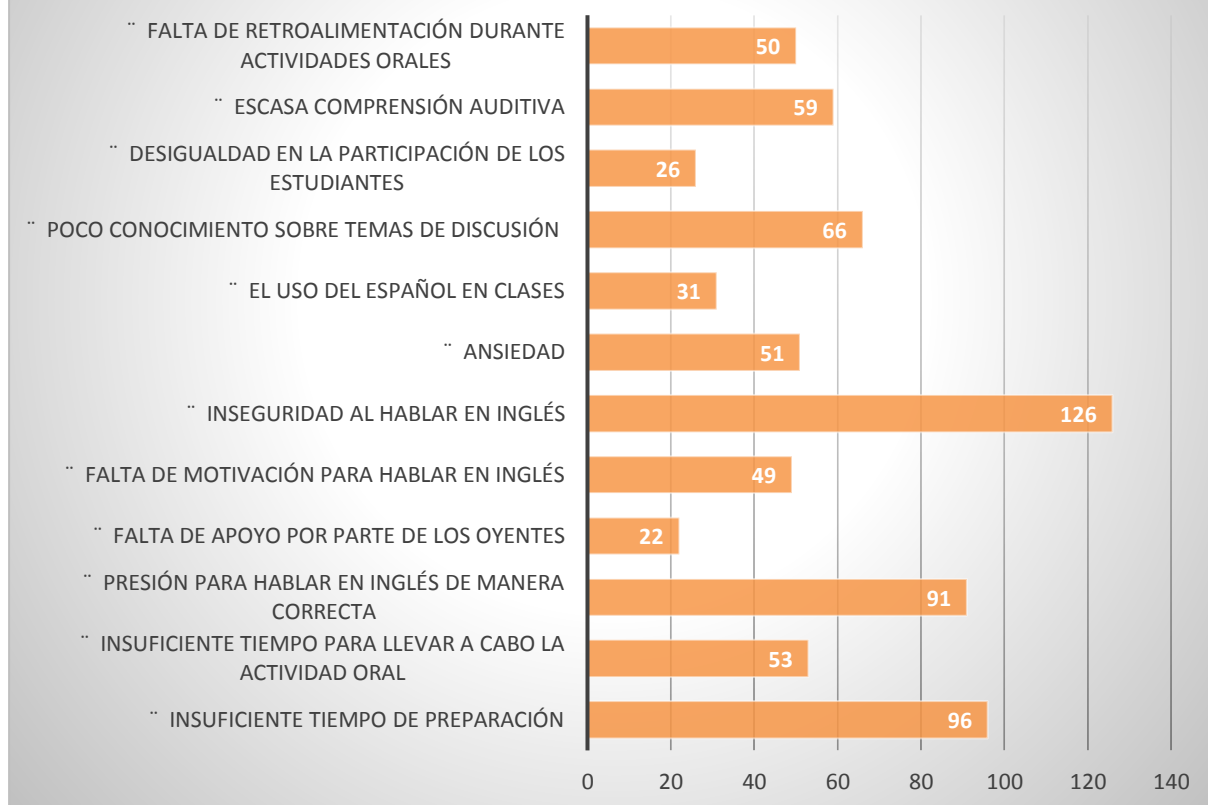


Table 6.14. Bar graph of factors that affect students when speaking in English.

As visible in the bar graph, it is evident that *not enough self-confidence* has the biggest number of votes. Students may choose more than one option and it is reflected that a great 126 students out of 201 have chosen this option. Authors such as Nguyen & Tran (2015), Ur (1996) and Florez (1998) all mention lack of confidence to be one of the problems students face when speaking. Nguyen states that this might be because the performance conditions are not ideal for the student to feel confident enough such as the pressure of time or that the level of support from their surrounding is not high enough to perform properly. Then *not enough time for preparation* has the next biggest number of votes with a total of 96. This might happen because there are too many students that they do not have enough time to listen to them all (Bygate, 1998) or the teacher gives the other skills much more time and priority. Then the *pressure to perform well* is almost as close as the prior factor with a total of 91 votes. It is evident

that students do not like to make mistakes and often feel peer pressure to say what is correct because they are afraid of criticism. (Ur, 1996).

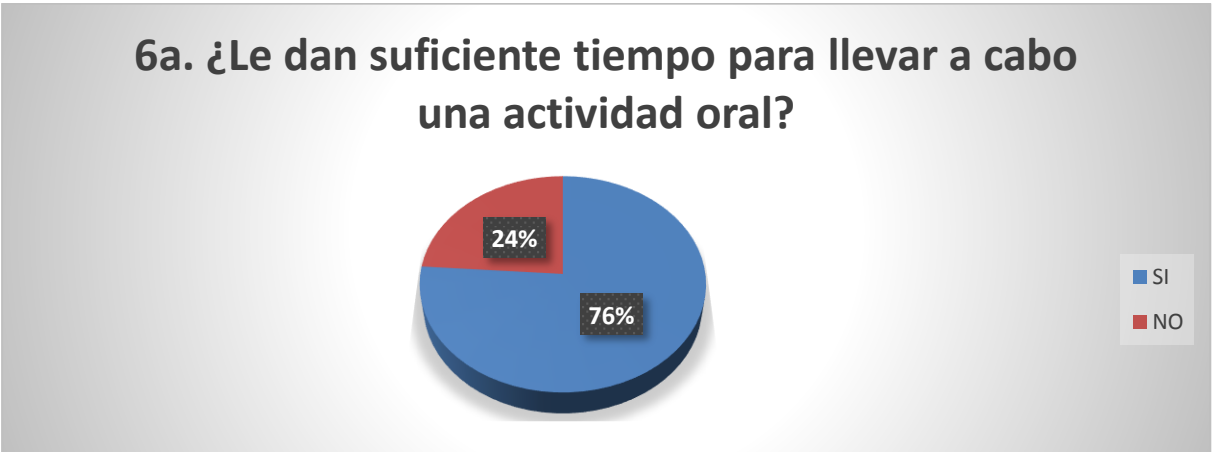


Table 6.15. Pie diagram “Do you have enough time to perform a speaking task?”

About three quarters of students have responded positively and about a quarter have responded negatively. Overall, it is visible that students are more likely to have time to perform their speaking activities. However, sometimes more dominant students participate and take almost all the time and shy or slower students only participate a very limited amount of time or none at all. (Ur, 1996). This might be the case for those who feel that they are not given enough time to perform a speaking task.



Table 6.16. Pie diagram “Do you prepare for the speaking task before it is performed?”

It is evident that most students do prepare for a speaking activity; however, this does not mean that they have enough time to perform it. Nguyen & Tran (2015) has stated

that time has to be given to prepare the task as every student needs to prepare what they are going to say and this is one of the performance conditions that must be fulfilled to speak. Furthermore, students at lower levels spend more time planning.

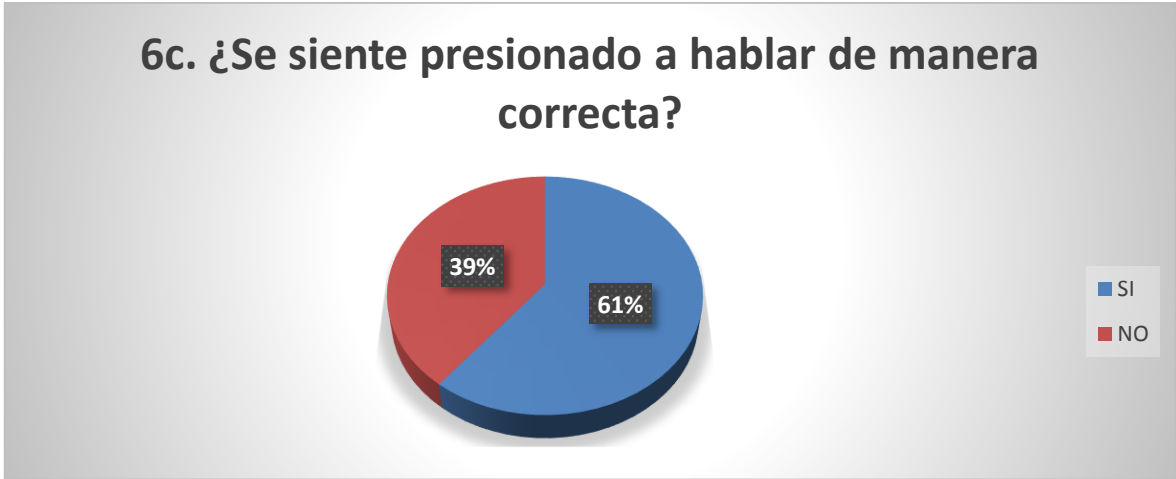


Table 6.17. Pie diagram “Do you feel pressured to perform well?”

A great percentage have responded positively (61%). When learners are often in a controlled environment and specific elements of speaking are taken into account, students might feel the pressure of correct performance. (Ellis, 2003). Some students do not feel comfortable being corrected by the teacher and they might want to avoid this and not speak frequently. This will only enhance their pressure to perform well.

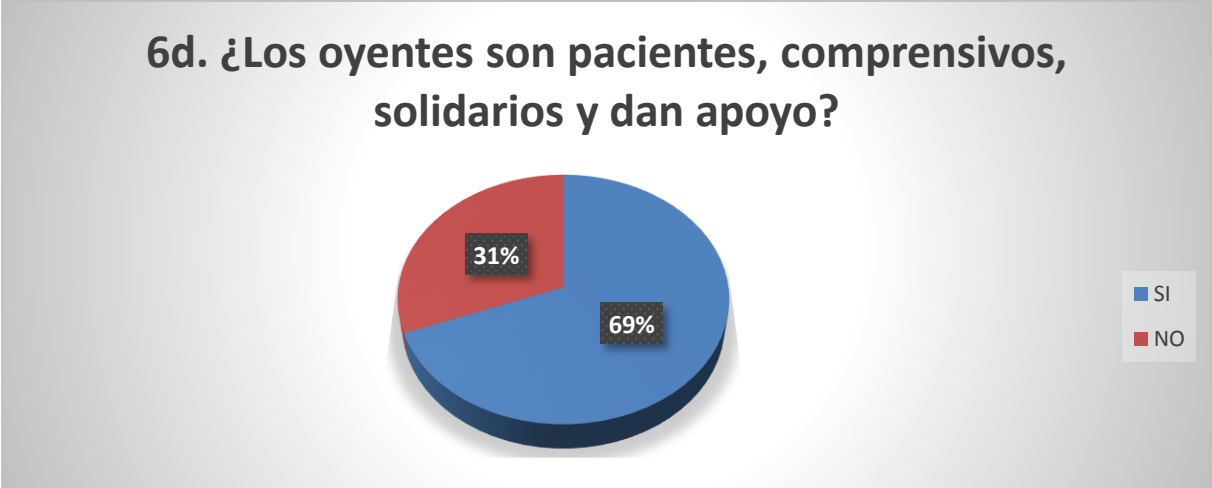


Table 6.18. Pie diagram “Are listeners patient, understanding, sympathetic and supportive?”

Indeed, most of the students (69%) do feel surrounded by a positive environment; however, 31% of students do not feel that others are patient, understanding, sympathetic and supportive when they are speaking English. Affective factors are part of defining whether a student will succeed or fail in learning how to speak a language (Oxford, 1990). If students feel anxious in their environment, they will not perform well. Therefore, the environment who are the listeners must be supportive.

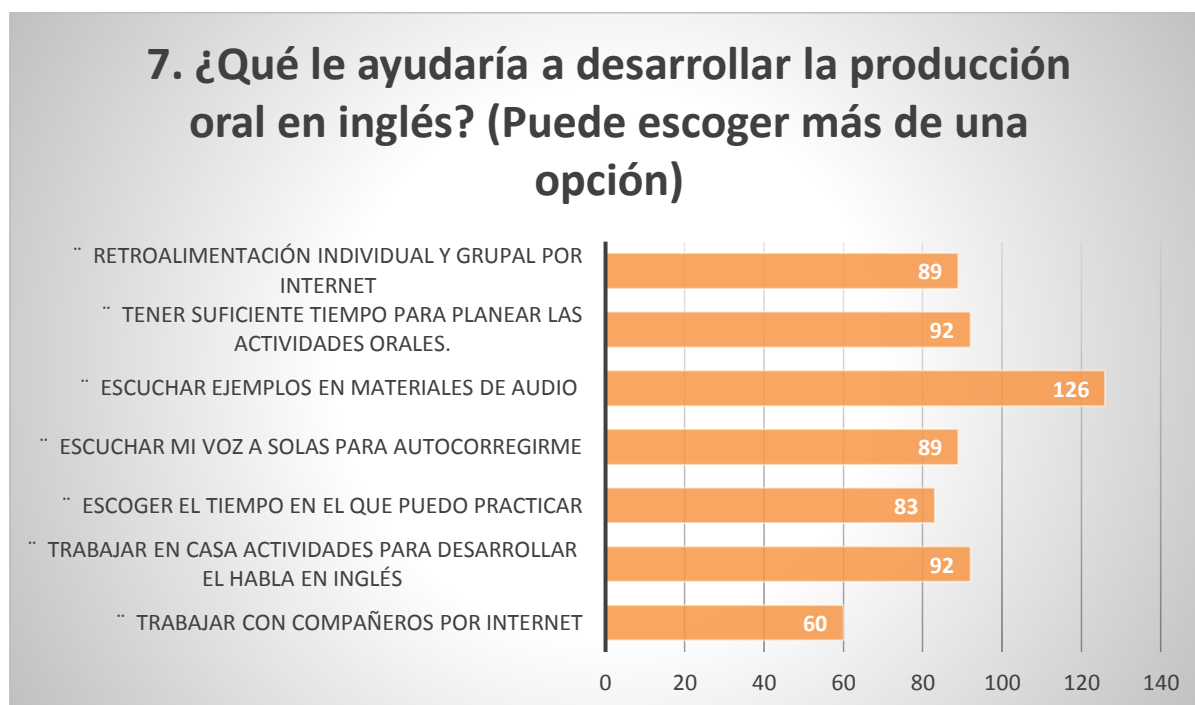


Table 6.19. Bar graph of factors that would help for developing speaking skills.

The greatest number of votes (126) went *to listen to audio models for guidance*. This is probably because students need to feel guided by models specially when they are beginning to learn a language. (Dawes & Mercer, 2014). The next factor with the greatest numbers of votes is *to have sufficient time to plan speaking activities*, along with *do activities to develop speaking at home* with a number of 92 votes. Students who are slower or do not feel self-confident enough to speak need more time to prepare their speaking and this is often related to having enough time at home to finish a speaking activity where they do not have time constraint problems and do not feel pressure. Then with a range of about 83 to 89 votes were the following factors: *to receive individual and group feedback online*, *to listen to their voice on their own so they can evaluate themselves*, and *to choose their own time to practice*. As Freedman (2011) points out, students can collaborate online and help each other through

feedback and when this happens the correction is not only done by the teacher, but from close people such as friends. Listening to their own voice allows students to have more room for mistakes and self-correction instead of being corrected by the teacher and being exposed to criticism. To choose their own time to practice gives them a sense of control over their learning instead of being taught. All of these factors are advantages that ICT gives to students. (Freedman, 2011).

5.2 Teacher Survey Results and Analysis

The following are results from the Teacher Survey of a total of 17 teachers from levels I and II.

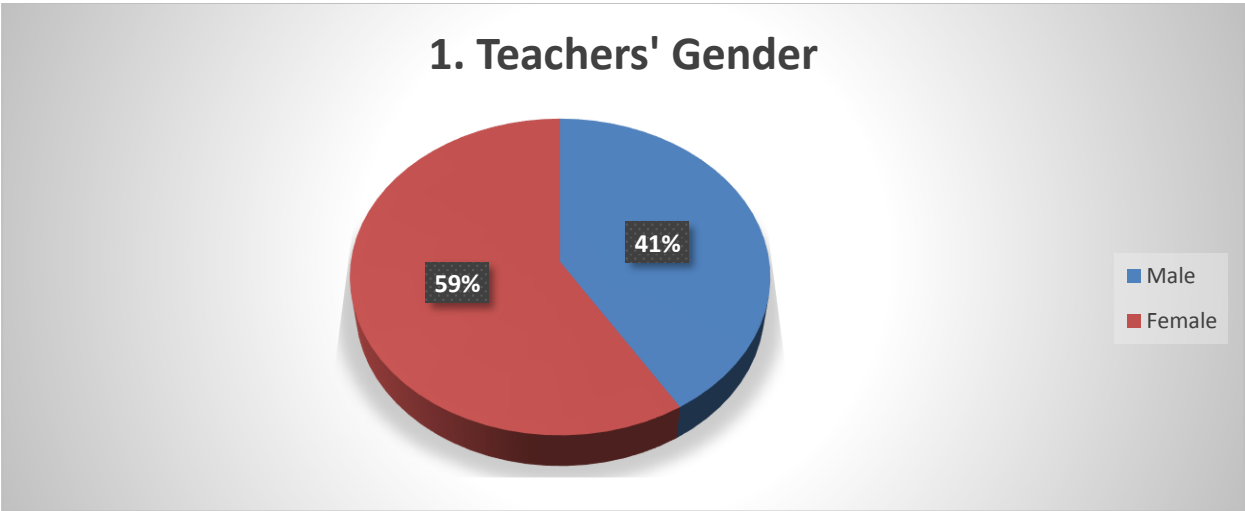


Table 6.20. Pie diagram of Teachers' gender

The range of percentages between male and female are around 50-50 with a slight difference of female teachers (59%) and male teachers (41%) at the Language Center in the Catholic University.

2. Teachers' Age

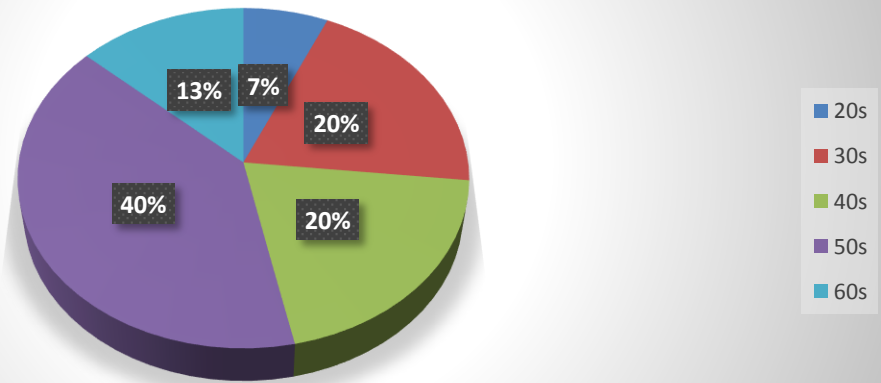


Table 6.21. Pie diagram of Teachers' Age

The biggest percentage of teachers are in their 50s (40%). A few are at their 40s (20%) and 30s (20%). The lowest percentages are at both ends, 20s (7%) and 60s (13%). The range of age demonstrates why it is difficult for most teachers to use technology within the classroom because of their age. Some might be teaching speaking with old methodologies or traditional methodologies that students are not interested in or might find this to be not engaging enough.

3. Teachers' Level of Education

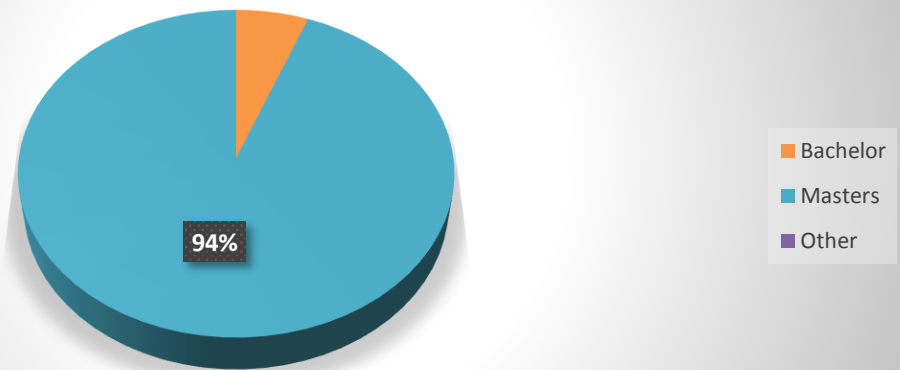


Table 6.22. Pie diagram on Teachers' Level of Education

A high percentage of teachers (94%) have received a Master's degree which is a postgraduate degree. Therefore, they are professionals who are working in this area of English as teachers. They might have upper levels of education and some might

believe they already have enough knowledge and experience; however, innovative speaking ideas are being born every day so teachers must be updated even if they already have a master’s degree.

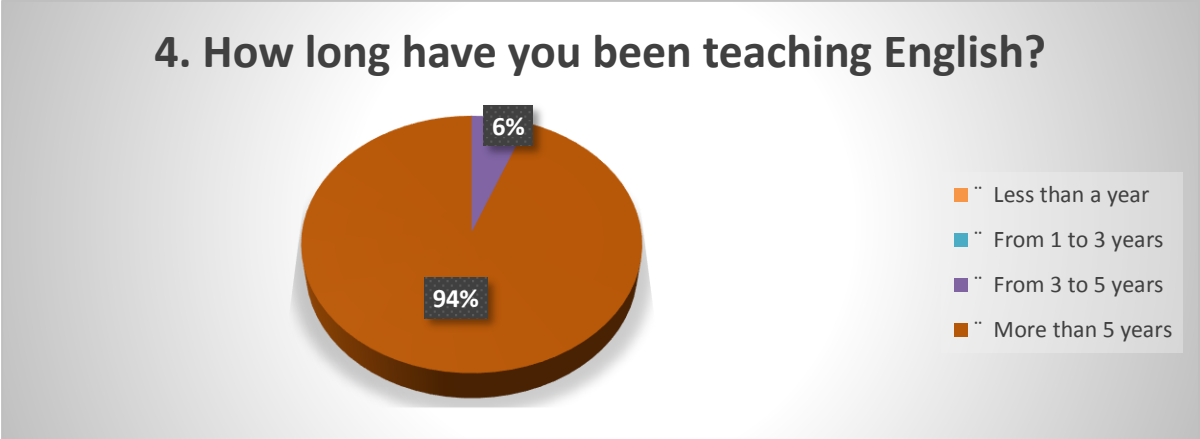


Table 6.23. Pie diagram of how long teachers have been teaching English.

Almost all teachers have a great amount of experience well *over five years*. They were asked to specify the years if they had over five years of experience, and it include a range from 8 years being the lowest to 25 years being the highest. This is important to take notice of since the amount of years demonstrates how long they have been teaching the way they have and using the same methodologies they have.

5. What are the current English levels you are teaching?

2,4,5	Pre Int - Int	1,3,5	4,5
3rd level	Levels 1 & 2	2,3,5	3
-	Basic Eng 1	1 dash 4	c1
all	Pre Int - Int	1 dash 4	1,2,3
I,III			

Table 6.24 Table of current English Teaching levels.

Most of the teachers have different levels; however, it is evident that all for the exception of two teachers are teaching various levels of English which are high and

low. They are all teachers who have experience teaching different levels and know about the progress the student needs to make to reach higher levels.

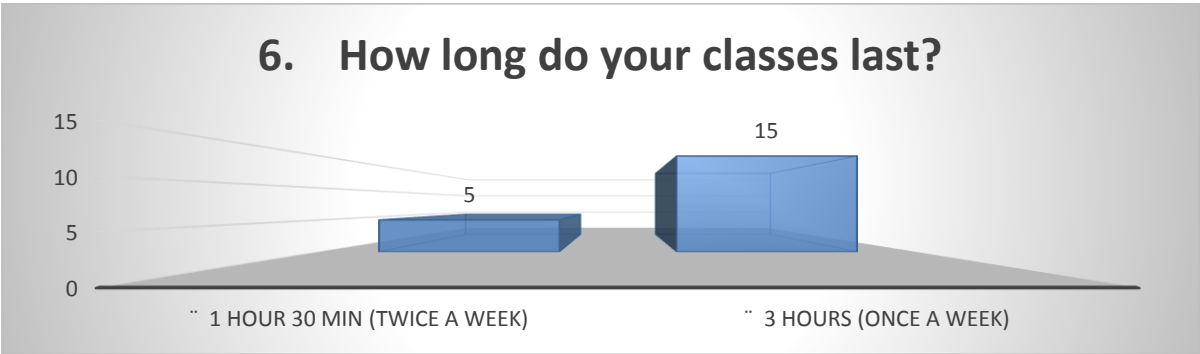


Table 6.25. Bar graph of how long classes last.

This questions was placed to relate this questions with question number 7 to be able to compare out of the total amount of time they have per class how much time do they dedicate to speaking. Some teachers have both classes since most teachers have more than one class. Most teachers' classes last three hours and this is once a week while 5 teachers have two periods of 1hour and a half.

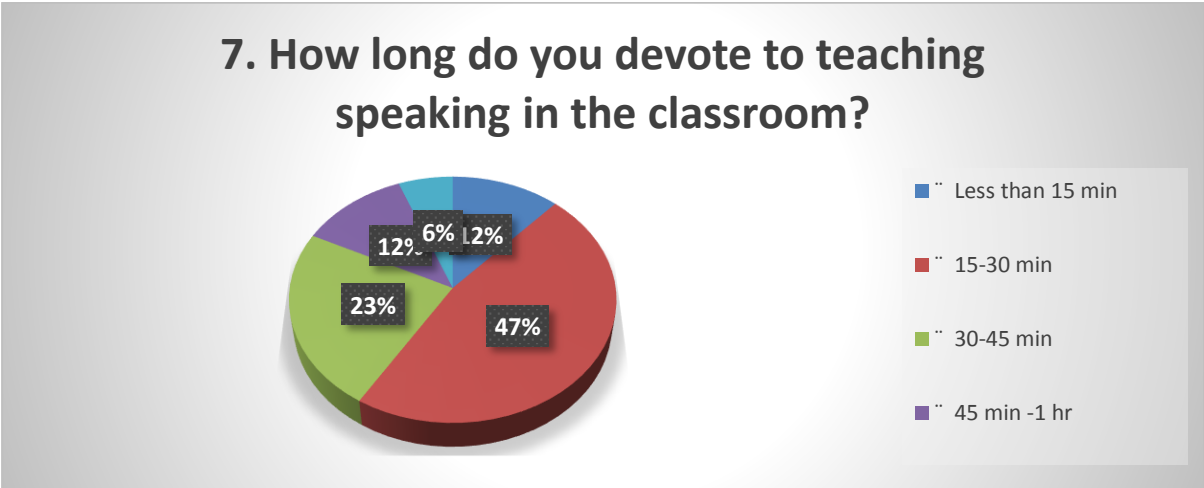


Table 6.26. Pie diagram of how long teachers devote to teaching speaking in the classroom.

Almost half of the teachers dedicate 15-30 minutes of their class hours to teach speaking. They devote about 8% of their total teaching time to teaching speaking. The next biggest percentage is 30-45 minutes and 23% of teachers chose this range. This might happen because teachers probably spend more time on other skills such as

reading and writing rather than teaching speaking. Some teachers might not have any audio resources at all and simply speak all the time.

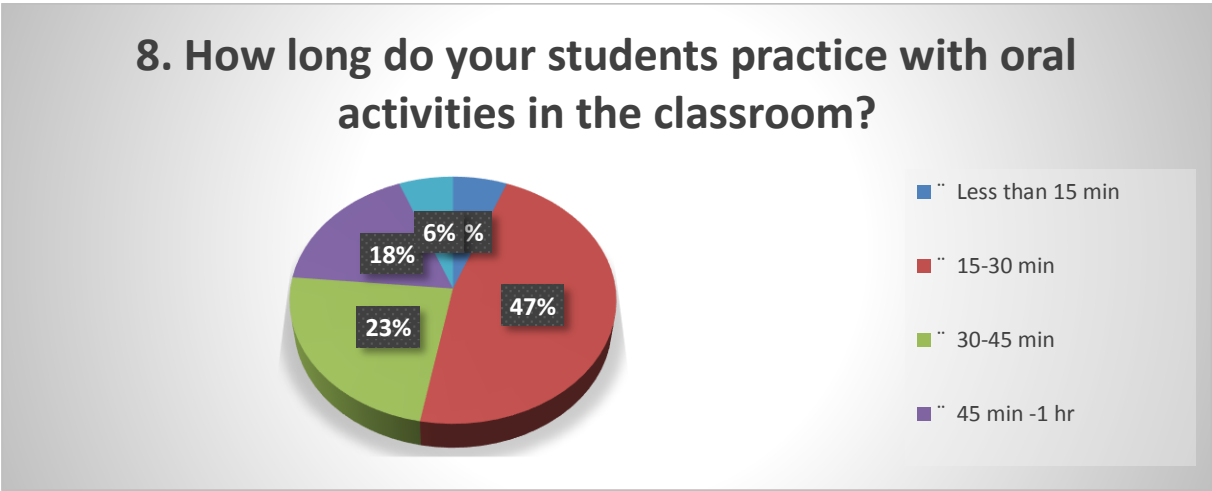


Table 6.27. Pie diagram of how long teachers devote to oral activities in the classroom.

About half of the teachers said they devote a mere *15-30 minutes* per class. The percentages are very similar to the prior question and therefore, it is visible that even within the 3 hours weekly or the two periods of 1 hour and a half weekly are not completely devoted to Speaking. The time spent practicing is when students are not passive but active and this is when they learn. So forth, it is almost impossible that students become fluent merely through the English classes they receive at the Language Center. Speaking has to be practiced more because speaking has twice the frequency of being used over any other skill. (Rivers, 1981).

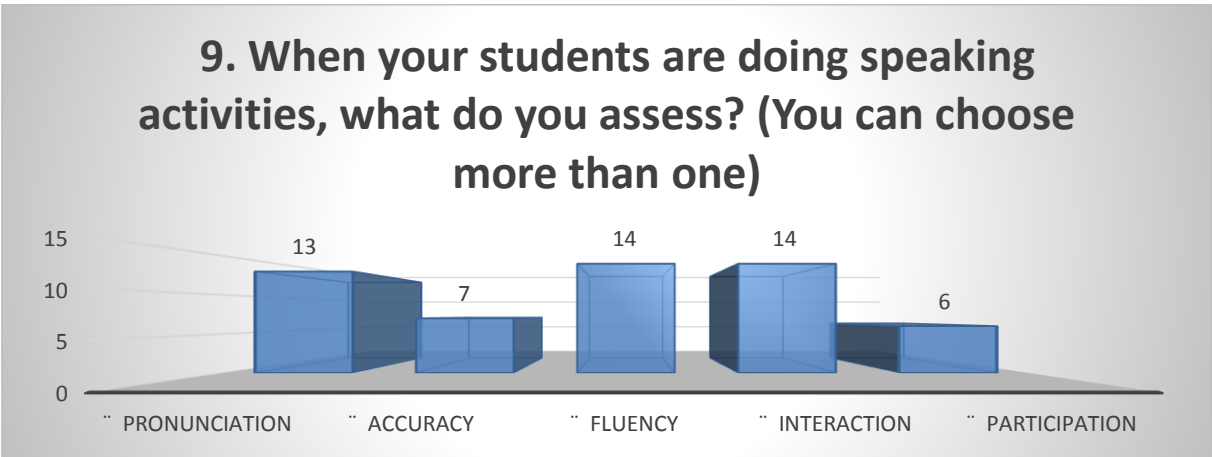


Table 6.28. Bar graph of what teachers assess on speaking.

Since most teachers have chosen *pronunciation, fluency* and *interaction*. Teachers are not so keen about *accuracy* nor *participation*. According to Stalin (2015) all of the six areas of speaking should be considered when assessing speaking proficiency. Maybe teachers try to focus more on fluency as the objective is to make students speak Their focusing less on participation might make students feel that they do not have to participate at all and still pass the course.

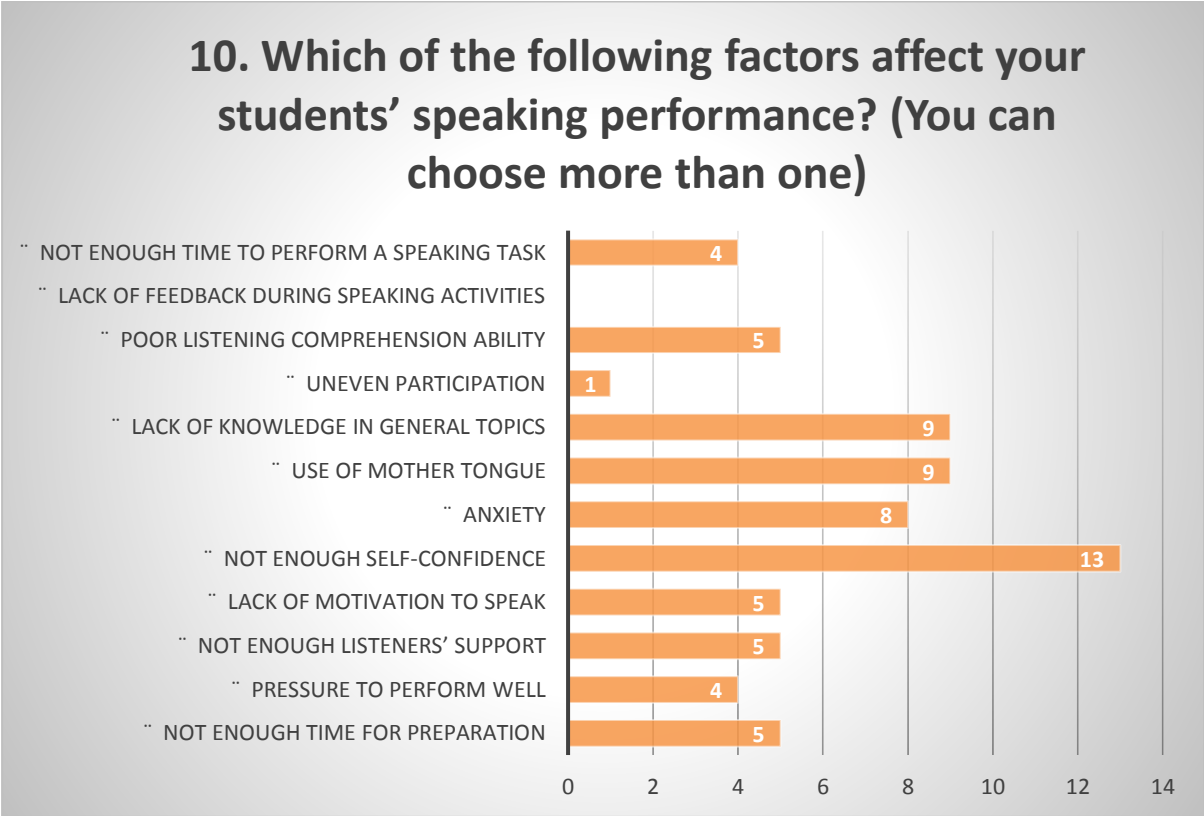


Table 6.29. Bar graph of what factors affect students' speaking performance from teacher's point of view.

Most teachers chose *not enough self-confidence*. This means that students are not performing in class because they feel insecure. This coincides with what students have also chosen to be the biggest factor which affects their speaking performance with a total of 126 votes. As said before, this might be because performance conditions are not ideal such as not having enough time to prepare or unsupportive environment from other students or fear of making mistakes. The next highest factors are *lack of knowledge in general topics* and this might be because some students did not receive a well-rounded education in some topics and feel that they do not know enough to express themselves when speaking. The *use of mother tongue* and *anxiety* which do

not coincide with students' answers as the second highest factor is probably a perception the teacher has because they are told most of the time that English has to be spoken in the classroom at all times; therefore, they pressure their students to do the same at all times. However, the reality is that students will choose to communicate in the less complex language which is their mother tongue. (Ur, 1996).

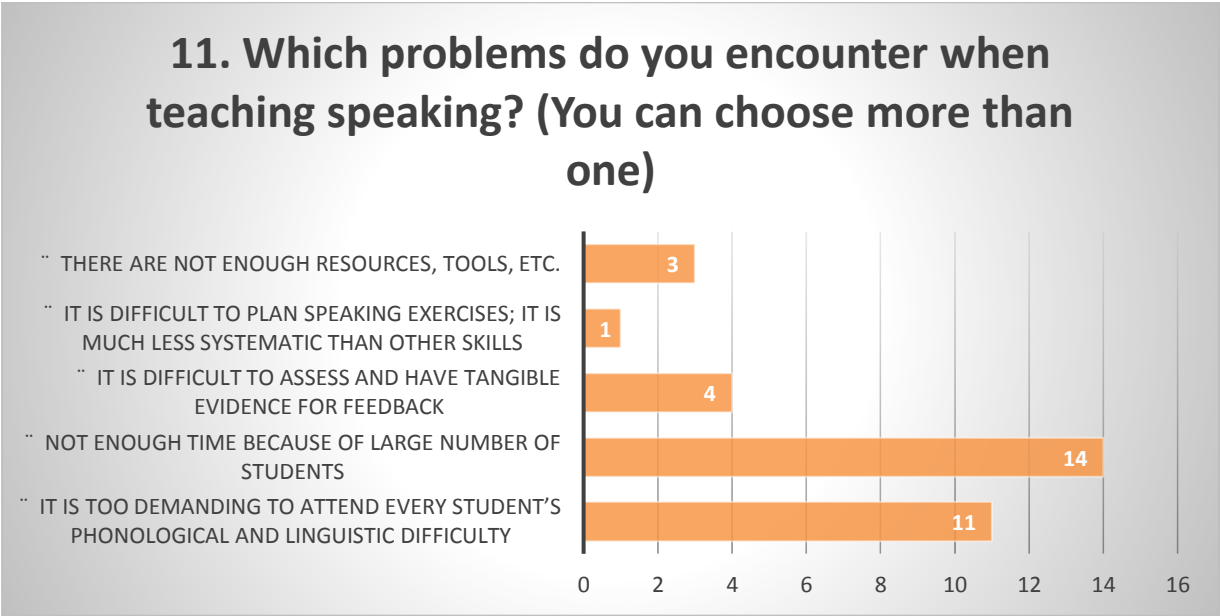


Table 6.30. Bar graph of which problems are encountered when teaching speaking.

Indeed, having thirty students can be overwhelming specially when a teacher is trying to make them speak evenly. The highest number of votes was given to *not having enough time because of large number of students*. This is supported by Bygate (1998) who states that not having enough time due to large number of students is one of the problems faced by teachers today. The next highest number of votes goes to *it is too demanding to attend every student's phonological and linguistic difficulty*. This might be correlated with a large number of students per class (30) since is difficult to pinpoint to every mistake or difficulty a student faces because teachers are not aware of all of them with the few times students get to speak, they may even choose safety phrases so that they do not make mistakes. (Center, 2004).

12. What is your reaction to students' speaking mistakes in the class? (You can choose more than one)

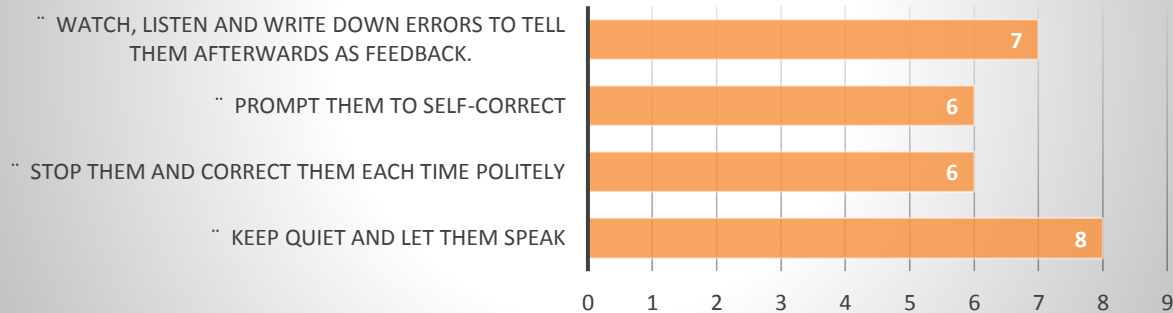


Table 6.31. Bar graph of teacher's reaction to students' speaking mistakes in the class.

All four options are not far from each other. *Keep quiet and let them speak* is slightly higher than the rest. Most teachers probably choose to do this so that students may enhance fluency over accuracy. However, having students being corrected each time can also be overwhelming for the student and this is important to take into account because in the prior questions the main factor that affected them was their own insecurity.

Performance Conditions

13a. Do students have enough time to perform a speaking task?

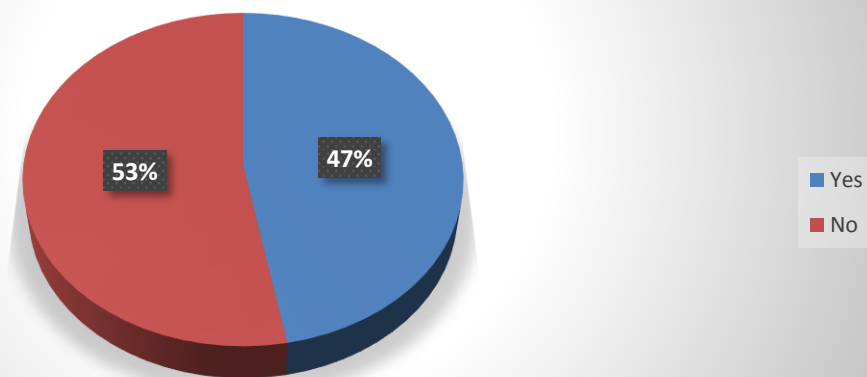


Table 6.32. Pie diagram of teachers' perception of student performance conditions.

The ratio is almost 50-50. It is difficult to let all thirty students speak in three hours. Usually, there are certain students that have the chance to participate, but not all. Some teachers might find this to be fair while others might find this to be simply not enough or uneven. It is contradictory to what students thought: 75% said yes while 25% said no.

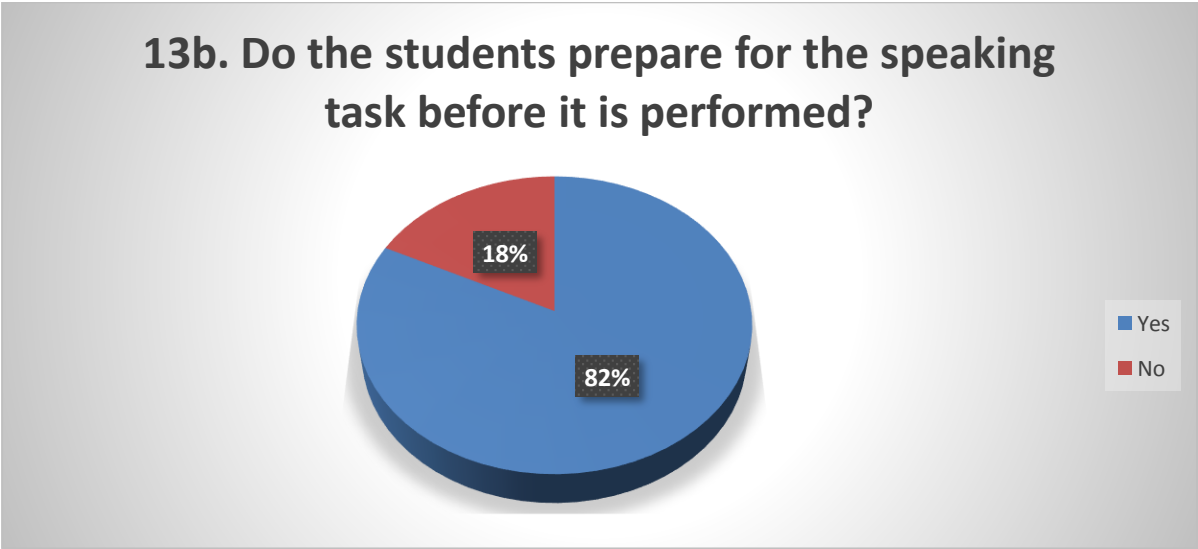


Table 6.33. Pie diagram of teachers' perception of student performance conditions.

Most teachers have responded yes to this question. Students must be given some time to prepare for a speaking task before it is performed. A small percentage of teachers have said no. Either they do not give speaking activities or the speaking is all spontaneous. Yet again, these students are low level learners; therefore, it is necessary that they are given enough time to prepare and then perform. The student percentages are very similar to those chosen by the teachers.

13c. Do the students feel pressured to perform well?

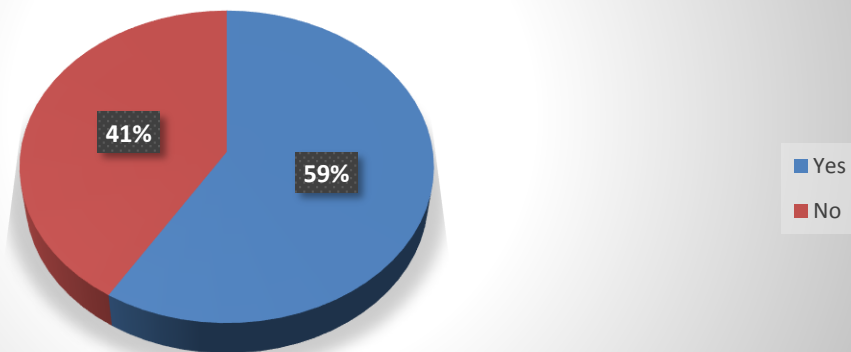


Table 6.34. Pie diagram of teachers' perception of student performance conditions

Both student and teacher percentages are very similar. Most teachers are aware of student's conditions of feeling pressured which means that they have the knowledge to run the class so that students feel that they are in a friendly environment. This is a great responsibility since teachers have control and manage the classes.

13d. Are the listeners patient, understanding, sympathetic and supportive?

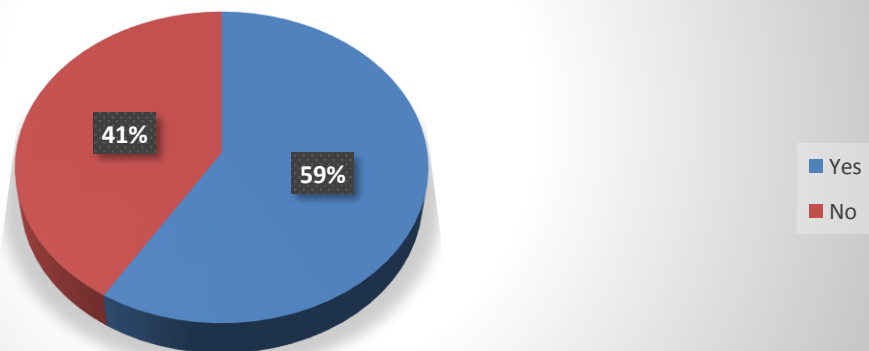


Table 6.35. Pie diagram of teachers' perception of student performance environment.

Percentages slightly vary when compared to students' percentages. Teachers have a slightly lower percentage (60%) than students (70%) when it comes to thinking that listeners are sympathetic and supportive. Having a friendly environment where students do not ignore, nor are disrespectful towards other students is extremely

important for students to be willing to perform in the open without hesitation. Teachers have probably chosen this answer because they perceive that some students criticize or make fun of other students. Then other students might simply correct another student out in the open or very abruptly which might cause the student to retrieve.

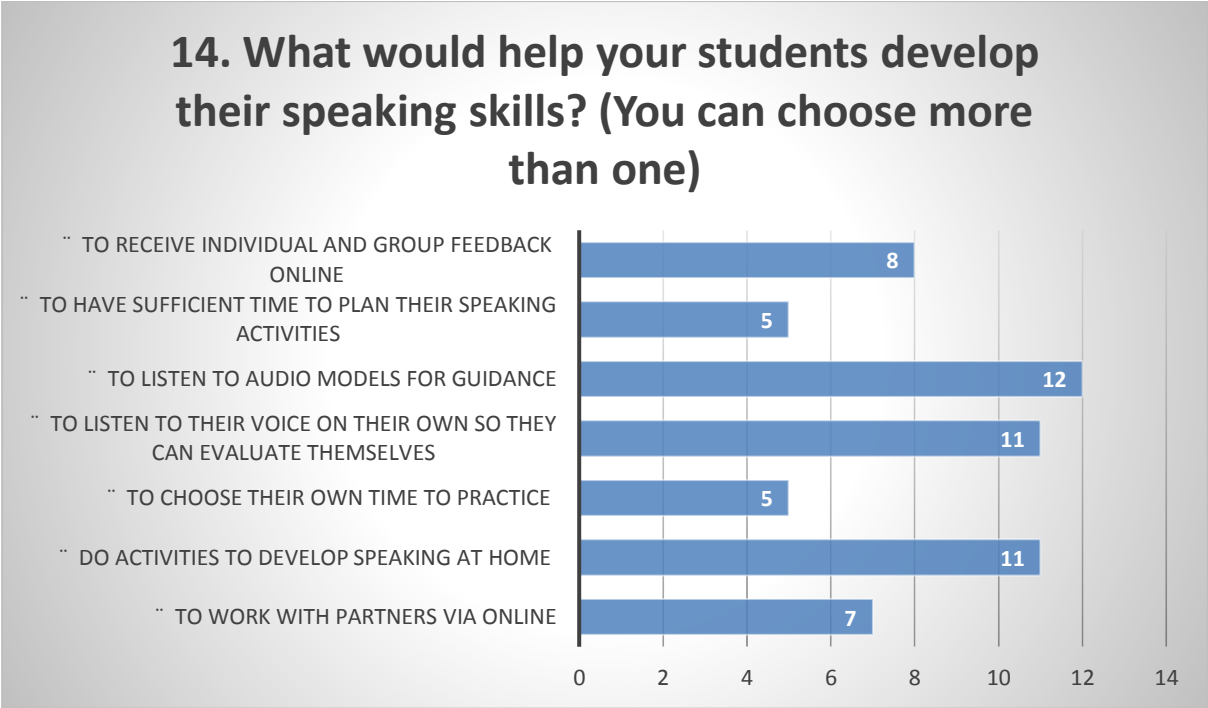


Table 6.36. Bar graph of factors that would help for developing speaking skills.

Most teachers chose to *listen to audio models for guidance* and this did coincide with what students thought. Students need to feel guided and supported in their path of learning. (Dawes & Mercer, 2014). Teachers have voted for *listen to their voice on their own so they can evaluate themselves*, this is probably chosen because students can then have greater understanding and self-correcting on their own instead of facing errors in front of the entire class or being constantly corrected by the teacher. The next greatest vote was *do activities to develop speaking at home*. Teachers have probably chosen this because as much as they practice in class, it is not enough with three hours of class and they want students to engage in some speaking at home which is difficult because students do not have a person to converse with in English outside of class.

5.3 Teacher Interview Results and Analysis

Part I Before explaining the web application SPACEDECK to the teacher.

The first question consisted of whether teachers always use English during lectures or instructions. Three teachers responded that they do use English at all times when two other teachers said that they use English and Spanish according to the situation but mainly according to the behavior of students. One teacher mentioned that the ratio they use is around 50-50 because the reality of the students is that 10 students are fluent and 20 are not.

To the second question of how do teachers encourage speaking in class hours and whether it is mandatory for students to use English at all times inside the classroom, teachers answered with different methods to encourage students such as write useful language on the board from the very beginning of the class so students may point at them easily, mimes, bring material from kindergarten, applauding a positive response, place stickers on work, insist on listening only to English responses by saying phrases like “what did you say?” and hinting them to say in English. It is visible that there is no specific methodology involved when it comes to encouraging students to speak and the focus on each teacher may be motivation that may not precisely interpreted as motivation from the point of view of the student, but a traditional way of motivation that they have learned through their own experience in school or typical motivation that is not precisely related to students of that age.

It is mandatory for students to speak in English and three of the five teachers do insist on students to speak English at all times; however, the other two teachers said that the reality is different and students tend to speak Spanish most of the time.

To the third question, there are several different types of activities teachers do in the classroom: dialogues, bring pictures, ask questions, write questions, surveys, vocabulary games, games in general, ask random questions, play role activities, discussions, dramatization, ask questions related to their interests, performance, ask opinions, debates and oral presentations. Most teacher did coincide on asking questions to students which is the traditional way of inciting a response from students. Further than that, there was no speaking activity related to ICT. One teacher said that their focus on dramatization is keen to his teaching class; nonetheless, most teachers

do not seem to have a strong response and focus on specific speaking activities. It is also meaningful to mention that two teachers included in their response the lack of time being that they only have three hours per week and the number of students being too high (30 students per class). Therefore, it is difficult to dedicate enough time to speaking activities.

To the fourth question, all teachers said that they do use the book's speaking activities if it is appropriate with the class that they are given. Otherwise, they create their own material. Two teachers expressed that they bring their own photocopies. Only one teacher said that they modify the speaking activity to fit for the students' interests.

It is evident that teachers have a dubious concept of what homework related to speaking is. All of the homework that they gave as examples to whether they had sent homework related to speaking, had to be performed the next day in class meaning that they were not speaking at home, but writing at home and planning what they were going to say the next day. There is no actual speaking involved because a student may sit at home and simply write the text and not practice at all so that the next day they will simply read what they have written and this is not going to develop their speaking.

The concept of ICT was not part of the knowledge of most of the teachers when they had to answer to the question of what they think about using Information Communication Technology for education. One teacher thought that courses paid online is ICT itself. Another teacher said that it is really necessary; nonetheless, they mentioned bringing copies which demonstrates that they have no knowledge of what ICT is. Another teacher said that they do not use it at all. One teacher did mention that they do not like to depend on technology because of possible black outs, and that they prefer the traditional way of teaching. Overall, they said that it is important and are open to it without having much knowledge on what the concept is and how they may use it.

Teachers responded the following to the question of what technology they use in class: overhead projector, digital format of books, CDs and websites without really specifying a specific tool or type of activity they do in a specific website. Another teacher mentioned that they do not use technology at all when it comes to speaking. The most that they use is to bring pictures and make them predict. Another teacher logs in to the website related to the book and plays videos, listening sections, and virtual books. It is

evident that teachers do not have much knowledge on all the resources that are available on the internet and one teacher even mentioned that they do not use ICT because there is no computer lab.

Part II After explaining and showing the use of the web application Spacedeck to the teacher.

All of the teachers have never used Spacedeck, nor have they heard of any other similar tool. They mentioned tools such as an application called Charades, Oxford Series Platform where the teacher may receive scores and grades; however, he did this in another institution, and Itools. Most teachers were hesitant and took a long time to remember any technological tool or even remember the names of technological tools they have heard which demonstrates that they do not use them at all or frequently.

Teachers mentioned some of the features from Spacedeck that caught their attention the most such as visual images and color, being able to upload any kind of information specially videos, and being able to share videos and audio recordings. One teacher mentioned the thought of how far they can go with this tool in terms of level. Somehow it demonstrates that teachers are not familiar with the common features of technology such as videos, audios or even colors.

Teachers responded to the question of what feature of Spacedeck is the most useful for them. One teacher mentioned the limited time they have in class and how this could help them by making students practice at home, and improve their pronunciation. Another teacher mentioned that it engages the student's attention for its colors while another teacher mentioned that they may upload any kind of information such as links. It was interesting how a teacher mentioned that they might be able to use the program to teach Spanish to foreigners. Only one teacher mentioned the interaction students may have with one another. Through these answers, it was perceived that most teachers did not fully realize the power of working at home and being able to talk with other students at the same time and practice speaking outside class hours. They were not fully aware of the potential change it could bring nor the features that actually stand out and are different from what they use daily when teaching.

To the question of how long it will take them to become familiarized with the tool, most teachers responded that they were not really familiarized with technology. However, it was surprising to hear that some said three hours, a few hours, a few days. While two people said, it might take a long time without giving a specific time span and most said that they would have to go home and see what the program is exactly so that they would have more notion on how long it would take them to be completely familiarized with the tool.

Teachers were also asked if they think students will be willing or reluctant to use the tool and why. Four teachers said willing because students are interested in technology and it will be something new for them. One teacher specified a percentage saying that 70% would be willing and a 30% not because they do not have smartphones. Even though a smartphone is not the only recording device, it is an additional information that is interesting to know to see at what level students are familiar with technology. Another interesting point a teacher mentioned is that students use technology every day and since they do it every day there is a high chance that they will be willing to try this tool.

Teachers were asked to talk about the benefits to the use of the application within their class and they said it would help save time since they do not have to listen to thirty students within the amount of class hours, they could do it at home and still be able to listen to them. Two teachers mentioned that first they would have to make students be familiarized with the tool and then they might use it at home but not in class because they do not have computers in class. Another teacher mentioned that it would make her class different because it would be something new and engaging for students. However, a teacher expressed a contrasting thought that it could benefit because he would communicate with the students in their world using their type of tools, but they might be tired of the internet which is common and might even enjoy a traditional class of speaking and dramatization may even sound interesting to them.

Some of the difficulties and drawbacks on using the application are to identify that students are honestly doing the homework on their own instead of recording the voice of another student, problems with constant internet connection, convince the professor to use the tool and the difficulties with people who are not tech savvy. According to a teacher, he would like for there to be a workshop showing step by step how to use

Spacedeck until the teacher can feel secure to do it himself. Moreover, another teacher said the time it would take her to prepare an activity using the tool to serve a specific purpose.

All teachers did think that the combination of the book's speaking activities with the application was appropriate. Some mentioned it to be challenging, and interactive while another teacher said that if they plan it before it will be appropriate. This teacher thinks of using the tool for creating new activities and therefore, talked about planning before time. Another teacher expressed their concern for students who do not have the desire to learn English.

Most teachers thought differently when it came to answering the question of coming up with other ways to use the tool for speaking activities. One teacher said that they could use it in class to project it on their board to elicit from the students, reinforce vocabulary or even introduce new vocabulary. Another teacher said that they would send homework using the tool. Another teacher mentioned again that they wanted to create something similar but in Spanish for another class he has with foreigners who are learning Spanish. Then last but not least, a teacher mentioned to make students record a video about themselves and then classmates may record their voices giving opinions about each other's videos. It is interesting to know that teachers are interested and thinking of ways to use this tool instead of simply answering no.

All teachers said they would be willing to try the tool and include it in their planning. However, one teacher mentioned that they might use it for upper levels, while another teacher kept insisting on a workshop where teachers will be given the chance to start a Space from zero to creating something themselves with the help of a guide.

Some additional observations were that due to several factors, which are external to the interest of this project, teachers demonstrated that they could not grasp the information given to them with complete ease. Some of the outside factors might be that some teachers did understand but could not retain the information long enough; this was reflected because during the presentation they would make questions and paraphrase the answer and so forth demonstrate that they understood the answer. However, in the second half of the interview it was evident that they forgot certain details they had already understood during the presentation. Since most teachers are not familiarized with technology, it is evident that they did not fully understand the

presentation; further training is necessary for some teachers to use the tool with dexterity or at least to do the basic which is to know how to use the models that were already made for them. Another factor might be the language; some teachers demonstrated clear difficulty understanding and responding to questions which means that they might not have understood most of the information given to them during the presentation. Even though all details were given to them during the presentation, it might have been difficult with the combination of not being familiarized with technology and not knowing the language too well. This might not be the case of all teachers; however, it is the case for all at different degrees and of either or both of the factors.

CONCLUSION

After researching the existence of difficulties within the speaking skill and developing a technological tool to improve speaking skills, the following conclusions have arisen:

- There are several factors that affect students, of levels 1 and 2, from developing their speaking skills.

From students' perspective:

- Classes are mostly focused on the skills of reading and writing.
- Students feel uncomfortable and are not self-confident when speaking English.
- Students feel pressured to perform well.
- More than half of the students do not understand most of the dialogues and content when the teacher is speaking in English.
- Students use their mother tongue Spanish at some degree in class.
- Students do not speak English outside class hours.

From teachers' perspective:

- Insufficient amount of time due to large number of students and it is too demanding to attend every student's phonological and linguistic difficulty.
- Students feel uncomfortable and are not self-confident when speaking English.
- Students feel pressured to perform well.
- Students use their mother tongue Spanish at some degree in class.
- Students feel anxious when speaking English.
- Students lack of knowledge in general topics.

- To help develop speaking, students and teachers have chosen several options.

From students' perspective:

- To listen to audio models for guidance
- Do activities to develop speaking at home
- To have sufficient time to plan speaking activities.

From teachers' perspective:

- To listen to audio models for guidance
 - Do activities to develop speaking at home
 - To listen to their own voice on their own so they can auto evaluate.
- The technological application Spacedeck grasped teachers' attention and have convinced them to incorporate the tool within their planning.

RECOMMENDATIONS

- It is recommended students develop their speaking skills through the technological application called Spacedeck as it will provide students to practice English outside the class and be engaged to develop their speaking skill.
- It is advisable to create an opportunity where all teachers from the Language Center learn or are aware of the existence of the application called Spacedeck with its positive features for developing speaking.
- It is recommended to plan a workshop destined for teachers to learn how to use the multimedia web application Spacedeck effectively because most teachers are not tech-savvy.
- It is also recommended that teachers use the application Spacedeck to assist a large number of students more efficiently and at their own pace, with enough time to give the feedback needed individually.

PROPOSAL

DESCRIPTION

Looking for tools and resources that may enhance and engage students is within teachers' interests and concerns. Devices such as cell phones, and laptops are not the only focus but applications useful for education are a growing interest in teachers as well.

Spacedeck is a web application that unites various tools such as text notes, photos, web links, videos and audio recordings that can be used in combination. It is generally used to organize ideas, see projects, and to enrich connected learning experiences in groups or solo. There is also chat in real-time where students can interact and they have the option of sharing spaces on the web or via email. The Lite version is free and has all of the features mentioned above. (Spacedeck GmbH, 2011-2016).

The application is not made specifically for EFL speaking purposes; nonetheless, it has been used for the purpose of creating speaking practice opportunities so as to lessen and even attempt to solve speaking skill difficulties that students and teachers face.

The following are benefits of using the web application called Spacedeck for speaking practice purposes:

- Students and teachers will be able to work at home at their own pace.
- Feedback from teacher may be individual.
- Collaborative work can be done through chatting real time.
- Students' self confidence in speaking may be enhanced as they control their own work without the pressure they would have in class with other students present.
- Students may listen to audio recordings of their own voice and self-correct, revise as many times as they desire.
- Students may practice pronunciation, vocabulary and many more on their own without external pressure.

- Students who lack topical knowledge can obtain data instantly on the internet.
- The creation of new activities through Spacedeck are endless.

THEORETICAL FRAMEWORK

All teachers must know that there are numerous reasons why they must apply technology within their classes and incorporate them when they are planning lessons. (Freedman, 2011)

- It enhances students' understanding as the purpose of ICT is not to become dexterous in the software but to enhance thinking skills.
- ICT helps students become effective and independent learners since there are plenty that may adjust according to the level of the student and allow them to learn on their own.
- Web 2.0 applications allow collaboration to happen and students may work online at the same time on a single project.
- ICT motivates students in the sense that students see a computer as a tool and not as a teacher who will place red marks all over their work.
- ICT enables students to obtain data that they cannot obtain on their own. For instance, this may help students with lack of topical knowledge.
- ICT allows students to experiment by changing certain aspects of a model and see the possible outcomes. This gives students a space to discover.
- Students can work on several drafts and allows them to make mistakes and correct them.
- Students revolve around the use of computers and technological tools. They enjoy it and this is only an advantage for the teacher if they apply ICT in their classes.
- ICT allows the student to be in control. They can select and personalize whatever task they are given and even choose how to do it in some cases.

OBJECTIVES

General Objective

To demonstrate how Open Mind, which is the book currently used in levels 1 and 2 at the Language Center, speaking activities can be completed through the use of the Multimedia Web Application Spacedeck.

Specific Objective

To create model samples which students can follow as a guide to complete speaking activities and enhance their speaking skill through the use of Spacedeck.

STRATEGIES

Web application models, also known as “spaces”, were made using Spacedeck. They were designed according to the assignments given by the book called Open Mind for levels 1 and 2, currently used by the teachers and students at the Language Center. The models include pictures, backgrounds, instructions, and audio models related to the assignment so that students may use the content as a guide to create their own models.

All six Spacedeck models are assignments given by the book so that teachers feel familiarized with the content and do not have to create samples of their own and so forth do not feel overwhelmed to create new material. This also allows teachers to use the material right away once it is provided to them.

MATERIALS

The following are materials needed to use the multimedia web application called Spacedeck:

Computer or Laptop with internet: students will work on their computer at home to have access to Spacedeck and teachers to check students’ work and progress.

Recording device: this may vary. Students may use a cell phone, or a recording program which most laptops already have, or even an online voice recorder is recommended (<http://online-voice-recorder.com/es/>). This online voice recorder

allows students to record their own voice online and download the recording as an mp3 file. Afterwards, they can upload it on Spacedeck according to the assignment. If students have laptops, then a microphone comes within the laptop so they don't have to buy one. Otherwise, headphones may be used as microphones and tutorials on this may be found at Youtube.

SPACEDECK MODELS

Teacher Model 1

Open Mind Book Unit 1

Speaking: using polite language (page 11)

Use *excuse me*, *thank you*, *you're welcome*, and *please* to be polite in English.

Work in pairs. Ask your classmate for their information. Include their first name, last name, e-mail address, and phone number. Use polite language. Follow the model in your book and listen to the model online.

Create your own space, give it a name, share with the rest of your classmates and the teacher. Give feedback on at least one other conversation.

MODEL LINK: <https://spacedeck.com/s/f3d71c7-Untitled-Space>

Teacher Model 1

https://spacedeck.com/spaces/580f6b481d43b187219998a0

Teacher Model 1

Unit 1 Speaking:
Using polite language.
page 11

INSTRUCTIONS

Use excuse me, thank you, you're welcome, and please to be polite in English. Work in pairs. Ask your classmate for their information. Include their first name, last name, e-mail address, and phone number. Use polite language. Follow the model in your book and listen to the model online.

Create your own space, give it a name, share with the rest of your classmates and the teacher. Give feedback on at least one other conversation.

Carolina1.mp3 00:00 / 00:06

Paula1.mp3 00:00 / 00:02

Carolina2.mp3 00:00 / 00:02

Paula2.mp3 00:00 / 00:05

Carolina3.mp3 00:00 / 00:04

Paula3.mp3 00:00 / 00:05

Carolina4.mp3 00:00 / 00:02

Paula4.mp3 00:00 / 00:06

Carolina5.mp3 00:00 / 00:02

Paula5.mp3 00:00 / 00:01

94%

11:23 PM
11/22/2016

Teacher Model 2

Open Mind Book Unit 3

Speaking: asking for opinions (page 32)

When you want to know what somebody thinks, you can use different phrases to ask their opinion.

Work in groups of three. Talk about your opinions of these kinds of movies. Post pictures and even small scenes. Use phrases from Exercise B to ask about each other's opinions.

Exercise B phrases: and you? What's your opinion? Do you agree? What do you think? How about you?

Create one space per group. All opinions and thoughts must be uploaded as audio files. Have fun!

MODEL LINK: <https://spacedeck.com/spaces/580fd51f2541978d21df0440>

Teacher Model 2

Unit 3 (page 32)
Speaking: asking for opinions

StudentA1.mp3 00:00 / 00:03

StudentB1.mp3 00:00 / 00:05

StudentC1.mp3 00:00 / 00:06

StudentA2.mp3 00:00 / 00:01

StudentB2.mp3 00:00 / 00:09

StudentC2.mp3 00:00 / 00:05

Work in groups of three. Talk about your opinions of these kinds of movies. Post pictures and even small scenes. Use phrases from Exercise B to ask about each other's opinions.

93%

11:22 PM
11/22/2016

Teacher Model 3

Open Mind Book Unit 5

Speaking: repeating directions to check understanding

When you ask for directions, listen carefully and repeat the essential information to check that you understand.

Create a space. Find a town map clipart and upload it in your space. Then with your partner take turns asking for directions to places in your town. You can listen to the model link to have an idea. Share it with the teacher and classmates. Give feedback to at least three other groups.

MODEL LINK: <https://spacedeck.com/spaces/580fde602541978d21df0452>

The screenshot shows a Spacedeck workspace titled "Teacher Model 3" with the URL <https://spacedeck.com/spaces/580fde602541978d21df0452>. The workspace contains a colorful town map clipart with various buildings and landmarks labeled: SCHOOL, HOSPITAL, BANK, POLICE, BARBER, and GAS STATION. A red speech bubble contains the text "Unit 3 Speaking repeating directions to check understanding". A list of audio files is displayed: StA1.mp3 (00:00 / 00:05), StB1.mp3 (00:00 / 00:07), StA2.mp3 (00:00 / 00:06), StB2.mp3 (00:00 / 00:02), StA3.mp3 (00:00 / 00:00), and StB3.mp3 (00:00 / 00:01). A green box with a red header "INSTRUCTIONS" contains the text: "Create a space. Find a town map clipart and upload it in your space. Then with your partner take turns asking for directions to places in your town. You can listen to the model link to have an idea. Share it with the teacher and classmates. Give feedback to at least three other groups." The background of the workspace is a map of Edinburgh, Scotland, with a blue pushpin. The Windows taskbar at the bottom shows the time as 11:24 PM on 11/22/2016.

Teacher Model 4

Open Mind Book Unit 7

Speaking: Showing interest

The screenshot shows a digital workspace titled "Teacher Model 4" for "Unit 7 Speaking: Showing Interest (p 73)". On the left is a grid of colorful icons representing various topics like music, sports, and technology. In the center, there are six audio player controls for files named StuA1.mp3 through StuE2.mp3, each with a play button and a progress indicator. On the right, a yellow box labeled "INSTRUCTIONS" contains the following text: "Use the expressions used in exercise B. Make up three short conversations saying the expressions in an interested way! Create a space and upload all the audio files necessary. Work in groups of 3. You can use the model link as a guide. Be creative!". The workspace is viewed through a browser window with the URL <https://spacedeck.com/spaces/580fe3dba9830b7221d75409>. The Windows taskbar at the bottom shows the time as 11:24 PM on 11/22/2016.

You can show interest in different ways. One way is by using words such as Wow! And How interesting!

Use the expressions used in exercise B. Make up three short conversations saying the expressions in an interested way! Create a space and upload all the audio files necessary. Work in groups of 3. You can use the model link as a guide. Be creative!

MODEL LINK: <https://spacedeck.com/spaces/580fe3dba9830b7221d75409>

Teacher Model 5

Open Mind Book Unit 9

Speaking: using phone language

In pairs, create one space. Student A must leave a message for another Student B. Student B must write down the message and bring it to the next class. Then switch! Student B will call Student A who is an office assistant and leave a message for your teacher. Write down the message and bring it to the next class. Share this with classmates and teacher. Click on the model link to hear an example. Be creative!

MODEL LINK: <https://spacedeck.com/spaces/580fec1625ab9e5a63f0e449>

Teacher Model 5

Unit 9 Speaking: using phone language (p. 90)

Call 1

- A1.mp3 00:00 / 00:05
- B1.mp3 00:00 / 00:05
- A2.mp3 00:00 / 00:11
- B2.mp3 00:00 / 00:01
- A3.mp3 00:00 / 00:01
- B3.mp3 00:00 / 00:00

Call 2

- 00:00 / 00:03
- 00:00 / 00:04
- 00:00 / 00:03
- 00:00 / 00:01
- 00:00 / 00:03
- 00:00 / 00:01
- 00:00 / 00:01

INSTRUCTIONS

In pairs, create one space. Student A must leave a message for another Student B. Student B must write down the message and bring it to the next class. Then switch! Student B will call Student A who is an office assistant and leave a message for your teacher. Write down the message and bring it to the next class. Share this with classmates and teacher. Click on the model link to hear an example. Be creative!

105%

11:25 PM 11/22/2016

Teacher Model 6

Open Mind Book Unit 11

Speaking: taking time to think

Sometimes we need time to think of the answer to a question, or we need to think about the language to use. We use certain words and phrases to give us time to think.

Create a space and do the Blast From the Past Trivia Quiz! Work in groups of 5, each student can answer 2 questions! Student A can ask the question and Student B must use the thinking phrases and words needed before answering. Have fun and share your recordings with the class and the teacher! You can check out the model link as a guide!

MODEL LINK: <https://spacedeck.com/spaces/580ffacc1d43b18721999974>

Teacher Model 6

Unit 11 Speaking: taking time to think (p.111)

Questions

Answers

Host1.mp3 00:00 / 00:10

Host2.mp3 00:00 / 00:03

Host3.mp3 00:00 / 00:03

Host4.mp3 00:00 / 00:02

Host5.mp3 00:00 / 00:03

Host6.mp3 00:00 / 00:04

Host7.mp3 00:00 / 00:03

Host8.mp3 00:00 / 00:04

Host9.mp3 00:00 / 00:09

Host10.mp3 00:00 / 00:05

Q1.mp3 00:00 / 00:04

Q2.mp3 00:00 / 00:06

Q3.mp3 00:00 / 00:07

Q4.mp3 00:00 / 00:03

Q5.mp3 00:00 / 00:05

Q6.mp3 00:00 / 00:05

Q7.mp3 00:00 / 00:03

Q8.mp3 00:00 / 00:13

Q9.mp3 00:00 / 00:02

Q10.mp3 00:00 / 00:03

INSTRUCTIONS

Create a space and do the Blast From the Past Trivia Quiz! Work in groups of 5, each student can answer 2 questions! Student A can ask the question and Student B must use the thinking phrases and words needed before answering. Have fun and share your recordings with the class and the teacher! You can check out the model link as a guide!

BLAST FROM THE PAST

BLAST FROM THE PAST

Carolina Kim

82%

11:26 PM 11/22/2016

Important details to consider for the management of Spacedeck

Students can create an account of Spacedeck or log in through a google account.

Each class assignment sent by the teacher must be a new *space* with the name assigned by the teacher.

Each student must share the link of the *space* they have worked with so that the teacher has access to it.

The student's voice should reflect student participation and each student should have at least one recording participation per assignment.

It is also recommended that students upload the file with their name included so that teachers easily track who is who instead of guessing students' voices.

Teachers should assign groups of two or up to three. This will encourage students to participate more times instead of only having one voice recording per student.

Students will collaborate in their work through the chat that is available in the web application. Teachers will have access to this once students share the link with the teacher. Participation will be taken into account as part of grading.

How the space is used should also be taken into account. For instance, the order of audio files has to be coherent when different students upload their work, the pictures, videos, etc.

The teacher should recommend students to upload clear and understandable audio recordings of their own voice.

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ANNEXES

Annex 1

STUDENT SURVEY

La siguiente encuesta es parte del proyecto de titulación La Evaluación y Posibilidad de la Implementación de la Aplicación Web Spacedeck para Propósitos de Práctica Oral para Estudiantes de Niveles 1 y 2 que será llevado a cabo en el Centro de Idiomas Extranjeros sobre la enseñanza del inglés. Esta encuesta es anónima por ende sea sincero y claro en su respuesta.

Gracias por su participación en esta investigación.

Parte I: Información Demográfica

1. Género
 - Masculino
 - Femenino
2. Edad:_____

Parte II: Lea las siguientes preguntas y ponga una X en la respuesta o respuestas.

3. ¿Cuánto tiempo ha estado aprendiendo el inglés?
 - Menos de 1 año
 - De 1 a 3 años
 - De 3 a 5 años
 - Más de 5 años

4.	Siempre	Con frecuencia	Rara vez	Nunca
a. Los ejercicios de producción oral en inglés son parte de las clases.				
b. El número de estudiantes en clase es tan elevado por lo cual resulta difícil que todos participemos en las actividades de producción oral				
c. Las clases regularmente se enfocan en leer y escribir.				
d. Me siento motivado/a a hablar en inglés.				
e. Me siento cómodo/a hablando en inglés.				
f. Entiendo la mayor parte de los diálogos y contenidos cuando el profesor habla en inglés.				
g. Uso el español en clase.				

h. Practico el inglés fuera de clase.				
i. El profesor me corrige cuando cometo errores al hablar.				
j. Uso la computadora para realizar las tareas.				

5. ¿Qué factores le afectan al momento de hablar en inglés? (Puede escoger más de una opción)

- Insuficiente tiempo de preparación
- Insuficiente tiempo para llevar a cabo la actividad oral
- Presión para hablar en inglés de manera correcta
- Falta de apoyo por parte de los oyentes
- Falta de motivación para hablar en inglés
- Inseguridad al hablar en inglés
- Ansiedad
- El uso del español en clases
- Poco conocimiento sobre temas de discusión
- Desigualdad en la participación de los estudiantes
- Escasa comprensión auditiva
- Falta de retroalimentación durante actividades orales

6.

Condiciones de Desempeño	Si	No
a. ¿Le dan suficiente tiempo para llevar a cabo una actividad oral?		
b. ¿Se prepara para una actividad oral antes de desarrollarla?		
c. ¿Se siente presionado a hablar de manera correcta?		
d. ¿Los oyentes son pacientes, comprensivos, solidarios y dan apoyo?		

7. ¿Qué le ayudaría a desarrollar la producción oral en inglés? (Puede escoger más de una opción)

- Trabajar con compañeros por internet
- Trabajar en casa actividades para desarrollar el habla en inglés
- Escoger el tiempo en el que puedo practicar
- Escuchar mi voz a solas para autocorregirme
- Escuchar ejemplos en materiales de audio
- Tener suficiente tiempo para planear las actividades orales.
- Retroalimentación individual y grupal por internet

Annex 2

TEACHER SURVEY

This survey questionnaire is designed for an investigation into factors affecting students' speaking performance at Centro de Idiomas Extranjeros of the UCSG. Your support in completing the following questions is greatly appreciated.

Please put an (X) in the box beside the option(s) of your choice.

Part I: Demographic information

1. Gender
 - Male
 - Female
2. Age:_____
3. Level of Education
 - Bachelor's degree
 - Master's degree
 - Other (please specify):_____
4. How long have you been teaching English?
 - Less than a year
 - From 1 to 3 years
 - From 3 to 5 years
 - More than 5 years (specify):_____
5. What are the current English levels you are teaching?_____

Part II: Factors affecting students' speaking performance and speaking problems

6. How long do your classes last?
 - 1 hour 30 min (twice a week)
 - 3 hours (once a week)
7. How long do you devote to **teaching speaking** in the classroom?
 - Less than 15 min
 - 15-30 min
 - 30-45 min
 - 45 min -1 hr
 - More than 1 hr (Please specify):_____
8. How long do your students **practice** with **oral activities** in the classroom?
 - Less than 15 min
 - 15-30 min
 - 30-45 min
 - 45 min -1 hr
 - More than 1 hr (specify please):_____

9. When your students are doing speaking activities, what do you assess? (You can choose more than one)
- Pronunciation
 - Accuracy
 - Fluency
 - Interaction
 - Participation
10. Which of the following factors affect your students' speaking performance? (You can choose more than one)
- Not enough time for preparation
 - Pressure to perform well
 - Not enough listeners' support
 - Lack of motivation to speak
 - Not enough self-confidence
 - Anxiety
 - Use of Mother tongue
 - Lack of knowledge in general topics
 - Uneven participation
 - Poor listening comprehension ability
 - Lack of feedback during speaking activities
 - Not enough time to perform a speaking task
11. Which problems do you encounter when teaching speaking? (You can choose more than one)
- It is too demanding to attend every student's phonological and linguistic difficulty
 - Not enough time because of large number of students
 - It is difficult to assess and have tangible evidence for feedback
 - It is difficult to plan speaking exercises; it is much less systematic than other skills
 - There are not enough resources, tools, etc.
12. What is your reaction to students' speaking mistakes in the class?
- Keep quiet and let them speak
 - Stop them and correct them each time politely
 - Prompt them to self-correct
 - Watch, listen and write down errors to tell them afterwards as feedback.

13.

Performance Conditions	Yes	No
a. Do students have enough time to perform a speaking task?		
b. Do the students prepare for the speaking task before it is performed?		
c. Do the students feel pressured to perform well?		
d. Are the listeners patient, understanding, sympathetic and supportive?		

14. What would help your students develop their speaking skills? (You can choose more than one)

- To work with partners via online
- Do activities to develop speaking at home
- To choose their own time to practice
- To listen to their voice on their own so they can evaluate themselves
- To listen to audio models for guidance
- To have sufficient time to plan their speaking activities
- To receive individual and group feedback online

Annex 3

TEACHER INTERVIEW

Part I Before explaining the web application SPACEDECK to the teacher.

1. Do you always use English during lectures or instructions? Why or why not?
2. How do you encourage speaking in class hours? Is it mandatory for the students to use English at all times inside the classroom?
3. What type of speaking activities do you do in your classroom?
4. Do you follow the book's speaking activities or do you create your own?
5. Have you ever sent homework related to speaking? If not, do you think it is possible?
6. What do you think about using ICT for education?
7. Do you use any technology in your classes? What resources do you use and how?

Part II After explaining and showing the use of the web application Spacedeck to the teacher.

1. Have you ever used or heard of Spacedeck? Or any other tool that is similar?
2. What feature of the tool caught your attention the most?
3. What feature of the tool is the most useful for you?
4. How long do you think it will take you to become familiarized with the tool?
5. Do you think students will be willing or reluctant to use the tool? Why?
6. Do you think there are benefits to the use of this tool within your class?
7. What are the difficulties or drawbacks on using this tool?
8. Do you think the combination of the book's speaking activities with the tool is appropriate?
9. Can you think of other ways to use the tool for speaking activities? How?
10. Will you be willing to try the tool and include it in your planning?

INTERVIEW PROTOCOL # 1

Name of the interviewer: Carolina Kim Kim

Name of the interviewed: Teacher 1

Date: December 8th, 2016

Time: 10h00 am

Part I Before explaining the web application SPACEDECK to the teacher.

1. Do you always use English during lectures or instructions? Why or why not?
Well I usually start in English. Sometimes when students specially in level 1, when they don't understand, I have to really really what I call true beginners sometimes in level and sometimes in level 2, so when I realize that they look like strange or they don't show or give me any language that they understand I try to help them in Spanish.
2. How do you encourage speaking in class hours? Is it mandatory for the students to use English at all times inside the classroom?
Ok, well, um, I usually write on the board the objectives of the class and also some useful language from the very beginning and students can for example if they don't know the meaning of the word so they can point to the question and how do you say this in English and what is the meaning of... etc. etc. I try to use as much as I can the words that I put on the board especially the useful classroom language and try to do mimes as much as I can.
Is it mandatory for the students to use English at all times inside the classroom? Inside the classroom yes, especially when they have group work because sometimes I try to do the groupwork maximum two or three. No more because they will start speaking in Spanish and it's hard for them but I have to tell them to do it in English and say excuse me I don't understand but sometimes there are students that are reluctant to speak in English.
3. What type of speaking activities do you do in your classroom?
Usually, especially with the dialogues I usually try to ask questions, write questions on the board so that they can interact in pairs. Sometimes the books don't have interaction activities but I try to invent, create and I work much with the pair work because this is the only time and specially with higher levels for example there are no dialogues book 1 or book 2 but I try to ask them like a survey like copy questions and they ask each other. I try to do as much as I can. Sometimes it is kind of difficult.
4. Do you follow the book's speaking activities or do you create your own?
Well, Sometimes I follow from the book, specially the dialogues because the book is more task based right. And the students especially from level 1 and level 2, they don't have the confidence or the vocabulary to ask questions and so I try to do some of them from the book but sometimes I bring my own. Even I have to pay for my own copies, hahaha. A little bit of both.
5. Have you ever sent homework related to speaking? If not, do you think it is possible?

To be honest no, but it is a good idea. One day I asked them to interview a family member and the thing is that they well they tried to do it but they said no no At home they don't speak English, I don't have anybody whom I can practice with. Anyway, I tried but it is a good idea to continue doing that.

6. What do you think about using ICT for education?

Well, it is very useful. I have also seen sometimes on the website, on the internet. Well, those are advertisements that they have, "Speak English in two days in five days." Have you noticed that? Or chats. But I think that those are they try to get clients cause after that you see click here and get more information and they tell you something that you have to pay but it would be interesting if it was for free.

7. Do you use any technology in your classes? What resources do you use and how?

Yeah, I usually have the overhead projectors, we have here the in-focus and I try to use the digital format of the book cause we have that. It is like a big screen of the book, a big book, the thing is that it captures their attention because most students have copies of the book black and white and the ones that we project in the classroom they are full color. That's what I try to use. And with the listening I usually use the CDs and sometimes we enter to reinforce on grammar topics on different websites specially for the books that we have. We can have access to them but not in all the classrooms because it is not working in all the classrooms. But in some, for example, downstairs in that classroom it is excellent, the ones that you did the polls to the students the surveys. Here the internet vanishes, next door too.

Part II After explaining and showing the use of the web application Spacedeck to the teacher.

1. Have you ever used or heard of Spacedeck? Or any other tool that is similar?

Well about this website not exactly but I have there is one that is called, I don't remember the name but you can use it in tablets also. And it's free. Oh, I have used the ones that is called charades I don't know if you have seen, a couple of times in the class but not every day. I used the one where the students have to mime and the have to put the cellphone and they have to put the say the actual word and they have to mime and guess in the class but things like this no. I have tried one that it comes in one of the Oxford series, not here, they have the website where students can interact and do some exercises in the platform and the teacher receives the scores and the grades but not here, in the other place where I used to work.

2. What feature of the tool caught your attention the most?

Specially the pictures, the visuals that you are using, the images, it is very colorful but not very, not too colorful that it is friendly for student's sights, specially the one of the map of the places, they were clear enough to understand.

3. What feature of the tool is the most useful for you?

Yeah, the one that in my case, they one where they can improve their pronunciation and practice their pronunciation because sometimes it is very limited. Sometimes we only have classes once a week we have classes so it is

hard but if they have time, and opportunity to do it by themselves out of the class so they have the opportunity to practice more and as I said practice makes perfect. That's what I have heard.

4. How long do you think it will take you to become familiarized with the tool?
Well, for me. I will try like maybe three hours at least because it seems very friendly but I am not very good with technology. But just as I understand the instructions of how to get into because there I should explain to the students and I should be very very used to this website.
5. Do you think students will be willing or reluctant to use the tool? Why?
Well, maybe probably I think I would say 60 % or 70 % will be happy to use it. Probably 30% I would say well they don't have those cellphones you know smart phones they have other kinds of phones. I have noticed because sometimes in a class for example I give as an activity and I let them to use the cellphones to find the meaning of new words or vocabulary and you can see and realize that not all of them have smartphones, some of them have cheap ones. But as I have said maybe two or three, that could be a problem, the problem. But it is good to ask them to work in pairs, the dialogues.
6. Do you think there are benefits to the use of this tool within your class?
Yeah, well, at the beginning you have the explain them how to use it, maybe the interactive part which is in pairs, maybe they need an isolated place or somewhere like to type their exercise maybe ask in pairs. Probably I could adapt that to a class of. (But they can do it at home). That is what I said, at home it could be, but inside the class it is kind of difficult.
7. What are the difficulties or drawbacks on using this tool?
Depending as you said, probably to identify that they are doing the homework. Sometimes they can ask for help to somebody else. Or record the voice of another student. Probably that. Maybe they can give a hint or a clue to realize that they are the ones who are doing it.
8. Do you think the combination of the book's speaking activities with the tool is appropriate?
Yes, it is challenging, it is interactive. The students might be motivated to do it. I think so yeah. Because in pairs, you pair them out, well I have 30 students and it would be 15 pairs could be enough, yeah.
9. Can you think of other ways to use the tool for speaking activities? How?
Well, at the beginning maybe I can put the in-focus image at the beginning so maybe I can elicit from them. I saw that you showed me the map of a city, maybe we can reinforce the vocabulary, or introduce the new vocabulary with that. That could be very useful because the images probably that they have in the book could be different but they can associate or find differences, that's what I really like that you can project it on the board.
10. Will you be willing to try the tool and include it in your planning?
Yes, as I said. I wish I could do it. I am going to try to do it today, I am going to play with it. I really like the images I saw so far. I was thinking in which unit I could use it, especially the map that I saw.

INTERVIEW PROTOCOL # 2

Name of the interviewer: Carolina Kim Kim

Name of the interviewed: Teacher 2

Date: Monday, December 12, 2016.

Time: 9h30 am

Part I Before explaining the web application SPACEDECK to the teacher.

1. Do you always use English during lectures or instructions? Why or why not?
Yes, I used to do this one because it is necessary for the students. If you don't do this one, how are they going to start working with us.
2. How do you encourage speaking in class hours?
I have a problem that three hours per week I consider that we need more so the problem that I face if the students don't have the base that they need so I focus on grammar more because if they don't know grammar then how can they work so I try I try all the time in order that they can speak, I bring material sometimes from the kinder in order that they can speak improve everytime eerytime
Is it mandatory for the students to use English at all times inside the classroom?
Yes, of course.
3. What type of speaking activities do you do in your classroom?
Well as I said before, I focus on one by one three hours per week is not enough for me but I try all the time because it is necessary. How are you going to teach English if you speak Spanish all the time, it is necessary.
4. Do you follow the book's speaking activities or do you create your own?
Most of the time I create my own, it is better for them I consider that.
5. Have you ever sent homework related to speaking? If not, do you think it is possible?
It is possible. I tell them for example I want to talk to you with you the next class this unit for example, from this part to this part. Think about this one, I'm going ask you. It works.
6. What do you think about using ICT for education?
I consider it is really necessary. I send them some homework but it is not the same after you plan or you program something that has to be, yeah, but I could teach with the student book but most of the time I bring my own work and make copies, they pay the copies because they are a lot most of the time but it is good for them.
7. Do you use any technology in your classes? What resources do you use and how?

Part II After explaining and showing the use of the web application Spacedeck to the teacher.

1. Have you ever used or heard of Spacedeck? Or any other tool that is similar?
Well, I can't remember but long time ago I went to a seminar that I can't remember right now, something like that, but I consider this easier one. When the student can do something and the teacher also because not all the teachers

can do this one. This is good for me, this is good for the students, this is good for the institution. You got it.

2. What feature of the tool caught your attention the most?
Probably a lot. Everything, everything.
3. What feature of the tool is the most useful for you?
I consider the student when they do this kind of work has to get pictures, the colors, it catch the student attention, engage the student, this one.
4. How long do you think it will take you to become familiarized with the tool?
As soon as they can. As soon as I can because I love it, it engages.
5. Do you think students will be willing or reluctant to use the tool? Why?
Willing. With me, willing.
6. Do you think there are benefits to the use of this tool within your class?
Yes of course, also the classes are going to be different. This is going to engage the students all the time. For example some are working, and others start looking, something new, something necessary, important. It is gonna help me. You got it.
7. What are the difficulties or drawbacks on using this tool?
Nothing is going to be difficult. Why is it going to be difficult? No, no. If you follow the steps and you teach them and you plan this with them, forget it. It is gonna be okay.
8. Do you think the combination of the book's speaking activities with the tool is appropriate?
I can't answer this one.
9. Can you think of other ways to use the tool for speaking activities? How?
No, this one. It's ok.
10. Will you be willing to try the tool and include it in your planning?
Yes, okay.

INTERVIEW PROTOCOL # 3

Name of the interviewer: Carolina Kim Kim

Name of the interviewed: Teacher 3

Date: Monday, January 9, 2017

Time: 15h00

Part I Before explaining the web application SPACEDECK to the teacher.

1. Do you always use English during lectures or instructions? Why or why not?
I try to speak English 50% because of their level. I teach English I which is basic English, verb to be and all those things but in the class lets say you have 30 students, no more than 10 students speak good English according to that level but the others no so it is difficult so I try just to combine Spanish and also English but whenever I'm teaching that is in English
2. How do you encourage speaking in class hours? Well I try, I tell them not to speak in Spanish and then I say for example what did you say? What did you

say? And then they say teacher, teacher! In a funny way so they will not be afraid of speaking.

Is it mandatory for the students to use English at all times inside the classroom? Well inside it is supposed to as they are learning a language so they have to and that is what a teacher would like to all of them speaking English but the reality is totally different.

3. What type of speaking activities do you do in your classroom?

Well, sometimes we play games, usually, vocabulary games in which speaking is involved and also like for example let's say there are several kinds of games that I usually do with my students or sometimes I just ask at random if we are talking about let's say frequency adverbs so I just ask a question and then they just reply or maybe they ask me.

4. Do you follow the book's speaking activities or do you create your own?

Sometimes I follow if I consider that essential so I will use it otherwise I will create my own or it depends according to the way the class is developed.

5. Have you ever sent homework related to speaking? If not, do you think it is possible?

Well, I just give them like a topic and then they come to class the following day in which it is already prepared, they present their visuals and that is the only way.

6. What do you think about using ICT for education?

Well, that will be really interesting and I haven't used that. I will check it.

7. Do you use any technology in your classes? What resources do you use and how?

For speaking no. The only resource that I use is bring pictures and they predict.

Part II After explaining and showing the use of the web application Spacedeck to the teacher.

1. Have you ever used or heard of Spacedeck? Or any other tool that is similar?

No, never. Never like that. Well some students but not exactly for practicing speaking or maybe like this no, no, no, no. Because just like English courses like this and no more.

2. What feature of the tool caught your attention the most?

The one that you can upload any kind of information, especially from films.

3. What feature of the tool is the most useful for you?

Let's say the ones in which I can upload some kind of information, I mean some kind of links.

4. How long do you think it will take you to become familiarized with the tool?

I will check it over the weekend, so maybe in a couple of hours maybe it will take more, I have to first find out.

5. Do you think students will be willing or reluctant to use the tool? Why?

The first time really willing.

6. Do you think there are benefits to the use of this tool within your class?

Of course, yes, because it is a way in which well actually it will save my time instead of doing, let's say that, the classes that I have are one hour and a half so if I listen to the thirty students at once I will not have the time it will be like the second class. So, with this I can just send it to my email I just check it at home.

7. What are the difficulties or drawbacks on using this tool?
The only difficult that I have or kind of problem is the internet connection over there and the speaker.
8. Do you think the combination of the book's speaking activities with the tool is appropriate?
If I plan it before, it will be appropriate.
9. Can you think of other ways to use the tool for speaking activities? How?
It can be for example, let's say like maybe for not exactly oral exam, they don't know if the person he or she is speaking but just sending them homework.
10. Will you be willing to try the tool and include it in your planning?
Yeah, sure, I will. Once I get familiar. Maybe for more advanced I can do that.

INTERVIEW PROTOCOL # 4

Name of the interviewer: Carolina Kim Kim

Name of the interviewed: Teacher 3

Date: Tuesday, January 10, 2017

Time: 10h30 am

Part I Before explaining the web application SPACEDECK to the teacher.

1. Do you always use English during lectures or instructions? Why or why not?
When you mean if I always you mean if I always speak in English, yes, I try all the time because one of the main objectives of this school international studies is to develop the language itself since the very beginning, this is first course level 1 exactly so I use English all the time, I try.
2. How do you encourage speaking in class hours?
Well there are different techniques and different ways to do it. Recently, I have realized that motivating lower students when they succeed in doing something helps a lot because sometimes we only work a lot with the ones that have fluency but when they the ones that are slow or I know they have problems when they succeed when they answer correctly I applaud them say yes wonderful very good and those gestures those actions they help. Sometimes, but that is not speaking, that is motivation, sometimes when I have a quiz I give them back I put a little face, a sticker and it is interesting because the effect on them its happiness so it's like oh I can make it. I also agree with whatever they say at this level, level one. I love to have controversies in my classes but in level one I can't do much. Sometimes I forget that I shouldn't which is not correct but that's what I can say.
Is it mandatory for the students to use English at all times inside the classroom? Should be because they are learning the language but I am not a kind of teacher that gets angry because they answer me in Spanish. For here they also learn French so they might say a word in French and some teachers get angry because they speak another language. I don't think it is wrong at all, what I do is I just say "Oh, good! Now in English?" and that's all.

3. What type of speaking activities do you do in your classroom?
Well, as we have to follow the book. The book has play role activities, a lot of discussions so maybe it is the traditional thing that most teachers do but what I would like to contribute and it works with me is that whatever I teach I always go to their world and I ask like for example today we were using must, should, have to and I asked them focusing on their world what should they learn, what should they do, if they have problems. Like today, one student said I can't sleep at night so what should you do? In level 2 I have a lot of dramatization, and that motivates students tremendously, even the slow learners to the ones that are already fluent. I divide the class in groups, most of the time four, five students because you have to have people to do something, right? And they have to perform obviously, they have time, but it is amazing the reaction. I really believe in drama and when I speak I also dramatize a lot, I exaggerate and they like that. Sometimes it is funny, sometimes it is ridiculous, sometimes it is okay but as long as they are happy I am happy. But it also helps them to express themselves, step by step.
4. Do you follow the book's speaking activities or do you create your own?
I follow the book's activities but I modify them a little bit, once I have already done them. As I said I always try to apply the vocabulary, the situation in their world, or update because maybe we talk about elections, we talk about fashion, we talk about the show business.
5. Have you ever sent homework related to speaking? If not, do you think it is possible?
I have already assigned. Maybe second course or in third. I remember an activity with three students that its very nice. One has to say yes, one has to say no and the other one is neutral and the book brings four or five topics and I let them choose any topic so when they start a discussion, it is actually a debate. One student only has to say affirmative sentences, the other has to say negative and the other is always neutral so that is a speaking thing they have to prepare and the next day you have to check.
6. What do you think about using ICT for education?
Technology is fine, it's not my best friend but I'm not saying don't use it. The problem here is that there are circumstances like the electricity is out or we have a black out and the computer doesn't want to work so I personally don't like to depend on machines or other things. Probably I still belong to the traditional education where the professor is the one who leads, who creates the situation and follows the conversation but I am very interested in learning new things like the link you sent me. I might use for example videos to motivate them and talk. For example, we had a festival and after the festival I bring the video and we analyzed the mistakes or the good things and we laugh and enjoy or we have to talk about a company and maybe I bring a video and based on that we generate something that they can start talking about.
7. Do you use any technology in your classes? What resources do you use and how?
We use Headway at this part of the world, and we have the Itools so it's just great, everything is here. We have two parts, the student book and the workbook. And I have the listening here too. We have the resources, we have

the videos too. It's great. The problem might be time. If we have the time for all these things but the tools from Headways is fantastic. And we use Market Leader in fourth course because we teach business. It is very similar. So, yes.

Part II After explaining and showing the use of the web application Spacedeck to the teacher.

1. Have you ever used or heard of Spacedeck? Or any other tool that is similar?
Well, this one I haven't heard before until you contact me. I have heard of other tools that I don't remember the name. The one that I showed you before, the tools. We have heard about webpages but that doesn't count, that is another thing.
2. What feature of the tool caught your attention the most?
This is interesting because I am still curious on how to start but then the attention would be how far can I go in terms of level and my other question is I am motivating the students to speak, to talk by themselves in their time, but when will I correct them or the purpose is not to correct. Maybe the purpose is to make them talk, and motivate them, that's all.
3. What feature of the tool is the most useful for you?
I would need to know more about the tool but what I saw I liked the video part. I'm into movies. I would love to do that and use it in my classes. I also teach Spanish to foreigners in the afternoons so I wonder if I could take advantage of this and start designing my own program. Once it is in the internet, it seems to be there, forever right? That is the advantage, right?
4. How long do you think it will take you to become familiarized with the tool?
That is a difficult question because there are so many things to do. It will take me time. That's what I asked you, "which is the first page?" in order to start. I don't know, I am sure it will take me time.
5. Do you think students will be willing or reluctant to use the tool? Why?
They will be very willing to do it, of course. It's another world, I mean. Right now, most things have changed through technology. I don't know if it is for good or for bad but as a teacher the only thing I can do is adapt and go on as much as I can. That's all.
6. Do you think there are benefits to the use of this tool within your class?
For sure there are benefits, because if I am communicating with my students in their world using their tools, for sure they will be happy doing this; but, on the other hand, once everybody does this or uses tools in internet then it's common and sometimes the traditional techniques like talking in class, speaking, dramatizing may sound interesting to them so it has two moments, right?
7. What are the difficulties or drawbacks on using this tool?
Well, as I don't know much about this. Obviously, the big difficulty would be to convince the professor to use this. That is a big step. And my suggestion is, you should start from the beginning and that is zero. We might have a knowledge in technology but if you want to convince the other teachers, specially the old ones to start on this you really have to design a class that would make them be sure that they can do it by themselves. Cause we have seen this, I mean not only this but other strategies, other methodologies and it's perfect for the person who is giving the workshop or it's perfect for the person who has been working on

this but there is a big gap until the audience or the new teacher really want to use and start doing this. It's not a one day thing, it takes time, but it motivates teachers, the ones who really want to work, to keep learning and to investigate.

8. Do you think the combination of the book's speaking activities with the tool is appropriate?

Yeah, I don't see any negative thing if we are considering that a student who comes to the university and wants to learn, right. Cause the other problem is that you can have the best link, the best video, but if you don't want to do it, forget it. The will is something that has to be there, a desire to...yeah.

9. Can you think of other ways to use the tool for speaking activities? How?

Well, I just said. I'm thinking about designing something in Spanish. That is something that we need. In Spanish, unfortunately, where we work, we don't use much technology. But, again, teachers need time to prepare, to design. I think it will be very, very nice because my students come for one month and maybe, if everything is there they will for sure continue by themselves developing their speaking.

10. Will you be willing to try the tool and include it in your planning?

Yes, I will be willing to do it. No doubt about it but give me time, and don't forget to invite me to your first official workshop because this is fantastic and this is a wonderful topic for any workshop. Not only here at Catolica, I don't know if Mr. John Gonzalez can create a space where all this can be shared with other teachers but we also have other high schools, other universities that are always asking for workshop activities. The only thing that I noticed is that you assumed that everybody knows how to do it because you belong to other times. You have already been experiencing with this, you have your wonderful two-year tutorial experience, you are conscious of that and you find a solution here but also try to get more teachers to be involved here. So, follow them, are they using or not and why they are not using it. Why they can't start? Absolutely, I'm totally convinced, because the workshop would be first to describe and then do it so in class each teacher will have to so you would need a computer lab for each one. And also you are a teacher so try to design in specific fields that they can start. One class would be, we are going to use videos, other class only the greetings and things like that like dialogues, etc. Cause otherwise some teachers might appreciate but might not know how to begin and that is the clue for this. And also, here we need a sort of business focus because you have to make them believe that this is the new key to get to your students easily because it is another world absolutely but congratulations. It is refreshing.

INTERVIEW PROTOCOL # 5

Name of the interviewer: Carolina Kim Kim

Name of the interviewed: Teacher 3

Date: Monday, January 9, 2017

Time: 15h00

Part I Before explaining the web application SPACEDECK to the teacher.

1. Do you always use English during lectures or instructions? Why or why not?
Yes, I always try to make my students be in contact with the language they are learning and it is in the classroom where they have to listen to more English.
2. How do you encourage speaking in class hours? Is it mandatory for the students to use English at all times inside the classroom?
In order that my students speak English in class, I tell them that I don't understand when they speak to me in Spanish because they have to speak English during the classes, it is supposed to be mandatory. When the students use English in all the activities we do in class, I congratulate them in public and sometimes, depending on the situation, I give them extra marks.
3. What type of speaking activities do you do in your classroom?
Due to the quantity of students there are normally in classes (30 students) and the short teaching time we have to fulfill the academic program, it is not possible to have too many speaking activities all the classes. What I do is to ask the students questions or tell them to give their opinion about the topic that is being discussed during the unit or lesson. Sometimes I also make groups and give them different speaking activities such as: role plays, debates, and oral presentations.
4. Do you follow the book's speaking activities or do you create your own?
If the speaking activity that the book has is appropriate for my students considering their likes and dislikes, knowledge and some other factors that make an activity useful, I use it, but if it is not going to make the students feel motivated to speak English, I create my own ones.
5. Have you ever sent homework related to speaking? If not, do you think it is possible?
Yes, when they have to work on an oral presentation, I give them the topic to find some information and get ready to report that orally the next class but without reading their notes.
6. What do you think about using ICT for education?
I think the use of Information and Communication Technologies in education has become a very important tool. ICT has positive impact on students' performances particularly in English language because it offers the students a lot of resources to improve their English. ICT is also a great help for the teachers for preparing their lessons more efficiently.
7. Do you use any technology in your classes? What resources do you use and how?
No, I would like to do it, I know that there are a lot of webpages and blogs we can use to help our students to learn English, but sometimes it is not possible because we do not have a good English lab with enough computers for all the students.

Part II After explaining and showing the use of the web application Spacedeck to the teacher.

1. Have you ever used or heard of Spacedeck? Or any other tool that is similar?
No, I have never used Spacedeck.
2. What feature of the tool caught your attention the most?
The possibility to make and share video and audio recordings to give the students to practice at home
3. What feature of the tool is the most useful for you?
The interaction the students can have with other ones.
4. How long do you think it will take you to become familiarized with the tool?
Maybe a few days.
5. Do you think students will be willing or reluctant to use the tool? Why?
I think they will feel motivated to use the tool because it is a new way to improve their English by using the technology that is something they use every day.
6. Do you think there are benefits to the use of this tool within your class?
Yes, but first they need to get familiar with this tool to realize that it is easy to use and really necessary to get a better English level
7. What are the difficulties or drawbacks on using this tool?
Maybe the time the teachers will need to prepare the activities for this tool because if we want our students to feel happy and motivated to use the tool, the activities they will find in it should have a specific purpose and be clear and interesting.
8. Do you think the combination of the book's speaking activities with the tool is appropriate?
Yes,
9. Can you think of other ways to use the tool for speaking activities? How?
They can make a video talking about themselves and upload it to Spacedeck and their classmates can record their voices giving their opinions about the student's video.
10. Will you be willing to try the tool and include it in your planning?
Yes, I think it could be a good idea to show my students a different way to learn English.



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PALABRAS CLAVES/KEYWORDS:	Speaking skill, ICT, multimedia web application, collaborative learning, evaluation research, methodology.		
RESUMEN/ABSTRACT (150-250 palabras):	<p>The present project aimed to find difficulties associated with the development of the speaking skill at the Language Center at Catholic University and use Information Communication Technology for the enhancement and practice purposes for speaking and be able to offer it as a proposal. An evaluation research methodology was used to conduct this project as it was the most appropriate. To find out the difficulties associated with the development of speaking, 201 student surveys and 17 teacher surveys were collected and 5 teacher interviews were taken. The data was analyzed and quantified to reveal that lack of confidence, limited time, pressure to perform well, lack of understanding, use of mother tongue, and anxiety were amongst the highest voted difficulties within the development of speaking. Therefore, the multimedia web application called Spacedeck was used to develop a speaking practice tool and present it as a proposal for teachers to use to enhance speaking outside class hours. With the application, students can work from their home, collaborate, and do peer correction with other students to complete any speaking task assigned by the teacher using audio files, pictures, videos, and more. Teachers can have access to the spaces students have created anytime anywhere.</p>		
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