PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH TEACHING CAREER

"DIGITAL BOOK OF BASIC CONVERSATIONS TO IMPROVE THE SPEAKING SKILLS IN STUDENTS OF TENTH GRADE AT UNIDAD EDUCATIVA "PROF. CLEOFÉ APOLINARIO ORRALA". RIO VERDE, SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2017-2018".

RESEARCH PAPER

As a prerequisite to obtain a:
BACHELOR'S DEGREE IN ENGLISH

AUTHOR:
DANNY JAVIER BORBOR BORBOR

ADVISER:
AB. LEONARDO A. CHAVEZ GONZABAY. M.SC.

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UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

FACULTAD DE CIENCIAS DE LA EDUCACION E IDIOMAS

CARRERA DE LICENCIATURA EN INGLÉS

"LIBRO DIGITAL DE CONVERSACIONES BASICAS PARA MEJORAR LA DESTREZA DE HABLAR EN INGLES EN LOS ESTUDIANTES DE DECIMO GRADO DE LA UNIDAD EDUCATIVA PROF. CLEOFE APOLINARIO ORRLA. RIO VERDE, SANTA ELENA, PROVINCIA DE SANTA ELENA. AÑO LECTIVO 2017-2018".

PROYECTO DE INVESTIGACIÓN

Previo a la obtención del título:
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AB. LEONARDO A. CHAVEZ GONZABAY, M.SC.

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La Libertad, March 9th, 2018.

AVISER'S APPROVAL

In my role as Advisor of the research paper under the title "**Digital Book of Basic Conversations to Improve the Speaking Skills in Students of Tenth Grade at Unidad Educativa "Prof. Cleofé Apolinario Orrala". Rio Verde, Santa Elena, Province Of Santa Elena. School Year 2017-2018**", prepared by Danny Javier Borbor Borbor, undergraduate student of the English Teaching career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after this project was advised, analyzed and reviewed, I approve it in its entirety, because it meets the needed requirements for its submission to the evaluation of the academic tribunal.

Sincerely.
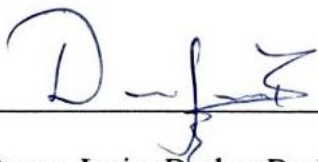
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Adviser

STATEMENT OF AUTHORSHIP

I, Danny Javier Borbor Borbor with ID number: 0925729253, undergraduate student from Universidad Estatal Península de Santa Elena, Faculty of Education and Languages, as a prerequisite to attain a bachelor's degree in English, in my performance as author of the research paper **"DIGITAL BOOK OF BASIC CONVERSATIONS TO IMPROVE THE SPEAKING SKILLS IN STUDENTS OF TENTH GRADE AT UNIDAD EDUCATIVA "PROF. CLEOFÉ APOLINARIO ORRALA". RIO VERDE, SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2017-2018"**, I certify that this work is consequence of my authorship, except for the quotes and statements, reflections properly referenced and used in this research paper.
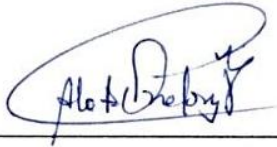
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DEDICATION

I dedicate the present investigative project to those who accompanied me throughout my career studies and the completion of this research project, to my wife and my daughter who always believe in me and gave me their support to fulfill my graduation favorably, to my dear parents since they supported me during my study process at university and helped me to succeed in the activities and tasks assigned.

I personally dedicate this paper work to the professional teachers who have become part of my professional formation at UPSE University and motived me to succeed in every step of my professional formation.

Danny

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Foremost, my thankfulness to whom has been an unconditional assistance during my development as student, he listens to my prayers and gives me full emotional and life stability, thanks God, my Lord.

I thank my professors, because they are hard-working professionals and they were always able to assist me and gave me their advice, definitely they conform the fundamental pillar to promote education, research, professional formation and the increase of knowledge and skills in me for I could succeed in life.
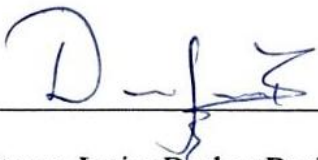
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Danny

DECLARATION

The content of the present graduation work is my responsibility; the intellectual property belongs to the Universidad Estatal Península de Santa Elena.
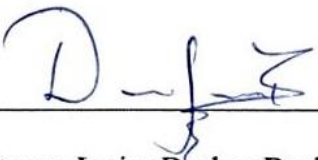
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C.I.: 0925729253

DECLARACIÓN

El contenido del presente trabajo de titulación es de mi responsabilidad, el patrimonio intelectual del mismo pertenece a la Universidad Estatal Península de Santa Elena.

Danny Javier Borbor Borbor

C.I.: 0925729253

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DEFINITION OF TERMS

Neobook – Software used for the design and creation of the English digital book of basic conversations for tenth grade students at U.E. Prof. Cleofé Apolinario O.

Speaking – The act or skill of giving a speech at a specific situation using the stated language.

Digital book – Also known as electronic book. It is a book publication available in digital format; additionally it includes texts, images, or both, readable on a flat screen of computers or electronic devices.

Interview – a meeting in which one person asks questions in order to find out more information or to see if the respondent is suitable for a job or course.

Interviewee – The person who answers the questions during an interview.

Survey – An examination of opinions, behavior, etc., made by asking people questions about different topics.

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Author: Danny Javier Borbor Borbor.
Adviser: Ab. Leonardo A. Chavez Gonzabay, M.Sc.

ABSTRACT

The principal objective of this project is to build up speaking skills through the implementation of a digital book consisting of basic conversations addressed to students of tenth grade at Unidad Educativa "Prof. Cleofé Apolinario Orrala". In order to give technical support to the present research project it was necessary to research and develop information throughout the four chapters of the thesis project. The theoretical framework, the research methodology, and the implementation of the proposal, which describes the detailed process during the application of the digital book until the final assessment applied to the students' performance based on the level of improvement of their speaking skills. The proposal of the implementation of the digital book with basic conversations to improve speaking skills represents the main accomplishment in this project. After the application of the digital book, it was confirmed that students improved their speaking skills, and the students felt more motivated to participate and learn by means of basic and interactive conversations guided by the digital English book.

Key words: digital book, speaking skills, basic conversations, Neobook.

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RESUMEN

El objetivo principal de este proyecto de investigación es desarrollar habilidades del habla de inglés en los estudiantes a través de la aplicación de un libro digital que contiene conversaciones básicas en inglés, el cual está dirigido a los estudiantes de décimo grado de la Unidad Educativa "Prof. Cleofé Apolinario Orrala". Para dar soporte técnico al presente proyecto de investigación fue necesario ejecutar la investigación y el desarrollo de información a lo largo de los cuatro capítulos de este trabajo de tesis. El marco de referencia teórico, la metodología de la investigación, y la propuesta, la cual describe el proceso de aplicación del libro digital hasta la evaluación final aplicada a los estudiantes para calificar su habilidad del habla del idioma inglés. La propuesta de implementación del libro digital con conversaciones básicas representa el principal logro de este proyecto. Después de la propuesta fue posible verificar que los estudiantes mejoraron sus habilidades del habla del idioma inglés, adicionalmente, los estudiantes se sintieron más motivados a participar en clases y aprender Inglés empleando el libro de Inglés digital y realizando conversaciones básicas e interactivas.

Palabras claves: Libro digital, destreza del habla Inglesa, conversaciones básicas, Neobook.

INTRODUCTION

The present work emerged from the lack of strong speaking skills demonstrated by students while they participate in conversations. For this reason, once students are able to speak basic conversations as they are directed by a digital book and under continuous advice, they will be able to learn new vocabulary, dialogues and consequently they will be enhancing speaking skills based on the practice of basic conversations. Moreover, the raising motivation of students related to English study as a foreign language in a globalized world, increases the need of implementing new strategies at educational institutions in order to build up students' English skills.

Education and language learning processes stand for evident and continuous interaction between culture and social groups. It represents an important factor for students to establish basic conversations as long as they enrich speaking skills, since this process prepares them to build up self-confidence and helps them to communicate with other people and cultures.

In spite of the availability of a wide diversity of technological tools and global access to internet; nowadays, there is still a low application of digital resources at national high schools, especially in small distant towns, since traditional procedures are governing teaching process.

There is an overall market of digital tools to build up speaking skills in students, which are readily available online, such as digital books presenting dialogues,

activities, games and more. Specialized applications or programs create this digital tools, furthermore, advantageously, in the specific case of the program Neobook created by NeoSoft Corp., it allows the English teachers to design and build their own customized book including as many pages, activities, styles, as preferred.

The present project is related to the application of a digital book to develop English skills in tenth grade students. Regarding the initial stage of the research work, first, the students were evaluated with a diagnostic test based on conversations, in order to ascertain the percentage of speaking skills and vocabulary they manage during basic conversations, concluding that the methods used to practice English skills are not really motivating and hence the lack of interest in the students. For this reason, it was necessary to implement the mentioned test.

This work aims to conduct a relatively new strategy based on a digital resource, namely the use of a digital interactive book. This book consists of basic audio lessons, drills, rules, to support the development of English conversational skills in students at Unidad Educativa Prof. Cleofé Apolinario Orrala located in Río Verde.

Chapter I describes the statement of the problem, its context, research questions, significance, research object, defending ideas, scientific tasks.

Chapter II refers to the literature review, philosophical, educational and legal basis.

Chapter III is based on the research methodology; namely, research approach, qualitative and quantitative methods, observation method; population and sample; data collection techniques and interpretation of results; conclusions and recommendations.

Chapter IV presents the proposal; objectives; description of the proposal, including foundations for its design and development; achievement and results; conclusions and recommendations; timetable; resources and references.

CHAPTER I

1.1 PROBLEM STATEMENT

At Unidad Educativa "Prof. Cleofé Apolinario Orrala" located in Rio Verde Community; there was a problem with the subject of English as a foreign language. Four years ago, the institution had never hired an English teacher for its English program required by the Ecuadorian Educational Ministry; in consequence, graduated students and students in process to graduate never had regular English classes. English as a subject was taught only to students from 8th grade and up and the teacher in charge of the English program was an assigned teacher from a different educational formation and background.

Since 2014, some teachers were contracted by The Santa Elena Education district and they were assigned to teach English to the Rio Verde Community School. Since then, they have been working with these students on the teaching and learning process. They have done the best they could. However, it is notice that students have a significant deficiency of the English language, not only in the speaking skills, but also in the writing, reading and listening skills. Students do not feel confident at speaking English in the classroom; they have lack of confidence due to their poor pronunciation. This problem appears as a result of the lack of practice of speaking activities due to a great number of students per classroom; therefore learners feel ashamed of speaking in public.

1.2 CONTEXT OF THE PROBLEM

Harmer (2007) declares, "English is a language used widely for communication between people who do not share the same first (or even second) language". English has become a means for international communication; It is spoken almost everywhere, it is the language of the education, economy, medicine and business; therefore, if people want to access to more opportunities in any scope of business, everyone needs to dominate this language. "In the international relationship, English speaking ability is very important to be able to participate in a wider world of work" (Munni, 2013).

According to studies of Education First- English Proficiency Index, which is an international company in charge of teaching languages, Ecuador was the 48th country with a low level of English over sixty three nations in the whole world. Currently, it is placed in the 35th spot ((EF EPI), 2015). The results show that the Educational System has improved in Ecuador these days; however, it is not a good position yet. It means that Ecuadorian students do not possess enough English knowledge; therefore, they are not able to communicate with native English speakers. (Munni, 2013), states that "speaking skill is measured in terms of the ability to carry out a conversation" learners may have grammar knowledge, but if they do not speak fluently the massage will be frustrated in the communication.

According to Febriyanti y Rossana, E. (2009) there are several factors that influence to the fact that students are unsuccessful in speaking, such as: lack of

motivation, lack of interest of the subject, lack of support to acquire another language at home, and the most important self-confidence. This last aspect is the most common among learners at Ecuadorian public schools due to their lack of practice in classroom because of the large number of students therefore; they have also difficulty in pronunciation. Based on this fact, speaking skills have become the most difficult aspect for English learners and as a result, students do not even dare to speak to someone else due to their huge errors in pronunciation.

On the other hand, English as a subject is not offered to public school´s first graders. English teaching as a subject starts from 8th grade and up; as a result of pupils first see English as a subject, they carry out a lot of significant problems to understand basic things of the English language, therefore, they are not be able to speak among each other due to the fear of making mistakes when communicating. In spite of teachers having tools at hand for improving the way of teaching; they do not know how to correctly use them in classrooms. There are many techniques and pedagogical resources to improve speaking skills such as discussions, role-playing, simulations, information gaps, brainstorming, storytelling, interviews, story completion, reporting, playing cards, picture narrating, picture describing, and find the difference (Kayi, 2006).

Nowadays, teachers possess the technology with all devices to manage the classroom in a more efficient way, nevertheless, teachers sometimes apply the traditional methodology in their classes, which does not encourage students to

continue learning English rather it creates a boring teaching and learning atmosphere. They may do not trust technology due to their lack of induction at using the current devices. According to Mineduc the technological methods is used by two teachers of ten to improve the deficiency of students.

Materials that are part of the old methodology but really necessary even today are books. Traditional paper books are very essential to learn, of course, if teachers and students use them correctly in the teaching and learning process. Digital books might be even a better way to introduce topics due to their interactive options than a paper book in order to manage in a better way the classroom. For instance, in the case of a student who does not know the pronunciation of some words he or she could click on an icon and then listen to the audio about it. It is an innovated form of learning. Sasson, in his article published on internet claims that a Digital book or e-book is a book in electronic format, which can be downloaded to a device for reading on its screen with the same options as a printed book but better based on technological features (Sasson, 2001).

Unidad Educativa "Prof. Cleofé Apolinario Orrala", located in the community of Rio Verde, has in its payroll twenty four teachers including myself as an English teacher. Students start learning English as a subject from 8th grade forward, according to the Ecuadorian Ministry of Education (Mineduc, 2014) in the National Curriculum Guidelines for English as a second language. Pupils from tenth grade have significant troubles with speaking skills, mainly in pronunciation

due to the lack of practice of speaking activities, they indeed do not want to set up a conversation in English because of their huge mistakes, so they feel ashamed and that is because they do not try hard to do it. In other words they have lack of self-confidence.

According to some researches, leaners need to be in a motivated and interactive atmosphere for reaching a significant learning strategy. For this reason, in order to solve the problem about the pronunciation with the group of students mentioned above considering that teenagers of today are interested in technology as well; the researcher will design a digital book of basic conversations for teenagers to improve speaking skills in students of tenth grade at Unidad Educativa "Prof. Cleofé Apolinario Orrala", Rio Verde, Santa Elena Province of Santa Elena. School Year 2017-2018.

1.3 PROBLEMS TREE

The problems tree leads to the identification of the causes that originate the lack, needs and problems pertaining the educational reality of children of tenth grade at Unidad Educativa "Prof. Cleofé Apolinario Orrala, and also permits to identify the effects produced.

According to the above mentioned, Barreto (2011) states that the problems tree is a tool that permits to map out main problems, simultaneously showing their causes and effects in order to support researchers to establish transparent and convenient goals and think of a strategy to target this goals .

Chart 1: Problems Tree Analysis.

CAUSES

Absence of English teachers at the educational institution and thus, lack of a regular English study program in classes.

There are laboratory facilities, but not a teacher staff very well prepared to handle it.

There is poor interest in learning English due to the use of traditional teaching methods.

DEFICIENCY OF SPEAKING SKILLS IN CHILDREN OF TENTH GRADE AT UNIDAD EDUCATIVA "PROF. CLEOFÉ APOLINARIO ORRALA

CONSEQUENCES

Deficiency of English skills in students.

Not enough practice of speaking activities, thus, students are not able to express themselves by using common words and present vocabulary.

Students do not feel confidence when speaking English in the classroom.The need of the implementation of innovative teaching methodologies.

Author: Danny Borbor

1.4 RESEARCH QUESTIONS

1. What are the advantages of creating a technological environment in the rehearsing of speaking activities?

2. Are internal and external motivations essential for improving speaking skills?

3. Is it necessary to possess self-confidence for improving speaking skills?

4. Are basic conversations in a digital book important to improve speaking skills?

5. What are the benefits of the Digital book with basic conversations in the classroom?

1.5 RATIONALE

According to Dudeney & Hokly (2007), nowadays, the Information and Communication Technologies (ICTs) are necessary in the scope of education. These tools allow teachers and students to interact with each other.

Mainly, the World Wide Web, better known as the internet, it provides as many resources as teachers are able to use in order to improve their classes by creating an interacting environment with the technology involved, catching and keeping the attention of learners easily.

Moreover, there are a vast number of devices such as laptop computers, smartphones, tablets, projectors, and electronic boards, which can be applied to manage the classroom in a technological atmosphere. Additionally, students fell

motivated to continue learning and the objective of the lesson is reached. This fact contributes in a significant form in enhancing the teaching and learning process. Nevertheless, there are still teachers who do not want to change their traditional way of teaching.

One of the causes is that some of them do not know how to use the technological devices released these days; consequently, they are not able to apply them in classrooms. However, this fact has to be transformed by considering that teenagers are keen on all of developed gadgets of today (Dudeney & Hokly, 2007)

At the present time, everything involves technology is concerned by teenagers and children due to they were born in the 21st century, the era of technology. Based on this fact, an interactive strategy and technique might be a meaningful way to introduce and motivate the English language learning.

A Digital book with basic conversations enables to improve speaking skills and can be available on laptops, smartphones, tablets or other device. Digital or E-books are used for reading online these days without having papers on hands.

They have more options to make the learning more effective such as colorful images in movement, audios, and exercises. It means that they are not just made to improve the reading skills but also to improve other skills for instance speaking skills. Learners might hear the audio as many times as possible in order to

memorize the pronunciation for later speaking without problems and with the whole confidence.

Currently, despite of the fact that students of tenth grade at Unidad Educativa "Prof. Cleofé Apolinario Orrala" never received English as a subject in the first grades but from 8th grade and up, they possess knowledge of basic English grammar.

Therefore, students are able to create basic sentences due to a very well teaching and learning process conducted by the teacher two years ago. However, they do not know how to vocalize them aloud because of their poor pronunciation which produces a lack of self-confidence by impeding to develop the communication skills.

Furthermore, it is noticed that some students of 10th grade are motivated to continue learning English since they have understood that this subject is important for their professional development; on the contrary, others have not yet. Some of them bring the books to classes every day, which is the material to work with, but some others do not.

The use of the book usually becomes boring due to its common use. English learning should be extraordinary. Based on this and the facts described above

about pronunciation the researcher has decided to design a digital book with conversations for teenagers to improve specifically speaking skills.

The development and improvement of the speaking skills allow learners to be capable of talking each other self-confidently, to expand their minds by exchanging information and increasing their knowledge. Therefore, this let people to be part of the wider world of work, because English is the language business all over the world, having an international relationship, consequently the style of life is improved as well (Munni, 2013).

The Communicative approach will be applied by the researcher at this investigation linked by the current technology. This fact actually will motivate learners to speak English considering that teenagers are keen on technological scope. So teachers will have a great impact in the teaching learning process.

1.6 RESEARCH OBJECTIVE

To implement a digital book with basic conversations for the improvement of speaking skills in students of tenth grade at Unidad Educativa "Prof. Cleofé Apolinario Orrala"

1.7 IDEA TO DEFEND

The application of a Digital book of basic conversations as a pedagogical tool will improve the speaking skills in students of tenth grade at Unidad Educativa "Prof. Cleofé Apolinario Orrala".

1.8 SCIENTIFIC TASKS

1. Description and delineation the theoretical framework regarding the use of digital books and basic conversations to improve speaking skills.

2. Application of the educational and philosophical foundations in order to set the guidelines of the present research work.

3. Implementation of a Digital Book with basic conversations to improve Speaking skills in students of tenth grade at Unidad Educativa " Prof. Cleofé Apolinario Orrala"

CHAPTER II

THEORETICAL BASIS

LITERATURE REVIEW

The current research project is based on investigations about how a digital book with basic conversations can support the English teaching through an interactive and technological environment by allowing learners feel more confident when taking part in activities that involve communicating with each other, in order to improve speaking skills successfully.

This current chapter has been classified in four parts which are; (1) the philosophical basis, it argues the scientific conception foundation related to the research of the problem; (2) the educational basis, it manifest the English teaching methodologies through technological resources to enhance speaking skills, it gives further explanation about the utility of the application of various digital, interactive means, as well as the drawbacks for its implementation; (3) the description of the aspects which create a tie between the theory and the research problem and (4) the legal basis which refers to the present laws and regulations about national education. In this manner, the laws refer to The Constitution of the Republic of Ecuador, the Education Act and the Academic Regime, Code of Childhood and Adolescence, Organic Law of Intercultural Education (LOEI) and The Civil Code.

2.1 PHILOSOPHICAL BASIS

According to Oxford Learner's Dictionary (2017), a definition of digital book is "a book that is displayed on a computer screen or on a computer device that is held in the hand instead of being printed on paper". This concept briefly explains what digital books really are and how people can use them involved with current technology in order to get an interactive learning atmosphere, which encourages and motivates students to learn English.

Some researchers state that "Digital Books, offer students, teacher and schools an additional medium or tool with instructions that can support or enhance the learning process" (Embong, Noor, Hashim, Ali, & Shaari, 2012), this fact clearly exposes how useful digital books are in classrooms these days as well as the effectiveness for improving the teaching and learning process due their special features such as images, audios, videos and others, by considering that learners are interested in technology advancements.

Chesser points out that "Digital books and multimedia materials in general are setting the pace for growth of higher education" (Chesser, 2011). This research was carried out seven years ago which means that these resources are not just being implemented by universities but schools and high schools as well.

Nunan (2009) said that many people feel that speaking in a new language is much more difficult than reading, writing, or listening for two reasons, the speaking

happens in real time in contrast to reading and writing, as well as, when you talk you are not able to edit and review what you wanted to say, hence, different from a writing task. Speaking involves producing systematic verbal sounds to transfer meaning.

What makes speaking skill to be difficult to develop is the fact it requires we express structured and logic ideas using a wide vocabulary, especially when our vocabulary is not fully developed. In the process of learning English and getting speaking skills teachers use different methods and strategies, the most common is the repetition of words to identify pronunciation and intonation of the different words. In the pedagogical theories, these activities are known as behaviorism.

"Teachers incline to favor practice, repetition, and emphasize on teaching methodologies" (Kimberly, 2013). As students repeat vocabulary and phrases, they are reminding themselves the correct way they should pronounce words in order to keep up with a dialogue.

According to Harmer (2012), the speaking skill is the ability to speak fluently, it refers not only to the knowledge of features of English language, but also the ability to manage information and language in context, that is the reason why speaking is the most important skill in English language. In order to improve speaking skills it is necessary to understand the vocabulary and what ideas will be transmitted as well.

Harmer (2007) also states that "In writing we represent words and grammar through orthography: When speaking, on the other hand, we construct words and phrases with individual sounds, and we also use pitch change, intonation and stress to convey different meanings" (p. 38). Teachers need to focus on the practice of these different aspects of speaking, since they permit to build strong and clear communication skills.

Regarding the pitch of voice attribute, it may change drastically depending on the situation and our mood. In this way, the pitch is considered an instrument which is employed to express emotion and significance. The intonation exhibits the grammar of the information we transmit. It is used as a tool to convey attitude. It also establishes a point of stop on a dialogue or discourse or a signal for complementary information to be added. The individual sounds constitute words and phrases. Consequently, different sounds produce different words and meanings. About the sounds and spelling, Harmer (2007) points out that in English language there is often no correlation between sounds and spelling. Similar sounds might be attached to distinct spellings from various words or vice versa, for example the sound of the letters *ou* in the words cloud, pour, enough.

Finally, the stress refers to the point where the pitch changes, vowels lengthen and the pitch volume raises. Adequate application of stress is remarkably important in revealing meaning in short and long sentences (p. 42).

Regarding the previous statements about important aspects for the advancement and progression of speaking skills, it is important to teach the students the primary features of speaking, and train them to listen clearly, reproduce sounds repeatedly, by means of drills, conversations, so they can practice and enjoy the class at the same time.

A handbook is a guide with exercises used to learn about different topics, learning methods, resources and advices, to develop the English Speaking skills.

According to Garrison (2003) and his constructivism theory, he states that quickly learning is activated by class activities and exercises, also the teachers usually asks the students to use a handbook because it gives facilities to the students to learn English with writing support. Handbooks and digital books are nowadays important resources since they contain exercises, tasks that will support the evolution of vocabulary knowledge, therefore, speaking skills.

According to Fundar (2001) "A handbook, in the teaching-learning process, is a tool for students and it is used as guide to support and train". It permits to enhance the learning process of English in students.

Considering the topic of the present research work and the advantageous utility of digital books since our familiarity to these materials, this project proposes the use

of a digital book to strengthen English skills and communication ability in students.

2.2 EDUCATIONAL BASIS

2.2.1 Foundations of English teaching

According to Richards (2011), education is the process of acquiring general knowledge; it develops the powers to obtain significant learning by means of preparing oneself or others in an intellectual way for the future.

Education is an asset that boosts the intellectual development of young learners and supports as it gives formation for their lives because it provides the information and knowledge, which help to solve problems.

Related studies in The United States of America

The study conducted by the Eastern Michigan University claims that digital books as educational technology tools in classrooms possess a great potential in order to improve communication skills and speaking skills by creating learning experiences beyond the classroom, breathing a technological atmosphere which makes leaners feel like staying at classes for a long time and encourages them to continue acquiring knowledge as well as be part of any speaking activity (Kasapoglu, 2010).

Stanford University directed a study regarding to digital books for increasing reading comprehension skills, which argues that digital books play the role of

supplementing physical book in classrooms; it means they are used as additional resources to interact with text in a new form. They will not replace paper books. Due to the technology involved in classes when using digital books, learners are able to feel better with themselves and they obtain the whole confidence to participate in the different activities (Kwan, 2015).

Related studies in Europe

An independent pilot study developed in Neath and Port Talbot, United Kingdom in 2012, about the benefits of interactive digital books with features allowing scholars to hear a word or story in it, considering scholars are told to read aloud previously, concluded that, these learners obtained significant increases in accuracy and comprehension. This finding declares that these interactive resources contribute substantially in the teaching and learning process.

Communication skills are also affected positively due to the rehearsing of listening words or texts as they are read. This process improves mainly pronunciation. Additionally, reading texts, normally or aloud, enriches vocabulary of students. Therefore, extended vocabulary and pronunciation proficiency allow scholars to participate in conversations with motivation and the confidence necessary to speak (Picton, 2014).

According to the authors mentioned in this research paper and many other previous investigations regarding to digital books and their potential use in

classrooms, these sources claim that digital books with interactive features are useful to develop literacy, reading and speaking skills, which catch learner's attention better than a paper book.

A digital book with scripts of basic conversations and their audios can improve pronunciation and develop fluency and proficiency in English speaking when this resource is applied to the English program to benefit students. The purpose of the present research work is therefore to exploit the features a digital book possesses to improve speaking skills.

2.2.2   English teaching at superior General Basic Education

LOEI classifies the General Basic Education level in four educative sublevels, where Superior Basic corresponds to 8th, 9th, 10th of General Basic Education and it is offered to students from twelve to fourteen years old. Further information about the official classification of national educational levels in General Basic Education will be detailed in the Legal Basis topic.

2.2.3   Basic Conversations

According to the Ministry of Education the language components or language skills such as 1) Listening, 2) Speaking, 3) Reading and 4) Writing, are essential parts of the curriculum for the English Language Learning Standards set up by the Common European Framework of Reference language. These four skills as mandatory and compulsory requirements must be included in the study programs

of the grades from 8th through 3rd bachelorship, which must place learners in an exit profile of A1 (Mineduc, 2012).

The development of the four skills mentioned above, support the fact that young learners are able to take part in basic conversations. "Conversation is a form of communication; however, it is usually more spontaneous and less formal." (Hereford, 2015). If leaners want to transmit a message, it is necessary to set up the conversation for doing so. Learners get through a conversation for different purposes such as to meet new people, to find out any information and to enjoy social interactions. Establishing basic conversations between a group of students is a good strategy to improve speaking skills, additionally, learners will be able to be part in a conversation without lack of confidence due to the continuous rehearsal of this kind of activities.

2.2.4 Teaching Basic Conversations

Basic conversations are kind of speaking activities; they are made of elemental sentence structures with simple phrases, essential information directed to beginners in order to improve speaking skills. By rehearsing this type of activities students are going to feel motivated since they are not going to be in a passive state anymore, in the contrary, learners are going to be participating continuously in different dialogues with different topics creating the whole confidence to improve their speaking abilities. Harmer (2008) says "Speaking activities can give

leaners enormous confidence and satisfaction and with sensitive teacher guidance can encourage them into further study".

2.2.5 Basic Conversation as a learning activity

Vijayan on his work called *Developing speaking skills through conversation or small-talk activities* asserts that "this technique builds a proper atmosphere to motivate learners to play an active role in the teaching and learning process by obtaining enough confidence due to the continuous practice, which enables them to improve speaking skills" (Vijayan, 2016).

Khan & Siddique (2015) point out that acquiring the knowledge of the different styles applied in English language will enable students to gain an extra intimacy with linguistic structures, forms and current rules of the oral practices.

Regarding one of the most traditional methods used in English classes, the Direct Method of English teaching, they claim that this method involves teaching English through English since its target is to settle a connection consisting in thought and expression. The more practice of speech fluency the students develop, the less emphasis is attained on writing and reading skills (Khan, 2015, pág. 18).

According to the above mentioned citations, the employment of basic conversations or dialogues, as a learning strategy, contributes in a meaningful

manner, specifically for increasing confidence on scholars, thus, it provokes the improvement of the speaking skills.

2.2.6 Importance of English teaching

English is considered as one of the most spoken languages all over the world since numerous countries have it as a native language, as well as, in some other countries it is referred and spoken as a second language. English language plays a relevant role in any scope of life since it has become a necessity for the society, considering the latter, it focuses on particular interests or likes such as science, technology, education, medicine, tourism, entertainment, etc.

Nowadays, education is remarkably linked to technology for the reason that technology is considered as one of the major issues, everything needs to be done effectively and efficiently, in this manner; cutting-edge devices are useful to carry out the teaching learning process. Therefore, governments are implementing technological appliances on this scope to improve the educational level of citizens. The technological gadgets such as laptop computers, smart cellphones, projectors, tablets and so on, permit to bring an interactive environment in classrooms. There are also many apps the teachers are able to manage to make a nice and interesting lesson.

The reasons for acquiring a foreign language such as English are very distinct and those ones will affect the learning process. Regarding the terms applied to the

instruction process for English Language Learners, there are different terms English speakers should become familiar with.

According to Harmer, EFL (English as a Foreign Language) is addressed to teach more general English, suitable to communicate with people from other countries in a target-language community (Harmer, 2008).

It can also be referred as a teaching English process applied to transmit English skills to people surrounded by a non-English speaking environment. For instance it might be an English approach addressed to employees of international companies, students that want to be more competitive in future challenges, etc.

Harmer also asserts that ESL (English as a second language) is directed to people who actually live in a target-language country or community and need to apply a more specific vocabulary for their typical doings (Harmer, 2008). It allows teachers to provide English language skills to people who are in daily contact with English speakers in English speaking environments, such as foreign students who are working and studying abroad, immigrants, etc.

However, EAL (English as an Additional Language) is applied to students of English-speaking schools, who manage another language different from English. The kids are to speak in English inside the educational institution in some cases.

Finally, about the ESOL (English for Speakers of Other Languages) program, it aims the teacher learns the basic foundations for teaching both methodologies, English as a Second Language and English as a Foreign Language, whether it is carried out inside the country or abroad, but considering main students weaknesses.

Main students' concerns when working with English as a Foreign Language approach are, writing, avoiding errors, because they want to fulfill specific needs related to work or study requirements, namely, EFL approach is employed, while if main concerns are based on communication, listening abilities, then the ESL approach is used.

In national institutions the teachers employ the English as a Foreign Language approach to the teaching learning process since it permits the students learn from their atmosphere and teachers do not need to spend time on things students will not be using immediately, instead, teacher invest time on important issues and activities.

It is necessary teachers evaluate students' needs to focus on strengthening those skills, hence optimizing the class hours. Consequently, students get the tools to face present and future requirements on English language.

The Ecuadorian Ministry of Education is concerned of the importance of English as an International Language since the educational curriculum has been modify according to the Common European Framework of Reference (CEFR) which is an internationally identified language curriculum for promoting the communicative skills in students based essentially on the Communicative Language teaching approach (Villalba & Rosero, 2014).

2.2.7 Building up speaking skills in classroom

Surianata (2011) said that in the teaching and learning process there are four language skills; the productive skills, speaking and writing and the receptive skills, listening and reading.

The development of these different skills in English languages is fundamental in the process of education, considering they will be gear that will enable young learners to learn more interesting information and become increasingly fluent.

According to Brown (1987) speaking is an interactive process of constructing meaning that involves the production, receiving and processing of an information.

Surianata (2011) said that speaking is the most attractive skill among others. Since in speaking students are given the opportunity to develop their abilities in a meaningful way, students communicate each other to develop their ability collaborating and sharing their ideas, responses, and solutions to problems.

Bailey (2010) said "Speaking is learned in two broad contexts, as a foreign language and second language situations", because the students have to know the application of using different words to express in a correct form.

2.2.8 Advantages of implementation of digital resources

These basic conversations will be placed in a digital book; therefore, their scripts are going to be displayed on the screen of the suitable device such a laptop.

Presently, there are countless applications employed to edit, record audio files. They can be found online and technology markets and their utility is based on the ease of use, guaranty, effectiveness, but especially on their application to educational environments to reinforce various English skills.

Handling digital books in the English teaching system

In relation to the English teaching learning process a digital book is a comprehensive and detailed work on a particular topic tailored to different people's needs, either students or teachers, commonly employed to strengthen students' English skills, specifically, a digital audio book can be used to supplement reading ability as well as to enhance comprehension of dialogues, ideas, vocabulary, etc. The use a digital book k is very common in English and others subjects because it provides activities and a completely entertaining, interactive passage between students and English distinct topics.

In summary, a Digital Book of basic conversations will enable learners to rehearse speaking skills by role playing the conversation, then the conversation will be recorded to score the proficiency in speaking and will become part of evidence, consequently, if necessary, students will be able to hear the audio in order to ascertain what their strengths and errors are and thus, avoiding possible disagreements in the grades obtained. The creation of interactive and technological environment allows students to participate with full confidence.

The use of technology in this purpose permits to tailor students' skills to the 21st century needs according to college and future career requirements. Additionally, considering the fact they interact with technology regularly, even outside schools, the more technology can be integrated into English instruction, the better the benefits on developing English speaking skills.

During the implementation of the digital book with basic conversations, learners are going to be able to check the script of the conversation along as they listen to the audio about it and the additional features by creating an interactive and technological environment, which enables them to increase their pronunciation through drills by using the imitative approach.

The target students, namely, the tenth grade at Unidad Educativa "Prof Cleofé Apolinario Orrala" is a big classroom, it means that there are thirty-one students to work with, and just forty minutes available to manage the lesson.

On the other hand, once leaners have developed the activities in the digital book of basic conversations, they will be able to take part in a role-play activity by employing the conversation practiced previously.

It can be inferred technology can be a valuable asset adapted to ESL learners in classrooms, since it provides genuine writing activities and endless resources to build up speaking skills through various conversational activities.

2.3 LEGAL BASIS

Ecuadorian educational system promotes the rights and benefits of citizens by means of bilingual and technological education to fulfill basic needs of students at different educational levels.

The present research paper is legally based on the following statutes:

2.3.1 Constitution of Ecuador

Fifth Section, Education. Articles 26 through 29.

It states the education constitutes a right of the people and an unavoidable duty of the state. It is a principal concern of the public politics and governmental investment. Education is human being-centered and will demonstrate respect to the human rights, the sustainable environment as well as to the democracy. It will also encourage different aspects of society, such as participation, interculturality, inclusion, diversity, quality and the warmness of education, the development of competences and capabilities to create and work as well.

It claims a mandatory educational system to be implemented at different levels including superior third level of education. (See Annex 2)

2.3.2 Organic Law of Intercultural Education

Unique Chapter, Ambit, Principles and aims

Articles 2 and 3. The Organic Law of Intercultural Education predominantly ensures the development of education when it clearly proposes to attend the main principles, which govern the activities in the educational system, such as, universality, education for change, freedom, superior interests of children, attention with priority, development of processes and others.

In the article 3, in its literals "a" through "f", it establishes that the aims of education are; to provide students with the complete knowledge of their rights as well as to promote and intercultural social coexistence among people. It proposes the development of elements influencing the society such as, education, identity, capabilities of people and public awareness towards the conservation of the environment. (See Annex 3)

Second Title, First Chapter, about the Right to Education

Art. 4. The national education system contains three mandatory levels. The first level is the Initial Education; next is the General Basic Education and the third one is the Bachelorship. The education constitutes a fundamental human right and it is necessary for the accomplishment of other human rights.

Second Chapter. About the obligations of government regarding the right to education

Articles 5 and 6. The government must guarantee the right to education, namely, it defines education as a national priority since it is committed to generate equal opportunities in order to access to education. Besides it establishes, government should fulfill continuously constitutional rights regarding education.

Art. 39. The school education has three levels; initial, basic and bachelorship.

Art. 42. The General Basic Education develops capabilities, skills and competences of children and teenagers from five years old and up, in order to participate in a critical, responsible and solidary manner during their civic life and continue bachelorship studies. It permits students to reinforce their capabilities and competences they have acquired in previous educational stages.

(See Annex 3)

2.3.3 General Regulation to the Organic Law of Intercultural Education

It predominantly establishes the facts that support and govern the educational system. It also defines in its Art. 194, the scores scale, which is referred to the level of accomplishment of the learning goals. The scores are classified by ranges from zero to ten.

The higher the score obtained by the student, the more likely the student is to dominate the required learnings. (See Annex 4)

2.3.4   Code of Childhood and Adolescence

Art. 37 and 38. It asserts children has the right to a quality education, consequently, the educational system ought to be required to respect cultures and different thoughts, as well as, to guarantee access and permanence at educational environments till baccalaureate level. It points out that education strengthen students' skills, as well as, promote their rights, permit them to coexist in a quite environment as they are taught about the importance of family and respect to other people. (See Annex 5)

Civil Code

Title XI. About the rights and obligations between parents and children

Art. 268. It is mandatory for parents to bring up and educate their children.

Art. 278. Parents must guide their children's education since parents constitute a valuable pillar for their effective children education and intellectual formation. (See Annex 6)

CHAPTER III

RESEARCH METHODOLOGY

3.1 RESEARCH DESIGN

Research design is known as the framework that will allow finding answers to research questions. The research design describes the set of mechanisms and procedures employed during the collection and analysis of measures of elements stated in the research problem. It also defines the type of research to be performed, such as, descriptive, correlational, semi-experimental, experimental; as well as, research participants, information to be collected and it establishes the logical structure of the research project.

In the present work, the research design involves defining theoretical foundations of the project, like, research methodology approaches and types of research implemented. Consequently, once the theoretical foundations linked to the research design are detailed, it is necessary to develop the conceptions related to the population and sample, data collection techniques, research tools applied as well as qualitative and quantitative data analysis.

3.2 RESEARCH APPROACH

However, research designs are linked to main approaches known as either quantitative or qualitative methods, which are used to study parameters that are

involved in the research topic, namely, the phenomenon and the variables to be measured in the phenomenon.

3.2.1 Quantitative Research Method

It is closely related to two areas of science, social sciences and natural sciences, and it stands for the organized empirical investigation of observable phenomena by means of statistics, mathematics or computational techniques. This investigation aims to analyze the data with the help of statistics, so that results can be generalized to the population of Unidad Educativa "Prof. Cleofé Apolinario Orrala".

3.2.2 Qualitative Research Method

The method inclines to ask considerable interrogations; additionally it collects word facts given from phenomena or population assessed. It's necessary to look for themes and group the information in themes and arrangements addressed to the specific people involved.

Qualitative method is also used to build up the comprehension of basic reasons, opinions, and motivations of actors involved.

For the present case, qualitative method was applied through observations, interviews and a survey at Unidad Educativa "Prof. Cleofé Apolinario Orrala" and Universidad Estatal Península de Santa Elena. Besides, it generates information

related to particular cases been analyzed, and if there are more general conclusions, they remain only as hypotheses.

By the other hand, quantitative methods lead to verify which of the exposed hypotheses are true. This research work is based on different important research approaches such as, scientific and observation procedures, among others, in order to design, establish, implement and evaluate the utilization of "**Digital book of basic conversations to improve the speaking skills in students of tenth grade at Unidad Educativa "Prof. Cleofé Apolinario Orrala". Rio Verde, Santa Elena, Province of Santa Elena. School Year 2017-2018"**. The adequate data organization and processing, jointly with qualitative and scientific procedures, are valuable to present the outcomes of this research.

3.3 TYPES OF RESEARCH DESIGN

There are different types of research designs, the four principal denominations are, Basic Research, Applied Research, Evaluation Research, Action Research and some others, all of them depend on the nature of the problem and the target of the study.

- The Basic Research is a descriptive method and it permits the comprehension and the explanation of the phenomenon.

- Applied Research, it aims to supply information in order to offer potential solutions to problems.

- Evaluation Research, it examines and evaluates the effectiveness of the solution.

- Action Research, it requires collecting data and the study of people.

For the present research work, according to the literature review, the research designs featuring the process of characterizing, explaining and forecasting the phenomenon are; Observation Research, Bibliographic and Documentary Research, Experimental Research, Case Study and Historical Research, Scientific Research.

3.3.1 Observation Research Method

It aims to analyze the problem or object of study in the environment where it occurs. It reinforced the gathering process of data concerning the research and determination of detailed information about causes and effects of the reduced level of speaking skills in students; also it allowed to understand the way the implementation of a Digital Book with Basic Conversations will permit to upgrade speaking skills in students of tenth grade at Unidad Educativa "Prof. Cleofé Apolinario Orrala.

3.3.2 Bibliographic and Documentary Research

Bibliographic and documentary information is necessary because texts, bibliographies, documents, consultations to several experienced sources will admit a better understanding of the research carried out so we can compare data,

ideas, results, changes, this being a fundamental basis for an investigation with theoretical foundations.

The bibliographic and documentary research is mainly presented through chapters two and three, related to the Research Methods and The Research problem, respectively.

This type of research is valuable since it contributed with opinions, arguments from different knowledgeable people, which was later analyzed and interpreted. Additionally sources of information are adequately supported in bibliography chapter.

3.3.3 Experimental Research

It establishes that an idea or program should be implemented and evaluated in order to verify the outcomes.

During a traditional experimental design there are two groups which are given a pre-test and post-test for later evaluation purposes.

In the present research, the students are given a pre-test and a post-test, so results can be subsequently analyzed. There was no need to divide the group since the results remained the same and the time should be optimized.

Lastly, conclusions are defined according to the obtained results after the application of the proposal.

3.3.4 Case Study and Historical Research

It is mainly focused on the analysis and awareness of a single situation, through the usage of various materials related to present or historical periods. Particularly, in this research, it is necessary to implement a digital resource which supports students while strengthening speaking skills. In this case, historical data has been determined and analyzed in order to conclude there is no handling or socialization of digital resources, so students are able to practice and reinforce speaking skills.

By using traditional methods for English teaching, students meet a slow progress in their English skills, but, by means of a digital book characterized by basic conversations, it will upgrade students' speaking skills as long as their other capabilities are positively influenced through continuous practice.

3.3.5 Scientific Research

The scientific method represents a group of methodologies involved in the investigation process of a phenomenon. This premise points out that it is important to obtain and incorporate new knowledge.

This method was carried out through the search of general data about the level of English speaking skills of students in the research area. The previous information needed was taken from documentary information, personal experiences and surveys, among others.

By the application of the scientific method, it was possible to get the information related to the rules and strategies applied in English speaking lessons, as well as guidelines, activities and suggestions will affect the development of speaking skills in students in a positive way.

3.4 POPULATION AND SAMPLE

It is necessary to delineate the characteristics of the group of people studied in order to establish its relationship to either a population or a sample.

3.4.1 Population

The population contemplated in the present research refers to the following participants; thirty-one students of tenth grade at Unidad Educativa "Prof. Cleofé Apolinario Orrala", as well as the Principal of the school, the English teachers, and two English specialists. The chart containing the population detail is presented next:

Chart 2: Population detail.

Population Members description	Number of men	Number of women	Total x member	Percentage (%)
Principal		1	1	3
English Teacher		1	1	3
Language specialist	2		2	6,00
Students of tenth grade at Unidad Educativa "Prof. Cleofé Apolinario Orrala	15	16	31	88,00
Total	12	11	35	100,00

Source: Unidad Educativa "Prof. Cleofé Apolinario Orrala".
Author: Danny Javier Borbor Borbor.

3.4.2 Sample

There was no need to get a sample of the population, since the number of actors involved both at Unidad Educativa "Prof. Cleofé Apolinario Orrala" as at Universidad Estatal Península de Santa Elena, which totalizes 35 people, is manageable and the target students represent to the entire group of students of tenth grade at **Unidad Educativa "Prof. Cleofé Apolinario Orrala"**.

3.5 VARIABLES OPERATIONALIZATION

3.5.1   Independent variable: Digital book of basic conversations

Chart 3: Independent variable operationalization.

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
A digital book is a book in digital form which includes text, images, activities, audios and different other features; it is readily visible and readable through the display of computers and electronic devices known worldwide.	Software for creating digital books. Educational interactive books. PDF's books. HTML based format books. Programs. Apps. Enhanced digital books.	Digital book intellectual capabilities requirements. Production tools Prices Reader needs Book creator. Features: media, art work, audio, animation. Interactivity. Skills.	Is it necessary to implement a digital book with basic conversations to help the students to develop their English speaking skills? Are teachers technologically capable to manage a digital book with basic conversations as a guide in classrooms? Is the digital book content appropriate to strengthen students' speaking skills through the teaching-learning process? Considering different learning styles and technological awareness in students, will teacher accomplish to improve students' speaking skills through the application of this proposal? Is it more advantageous to use a digital book with basic conversations instead of a printed book to develop English skills during English classes?.	Observation Survey Interviews Camera Video Camera Laptop Software for digital interactive book production

Author: Danny Javier Borbor Borbor.

3.5.2 Dependent variable: Improvement of English speaking skills

Chart 4: Dependent variable operationalization.

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
Speaking skills are fundamental in communication. It is important since it allows to manage information and language features during conversations. It also requires to know vocabulary in order to develop a fluent conversation.	Development of English skills. Application of English skills.	Exercises. Dialogues. Paper Tests to assess vocabulary knowledge. Oral tests to measure fluency in speaking.	Have students developed speaking skills? Do you agree that speaking is a valuable skill to strengthen your communication capabilities? Is it necessary teachers apply new teaching strategies to reinforce speaking skills? What are the main factors that adversely influence the acquisition of speaking skills? Should speaking skills be developed through the application of digital resources during classes?	Observation Survey Interviews Camera Video Camera Laptop Software for digital interactive book production

Author: Danny Javier Borbor Borbor.

3.6 DATA COLLECTION TECHNIQUES

It refers to the research methods used throughout the present research work to obtain a specific knowledge and to give supporting evidence to the results obtained.

The techniques might include surveys, interviews, observations and others.

The techniques used for data collection are presented below:

1. **Field observation**; it permitted to get information about the English classes and to establish a diagnosis.

2. **The survey**; it was addressed to children of tenth course at Unidad Educativa "Prof. Cleofé Apolinario Orrala".

3. **Interview**; it was directed to the principal, teachers and language expert.

3.6.1   Field Observation

It was used to obtain more information about the phenomenon of study through the application of investigative processes.

Regarding this research work, this technique was applied to the students of tenth grade at Unidad Educativa "Prof. Cleofé Apolinario Orrala", resulting in the recognition of methods and strategies applied by teachers, so then it allowed to work on the design of a digital book with basic conversations to improve speaking abilities in students.

3.6.2 Survey

This technique was implemented to detect problems in vocabulary and to understand the utility of the employment of a digital book with basic conversations to strengthen speaking skills in the population of students.

Since the survey addressed to the students displays multiple choice questions, it is more quickly for the interviewer to gather the requested information; furthermore it makes it easier for the students to select their best answers.

The essential fact of this technique was the implementation of a particular quantitative method by assigning Likert-type scales, namely, students evaluated specify their level of agreement or disagreement on a symmetric and balanced agree-disagree scale for a group of declarations.

Hence, the range attempts to capture the intensity of their feelings in each item of the questionnaire.

3.6.3 Interview

This method is focused on obtaining specific information about opinions and situations regarding the application of a digital book to reinforce speaking skills in students, from a qualified panel constituted by the Principal of Unidad Educativa Prof. Cleofé Apolinario Orrala, English teachers and English specialists.

3.7 RESEARCH TOOLS

3.7.1   Camera, Video-Camera

Pictures, videos from class work with students were recorded throughout the research work at Unidad Educativa Prof. Cleofé Apolinario Orrala. It was also necessary to record the interviews with the principal and specialists to evidence the work accomplished, as well as to settle a proof of the level of English speaking skills of the students participating in the research study, before and after the application of the proposal.

3.7.2   Questionnaire

Four different questionnaires were designed and developed during the interviews in order to gather information about specifics topics regarding the implementation of a digital book with basic conversations to improve speaking skills in students.

It allowed knowing and analyzing the interviewees' points of view, and subsequently they gave support to reinforce the statements presented in conclusions and findings about the best practices, methodologies required during the implementation of a digital book to build up speaking skills in students at Unidad Educativa Prof. Cleofé Apolinario Orrala.

3.7.3   Notebook.

This tool was employed to write down details about the activities to be performed before and after the implementation of the proposal, moreover, it helped to design

drafts about the work program, pending issues, previous findings, and conclusions. The main issue is to write down in the notebook the ideas that should be considered to develop and shape the thesis structure.

3.8 DATA COLLECTION PLAN

Chart 5: Data Collection Plan.

BASIC QUESTIONS	EXPLANATION
1.- What for?	To improve speaking skills
2.- From which people or objects?	Students of tenth grade at Unidad Educativa Prof. Cleofé Apolinario Orrala
3.- About what aspects?	Application of a digital book with basic conversations
4.- Who?	Undergraduate (English Teacher: Danny Javier Borbor Borbor)
5.- To whom?	Secondary level students, principal, English teacher, English specialists.
6.- When?	Academic year 2017-2018.
7.- Where?	Unidad Educativa Prof. Cleofé Apolinario Orrala
8.- How many times?	Once a year during the academic year 2017-2018.
9.- How?	The study was implemented; individually to the English speakers (principal, teacher, specialists); and in group, to the tenth grade students of Unidad Educativa Prof. Cleofé Apolinario Orrala.
10.- What data collection techniques?	Field observation, survey, interviews.
11.- With what?	Camera, video-camera, questionnaires, surveys, computer, notebook, support online information, software application to create a digital English book.

Source: Unidad Educativa Prof. Cleofé Apolinario Orrala.
Author: Danny Borbor.

3.9 DATA PROCESSING PLAN

Chart 6: Data Processing Plan

DETERMINATION OF THE SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
By means of the techniques applied for data collection such as; interviews and survey, it was determined students do not manage speaking skills and they need to improve their speaking skills through new methodologies and resources	This stage entails the search of scientific and referenced information in distinct sources; books, online articles, digital books, about the importance of the application of a digital book with basic conversations in classroom in order to build up speaking skills	After the research problem at the academic institution was set up, survey and interviews were performed and then analyzed in order to work out the stated problem and to define the proposal approach as well.	The lack of English speaking skills was further determined after the execution of the data collection analysis. The interviewees supported the idea of managing a digital book with basic conversations during classes based on their previous experience and the advantages that involves the usage of this tool.	The implementation of a digital book with basic conversations and continuous teacher guidance in classroom will improve English speaking skills in students of tenth grade at Unidad Educativa "Prof. Cleofé Apolinario Orrala".

Source: Unidad Educativa Prof. Cleofé Apolinario Orrala.
Author: Danny Borbor.

3.10 QUALITATIVE DATA ANALYSIS

3.10.1 Interview addressed to the teacher of Unidad Educativa Prof. Cleofé Apolinario Orrala, Lic María Helena Mota Gordino.

Question 1: Do you implement digital resources in you English classes?

Interpretation: The teacher said that she sometimes applies different digital resources such as audio files, musical videos, except digital interactive applications such as a book.

Question 2: Do students know how to elaborate basic English conversations?

Interpretation: The teacher said that students demonstrate deficiencies in the application of English language because it is the first time that they assist to an English course in the Institution.

Question 3: Have you realized about the benefit of employing an English digital book to enhance speaking skills in students?

Interpretation: The teacher agreed and expressed that the use of a digital book to improve communication is beneficial and supports the development of different skills in students.

Question 4: Are students improving their speaking skills through regular exercises?

Interpretation: The teacher confirmed that students are improving their speaking skills through the application of regular exercises. It is very important the implementation of regular speaking exercises, because students can increase their vocabulary.

Question 5: As far as you concern, do you think that digital books could enhance conversation skills in students, why?

Interpretation: The teacher agreed. She argued that students really need to improve their speaking skills and the application of the digital book in the present research project stands for an excellent strategy to enhance conversation skills.

Question 6: Do you think communication will get better if students handle Basic English conversations?

Interpretation: The teacher completely agrees. She argued that students will improve their conversation abilities as they apply basic English expressions, and it can lead them to acquire fluency in the English language.

Question 7: How do you describe the instructional resources applied by English teachers in classrooms?

Interpretation: The teacher thinks the instructional resources are indispensable and they represent a great support for teachers, especially when teachers use digital means for classes. These resources facilitate the progress of students in the English language.

Question 8: How much time do you spend during the week to prepare classes directed to practice speaking skills?

Interpretation: The teacher pointed out that she does not spend a specific amount of time to prepare the classes. She thinks that every day, lesson by lesson, teachers and students must apply speaking through different activities, such as, reading, questions, answers, etc.

Question 9: What are the most common problems students face while developing speaking?

Interpretation: The teacher believes that the most common problem that students face while developing speaking is the lack of vocabulary and a negative attitude from other students while studying the English language.

Question 10: Will you recommend the use of English digital books of basic conversations to improve the speaking skills in students of tenth grade?

Interpretation: The teacher agreed. She thinks that using digital books will lead students to the continuous practice of English speaking throughout the tasks proposed lesson by lesson.

3.10.2 Interview addressed to the Principal of Unidad Educativa Prof. Cleofé Apolinario Orrala, M.Sc. Rosa Elena Merejildo Pita.

Question 1: What is your opinion about the English language-teaching in Ecuador?

Interpretation: The Principal stated that the English teaching process is very important during the first years of study in educational institutions, furthermore, in Ecuador we've have a big advantage since English teaching is been applied at the beginning of the first years of formal education. In this manner, this educational project will support and enrich more effectively students' knowledge regarding English language use.

Question 2: Is the English language important in the current curriculum?

Interpretation: The Principal said it is very important because through the knowledge of the English language students will be able to get a good academic performance and the most important point is that it should be applied from the first years of study.

Question 3: What is your appreciation regarding the digital books?

Interpretation: The Principal considered that the topic is new as well as practical for the teaching process, where the students will acquire knowledge and develop a sense of affection to the English language.

Question 4: In your opinion, what is the best strategy to improve speaking skills in children?

Interpretation: According to the Principal, the best strategy is to begin this work from the first years of study as well as to create a digital program which catches their attention, namely, an innovative digital program addressed to pursue educational purposes.

Question 5: Do you think that it is important for students to apply basic conversations with habitual topics in classes?

Interpretation: According to the Principal, the fact of applying conversations inside the classroom is essential and primordial in order to develop skills in the field of English language.

Question 6: In your opinion, what are the advantages of using digital materials during the teaching and learning process?

Interpretation: The Principal said that the advantage is to develop interest and love for the English language, which apparently becomes difficult to learn, but through the application of didactic material such as digital resources, the learning will be less complicated.

Question 7: As far as you concern, do digital resources contribute to enhance speaking skills?

Interpretation: The Principal totally agreed with the fact of applying the present project in the institution since it will help them to improve the teaching learning experience.

Question 8: In this institution, how do you describe the use of digital materials applied to the teaching-learning process of English language?

Interpretation: According to the Principal, digital materials are a new concept in the institution, and it will succeed during its application.

Question 9: Do you consider a digital book of basic conversations is a good resource for achieving the learning goals?

Interpretation: The Principal said that a digital book constitutes a good resource for learning. She also pointed out that the book created within this research project will help to get good results in the education process.

Question 10: Will you approve the implementation of a digital book of basic conversations to improve the speaking skills in students of tenth grade?

Interpretation: The principal approved the implementation of a digital book of basic conversations. She believes this tool will assist to improve the English learning process and lead to get a good fluency while students develop dialogues whether they are inside or outside the institution.

3.10.3 Interview addressed to the Specialists

a)   Interpretation of Specialist's reply: Lcdo. Walter Franco Varas. M.Sc.

Question 1: Do you think that basic conversations with useful expressions are an important aspect to broaden speaking capabilities?

Interpretation: The Specialist said that best way to speak any language is by learning its idioms, slang and jargon. Then it is possible to compare those elements to the proper vocabulary from the Speaking exercises in English textbooks. Without knowledge of useful expressions, a true dominion of speaking skills can't be achieved.

Question 2: Do you think dialogues are useful and permit students strengthen their English knowledge?

Interpretation: The Specialist argued that the dialogues are useful if we consider a focus or main objective behind them. Debates are a better way of getting English students acquainted with dialogues, instead of day-to-day conversations or specific dialogues as ordering in a restaurant, going through airport checkpoints or asking for directions.

Question 3: Are common topics suitable to develop conversations in English classes for tenth grade students?

Interpretation: The Specialist stated that tenth grade students should go above and beyond common topics to develop conversations in English classes. They should work with sketches, plays, improvisation-theater, and presentations based

on their livelihood and experiences. Progressively they should work on papers, seminars, symposium, round table, panels and forums which should be the focus of speaking exercises from first till third year of baccalaureate.

Question 4: What's your opinion about the advantages of utilizing digital resources during the teaching learning process?

Interpretation: The Specialist stated that digital resources must be employed at the same time as the usual learning and teaching resources, not one or the other, nor one to compliment the other. Both, technology and conventional resources such as books, papers, and students' original texts must have the same value within the teaching and learning process, considering the teacher is learning from the students as much as the students are learning from him or her. Digital resources do not represent a general solution to the entire spectrum of teaching learning issues, but they are a valid educational medium for the current times.

Question 5: What is the best strategy that you have ever applied to build up speaking skills in students?

Interpretation: The Specialist said that he wouldn't call it the best, but he tends to give a great deal of class time for listening exercises and pronunciation with the help of not only the current course's textbook but online English dictionaries. A student needs first to know what he or she will talk about and then prepare to speak about it through certain standard techniques and methodologies.

Question 6: Is the use of a Digital Book convenient for tenth grade students to improve their speaking abilities?

Interpretation: The Specialist believes probably not the exclusive use of a Digital Book, but tenth grade students need to work with digital and hyperlinked versions of the proper textbooks they can and will use in many of the subjects they have to study to obtain a High School Diploma. The creation of a good Digital Book takes time, but five years should be enough to have prototype that can be used at the same time as the aforementioned English Textbook, written and edited in Ecuador.

Question 7: Do you consider digital books as helpful resources for teachers and students throughout the teaching learning process?

Interpretation: The Specialist agreed. He thinks that they are very helpful, because they propose a certain reading pattern that a teacher can choose to follow or work around of. A digital book is like an annotated edition of another book and the reading a teacher makes of such digital book is another annotated reading in itself, which constructs an important semantic reading and reflective reading, which are a lot needed within a teaching-learning process. Students can use digital books as a means to build a personal database of useful information that can later on be used as a means to selecting a proper bibliography for a research paper.

Question 8: Have you ever used digital books to strengthen students' speaking skills in your English classes?

Interpretation: The Specialist said that not yet, it hasn't been possible as digital books are still scarce in the Ecuadorian Education System. He thinks that what teachers have for now are textbooks with complimentary virtual learning platforms or CDs containing a Workbook or additional resources.

Question 9: Do you consider necessary that the government provides monetary support to build computer labs in public educational institutions?

Interpretation: The Specialist argued that it is already an obligation that hasn't been properly addressed. Even in the top of the line Unidades Educativas del Milenio, informatics and computer sciences have not been properly taught and learnt, even though the official standardized tests to prove the quality of future High School Diploma holders and access a quota within any public college in Ecuador are administered and taken through computers.

Question 10: What is your opinion about students of tenth grade handling digital books during English classes?

Interpretation: The Specialist thinks that it needs to be done ASAP, as soon as possible. He said we cannot still have students that believe handling digital books is the same thing as using a CD with the Workbook in it, a sister virtual learning platform constructed by the editors of the textbooks they use in class, or a PDF version of a whole book. Digital Books require the use of tablets or e-readers to work properly, and those have to be sometimes provided by the school or high

school, especially private ones, so cost is an important limitation for implementing digital books in schools.

b) Interpretation of Specialist's reply: Lcdo. Klever Loor Zambrano

Question 1: Do you think that basic conversations with useful expressions are an important aspect to broaden speaking capabilities?

Interpretation: Lcdo. Klever agreed with the question. He said it is valuable that kids enhance their speak capabilities by employing common expressions, since they constitute a benchmark in order to start up daily conversations and consequently they will be able to feel more confident while they speak English to other people.

Question 2: Do you think dialogues are useful and permit students strengthen their English knowledge?

Interpretation: The Specialist stated that students gain confidence as they use the second language, furthermore, the use of common dialogues to develop conversations is fundamental to build up English capabilities in children.

Question 3: Are common topics suitable to develop conversations in English classes for tenth grade students?

Interpretation: According to the Specialist, activities such as talking about yourself, daily routines and hobbies permit to connect the context to real life

situations during dialogues; therefore, it will allow students to improve their English speaking.

This method stands for a suitable and convenient strategy for the English teaching and learning process.

Question 4: What's your opinion about the advantages of utilizing digital resources during the teaching learning process?

Interpretation: The Specialists said he likes to teach English with technology. He stated that when students have the chance to employ digital resources such as computers, tablets, iPhone, they feel engaged and motivated to learn English.

Nowadays there is a large facility for students to get involved with technology since it's been implemented at educational and social environments such as; educational institutions, homes, laboratories, public places, which employ or permit the use of digital means.

Question 5: What is the best strategy that you have ever applied to build up speaking skills in students?

Interpretation: The Specialist said he loves teaching English with technology. According to Bill Gates, "technology is only a tool; the most important part is the teacher."

Namely, the main strategy remains on the use of technology and digital resources as a didactic material.

The use of collaborative and cooperative learning techniques permits to work with different students and interchange information. By means of the application of a didactic tool, the students are able to personalize the information they receive and they can share it with other students.

Thus, this becomes the best strategy which does not require quite effort from the students.

Question 6: Is the use of a Digital Book convenient for tenth grade students to improve their speaking abilities?

Interpretation: The Specialist agreed and said it is convenient to use a digital book to improve speaking skills in students. It is not comfortable to handle a physical book, which is different from the use of a digital book, because this latter is rapidly available, and more portable, affordable and manageable than other resources, wherever we are.

The main idea of the digital book is it should contain the topics, which are connected with students' life so they can feel engaged and they can see it as an authentic material.

The digital book will help them to improve their communication skills as they give the best of them during their English learning ship.

Question 7: Do you consider digital books as helpful resources for teachers and students throughout the teaching learning process?

Interpretation: Lcdo. Klever stated that digital books are helpful resources since they are not expensive, book users can share the book and use it as many times as they want. Additionally, by using the digital books, users are able to refresh the teaching learning process.

Question 8: Have you ever used digital books to strengthen students' speaking skills in your English classes?

Interpretation: The Specialist completely agreed and said he's used many of them. He likes digital books not just related to reading; instead, he likes digital books that present listening, speaking as well as reinforcement activities.

He mentioned that it is a valuable advantage the fact digital books are easily available in digital gadgets such as laptops, thus, they become in a powerful educational tool which also do not weigh and can be taken anywhere due to its portability.

Question 9: Do you consider necessary that the government provides monetary support to build computer labs in public educational institutions?

Interpretation: According to the Lcdo. Klever, it is an obligation of the government and it is established in the Ecuadorian educational policy to provide educational facilities in order to enhance the quality of education in Ecuador.

Question 10: What is your opinion about students of tenth grade handling digital books during English classes?

Interpretation: The Specialist thinks it is good idea that students are able to handle digital books in English classes, because it will be easier for them to manage the information of the digital books in portable devices such as flash drives.

Additionally, the teachers need the students to be engaged with the digital material. According to the Specialist, he agrees with the statement; the classes start outside the classroom.

If the teacher gives the students the opportunity to learn and practice English outside the classroom, namely, without teacher's presence and observance, students will become independent learners, as well as, they will get more motivated and confident while learning English.

3.10.4 INTERPRETATION OF RESULTS

Analysis of the Interview to the teacher from Unidad Educativa Prof. Cleofé Apolinario Orrala

According to the teacher of Unidad Educativa Prof. Cleofé Apolinario Orrala, Lcda. Maria Helena Mota, she states that students demonstrate weaknesses in English speaking because of their recent exposition to it. Additionally, the digital

book resource is a great support for teachers and students since it supports the development of English speaking skills as well as vocabulary through the implementation of interactive exercises instead of regular activities.

She also recommends that speaking should be applied continuously in order to lesser daily problems in classroom such as the lack of vocabulary and teachers should encourage students to practice English speaking in daily situations.

Analysis of the Interview to the Principal of Unidad Educativa Prof. Cleofé Apolinario Orrala

The Principal of the school, M.Sc. Rosa Elena Merejildo Pita thinks that the Application of a digital book of basic conversations will improve students' speaking skills, it will also enrich their English knowledge as well as conversation skills and fluency.

She also highlighted the fact that English teaching is a valuable asset in the current curriculum of national education system and it should be implemented from the first years of study.

She concludes arguing that the digital book is a new, interactive and practical methodology; on the other hand, it will effectively assist the teaching-learning process of the English language and will strengthen speaking skills in students. Finally, there are good expectations regarding the application of this innovative tool in tenth grade of Unidad Educativa Prof. Cleofé Apolinario Orrala.

Analysis of the Interview to the Specialists

a)   Interview to Walter Franco Varas. M.Sc.

According to Lcdo. Walter Franco Varas, the best strategy to speak any language is by learning to speak idioms, slangs and jargon regarding the target idiom. He also believes that useful expressions implemented in English basic conversations are essential to develop speaking skills.

He promotes the application of various activities in order to get better results in English speaking, such as, sketches, plays, improvisation theaters, presentations based on real experiences. His approach to the English teaching-learning process is framed on multiple-task activities and the socialization of ideas with fellows; consequently, it permits to achieve a continuous and entertaining interaction with the English language.

Additionally, he establishes that digital books constitute helpful resources for teachers and students, but regrettably, nowadays in some educational institutions there is not enough investment nor facilities to accomplish a cutting-edge educational environment in English classes.

Finally, the Specialist suggests that high school students should be prepared to achieve either A2+ or B1 English levels through innovative teaching methodologies, for instance the use of sophisticated digital books created in national colleges. He encourages designing, developing and using Spanish and

English digital books at different educational levels in order to enhance the teaching methodologies in national public and private educational institutions.

b) Interview to Lcdo. Kléver Loor. M.Sc.

According to Lcdo Klever Loor, it is important students get hands on experience related to the use of common expressions since they will permit them to gain confidence while they speak English.

To learn to speak about common topics through dialogues is a convenient strategy to develop English-speaking skills. When students employ digital resources they feel motivated and interested in the content. It helps them to get involved with technology the fact they are continuously exposed to digital resources whether they are in English classroom or not.

In conclusion, according to the Specialist, digital books constitute helpful resources, which have become in meaningful educational tools at public and private educational institutions due to different characteristics they present, for instance, digital books are rapidly available, and easily portable, affordable, manageable, as well as, interactive and entertaining resources.

The English digital book to be used in classrooms should contain common topics, which are connected with students' life so they can feel engaged with the activities performed. It would be an asset to implement common topics in the

content of the English digital books, and consequently it will permit to achieve further development of English speaking skills.

3.11   QUANTITATIVE DATA ANALYSIS

3.11.1 Survey directed to students of tenth grade at Unidad Educativa Prof. Cleofé Apolinario Orrala

Question 1: Do you agree or disagree that English is important to communicate with foreign people?

Chart 7: Results of the question 1 of the survey.

Response	Frequency	Percentage (%)
Totally agree	29	94
Partially agree	2	6
Not sure	0	0
Partially disagree	0	0
Totally disagree	0	0
TOTAL	31	100

Source: Unidad Educativa Prof. Cleofé Apolinario Orrala.
Author: Danny Javier Borbor Borbor.
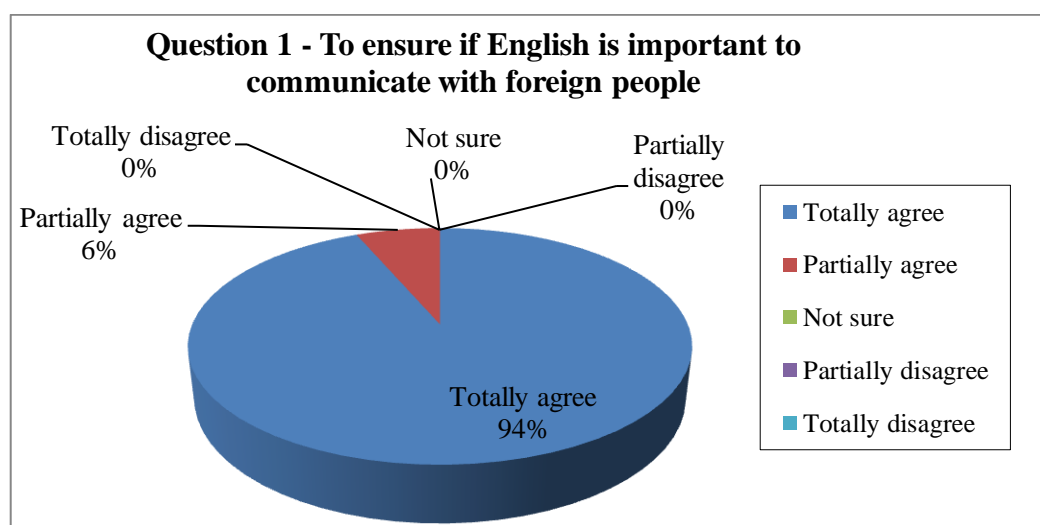
Graph 1.- Pie chart showing results of question 1 of the Survey.
Source: Unidad Educativa Prof. Cleofé Apolinario Orrala.
Author: Danny Javier Borbor Borbor.

Interpretation: 94% of the students agree about the importance of English to communicate with foreign people. There were disagreements or hesitations from 6% of the students in this question.

Question 2: Do you feel confidence when you speak English?

Response	Frequency	Percentage (%)
Yes	4	13
Not sure	25	81
No	2	6
TOTAL	31	100

Source: Unidad Educativa Prof. Cleofé Apolinario Orrala.
Author: Danny Javier Borbor Borbor.
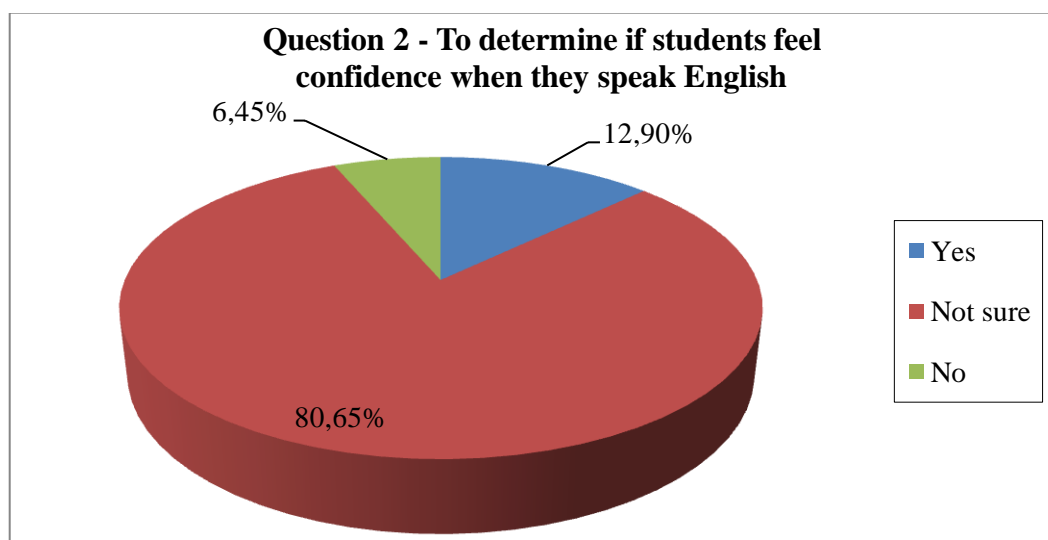
Graph 2.- Pie chart showing results of the question 2 of the survey.
Source: Unidad Educativa Prof. Cleofé Apolinario Orrala.
Author: Danny Javier Borbor Borbor.

Interpretation: The majority of students (81%) are unsure about feeling confidence when they speak English; 13% of students are confident when they speak English and less than 7% of students do not feel confidence when the speak English.

Question 3: Do you feel motivated while learning to speak English?

Chart 9: Results of the question 3 of the survey.

Response	Frequency	Percentage (%)
Yes	18	58
Not sure	13	42
No	0	0
TOTAL	31	100

Source: Unidad Educativa Prof. Cleofé Apolinario Orrala.
Author: Danny Javier Borbor Borbor.
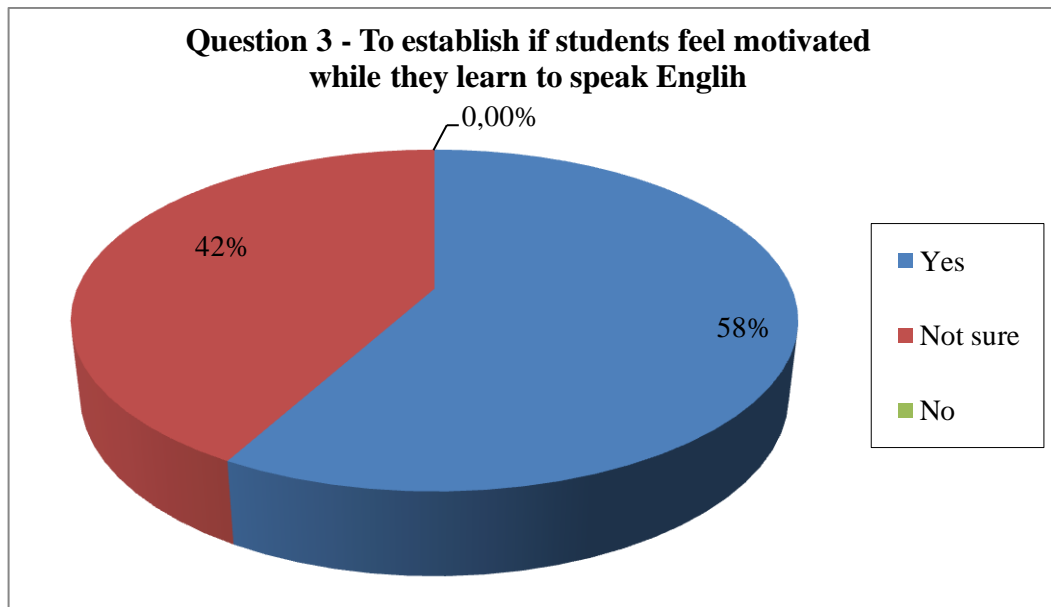
Graph 3.- Pie chart showing results of the question 3 of the survey.
Source: Unidad Educativa Prof. Cleofé Apolinario Orrala.
Author: Danny Javier Borbor Borbor.

Interpretation: 58% of the students feel motivated while learning to speak English, but on the other hand, 42% of students are rather quiet and not motivated while they learn to speak English. There was not a negative statement in this question since the percentage of the founding are very clear and they are shown through the pie according to the replies of the students that they were written in the current survey.

Question 4: Does your teacher use digital resources in English classes?

Chart 10: Results of the question 4 of the survey.

Response	Frequency	Percentage (%)
Yes	20	65
Not sure	11	35
No	0	0
TOTAL	31	100

Source: Unidad Educativa Prof. Cleofé Apolinario Orrala.
Author: Danny Javier Borbor Borbor.
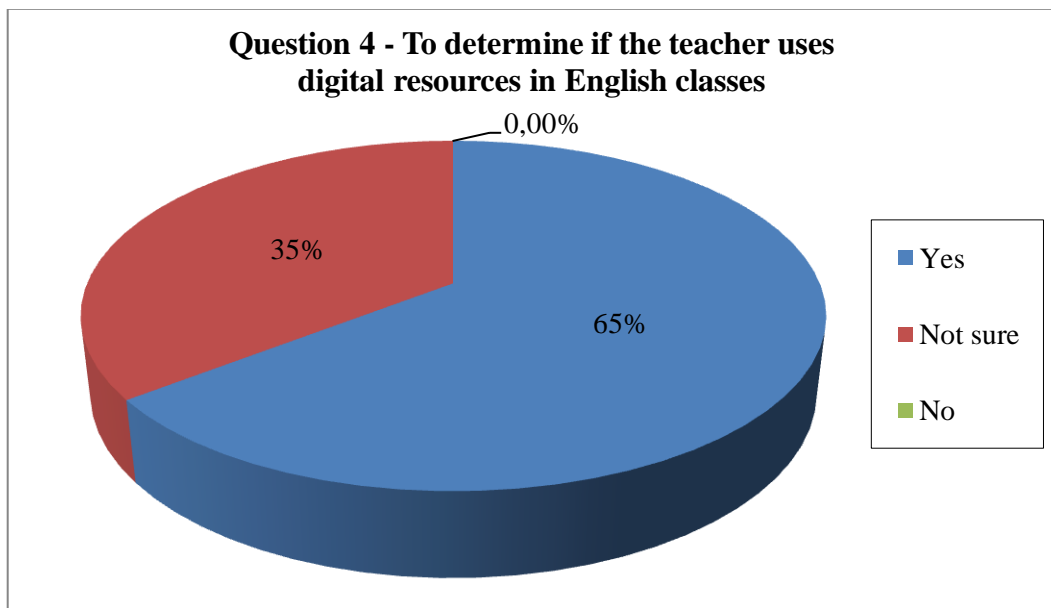
Graph 4.- Pie chart showing results of the question 4 of the survey.
Source: Unidad Educativa Prof. Cleofé Apolinario Orrala.
Author: Danny Javier Borbor Borbor.

Interpretation: 65% of students say that their teacher uses digital resources in English classes and 35% of students is not sure whether the teacher uses digital resources in English classes or not. The founding of this question is really favorable to the research since maybe at least teachers use their computers or laptops in the classes for teaching students and develop skills in the teaching and learning process. There was not a negative statement in this question.

Question 5: Do you agree or disagree that listening conversations will help to strengthen your speaking skills?

Chart 11: Results of the question 5 of the survey.

Response	Frequency	Percentage (%)
Totally agree	27	87
Partially agree	3	10
Not sure	1	3
Partially disagree	0	0
Totally disagree	0	0
TOTAL	31	100

Source: Unidad Educativa Prof. Cleofé Apolinario Orrala.
Author: Danny Javier Borbor Borbor.
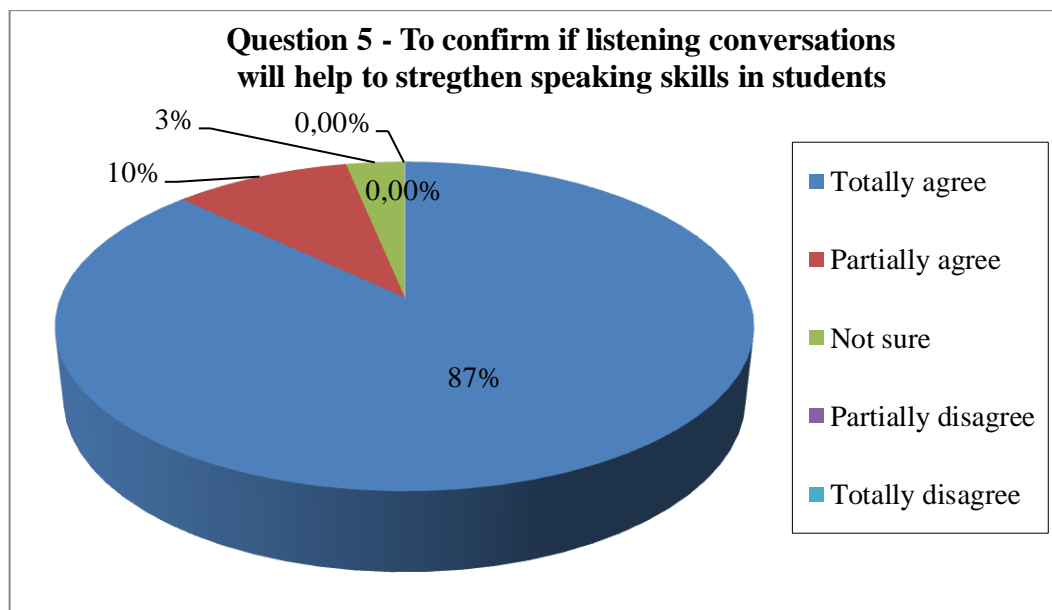
Graph 5.- Pie chart showing results of the question 5 of the survey.
Source: Unidad Educativa Prof. Cleofé Apolinario Orrala.
Author: Danny Javier Borbor Borbor.

Interpretation: About 87% of the students totally agree about listening conversations will help them to fortify their speaking skills. The percentages of students who are both partially agree and not sure about this question is 13% in total. There were not disagreements on this question.

Question 6: Do you agree or disagree that the use of digital books is necessary to enhance speaking skills?

Chart 12: Results of the question 6 of the survey.

Response	Frequency	Percentage (%)
Totally agree	24	77
Partially agree	5	16
Not sure	2	7
Partially disagree	0	0
Totally disagree	0	0
TOTAL	31	100

Source: Unidad Educativa Prof. Cleofé Apolinario Orrala.
Author: Danny Javier Borbor Borbor.
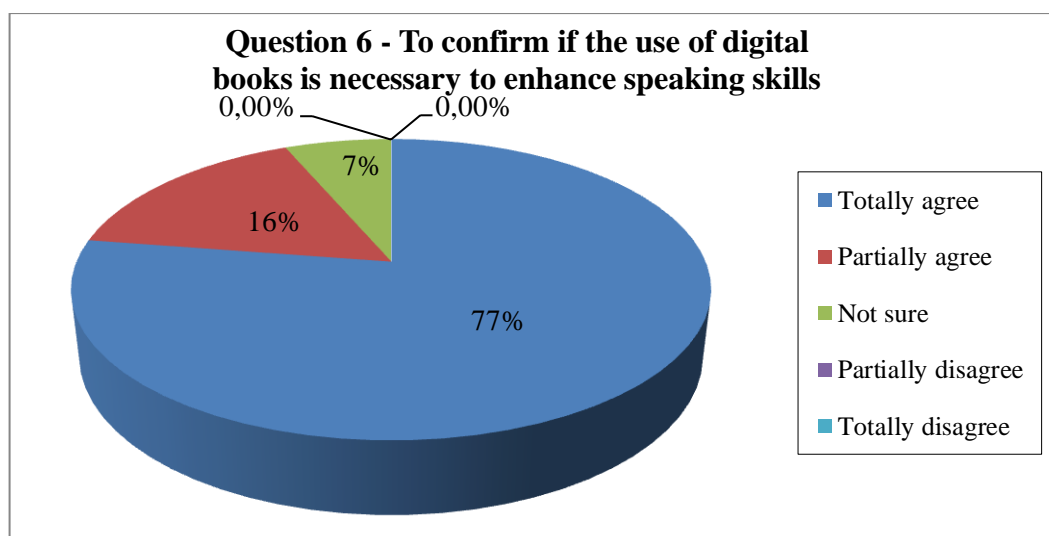
Graph 6.- Pie chart showing results of the question 6 of the survey.
Source: Unidad Educativa Prof. Cleofé Apolinario Orrala.
Author: Danny Javier Borbor Borbor.

Interpretation: About 77% of the students totally agree about the fact that the use of digital books is necessary to enhance speaking skills. The 16% of the students partially agree about the positive effects of the use of digital books on the improvement of speaking skills. The percentage of students who think in a neutral manner about the question is 7%.

Question 7: Do you think English basic conversations are a good strategy for improving speaking skills?

Chart 13: Results of the question 7 of the survey.

Response	Frequency	Percentage (%)
Yes	29	94
Not sure	2	6
No	0	0
TOTAL	31	100

Source: Unidad Educativa Prof. Cleofé Apolinario Orrala.
Author: Danny Javier Borbor Borbor.
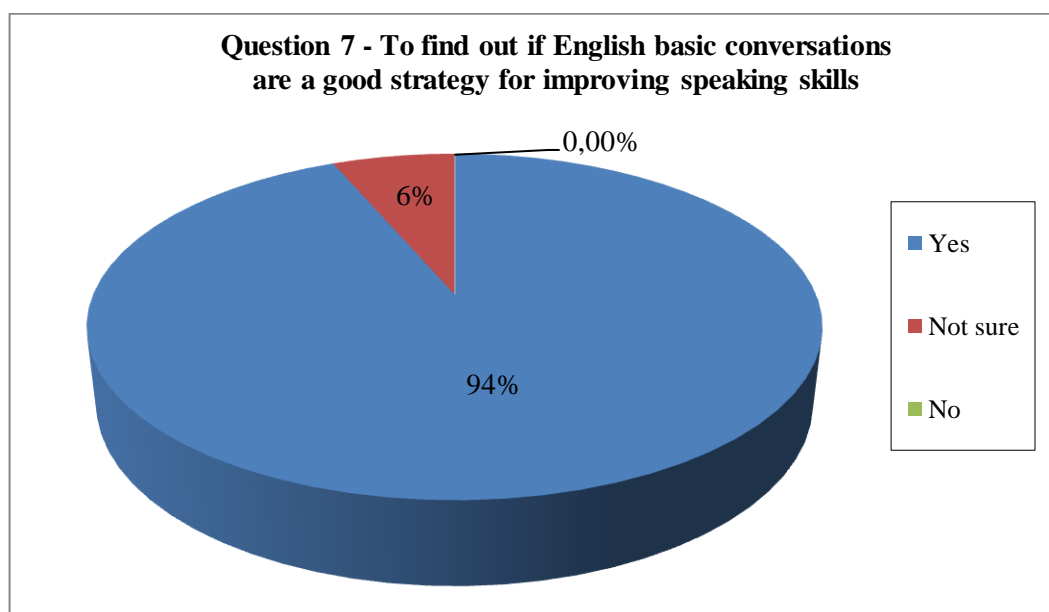
Graph 7.- Pie chart showing results of the question 7 of the survey.
Source: Unidad Educativa Prof. Cleofé Apolinario Orrala.
Author: Danny Javier Borbor Borbor.

Interpretation: More than 90% of students think English basic conversations represent a good method to build up speaking skills. Namely, it is important to encourage them to practice English basic conversations in classroom. On the other hand, 6% of the students are rather hesitant about English basic conversations as a good strategy to develop speaking skills.

Question 8: Are you familiar with the term digital book?

Chart 14: Results of the question 8 of the survey.

Response	Frequency	Percentage (%)
Yes	18	58
Not sure	11	36
No	2	6
TOTAL	31	100

Source: Unidad Educativa Prof. Cleofé Apolinario Orrala.
Author: Danny Javier Borbor Borbor.
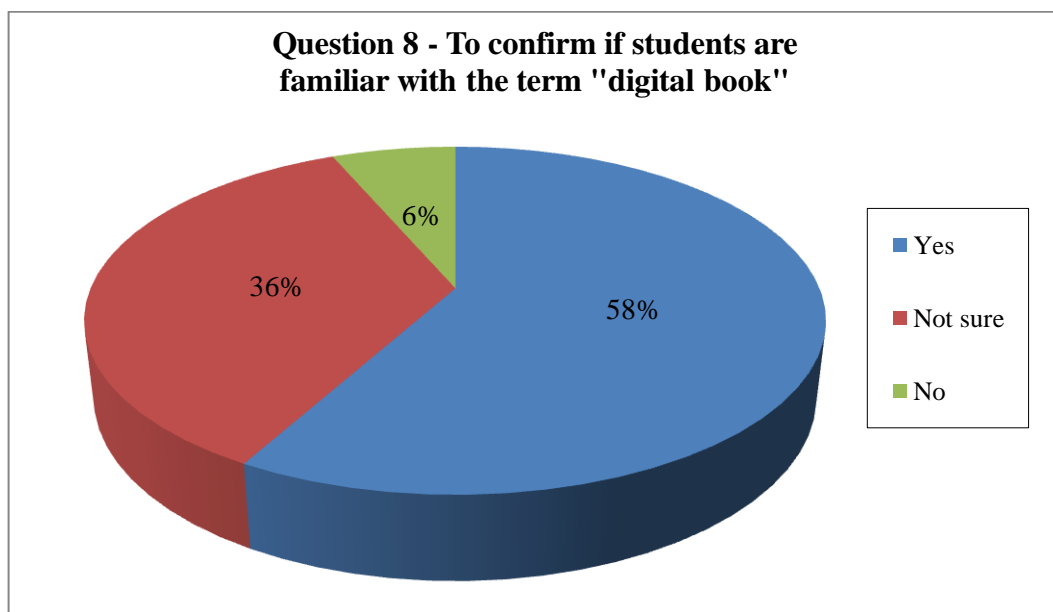
Graph 8.- Pie chart showing results of the question 8 of the survey.
Source: Unidad Educativa Prof. Cleofé Apolinario Orrala.
Author: Danny Javier Borbor Borbor.

Interpretation: More than 50% of the students stated they are familiar with the term digital book. Additionally more than 35% of the students acknowledged they are not sure whether they are familiar with the term or not. The percentage of students who expressed they are not familiar with the term digital book represent approximately 10% of the students who are familiar with that term. This fact is meant to be taken advantages by the teachers considering that students really like technological resources.

Question 9: Have you ever used English digital books in high school to practice speaking?

Chart 15: Results of the question 9 of the survey.

Response	Frequency	Percentage (%)
Yes	0	0
Not sure	4	13
No	27	87
TOTAL	31	100

Source: Unidad Educativa Prof. Cleofé Apolinario Orrala.
Author: Danny Javier Borbor Borbor.
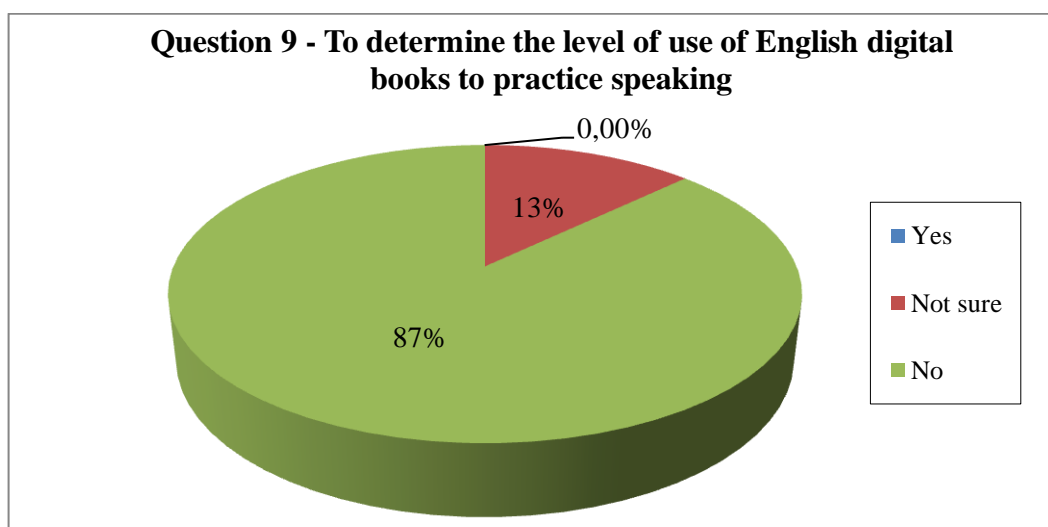
Graph 9.- Pie chart showing results of the question 9 of the survey.
Source: Unidad Educativa Prof. Cleofé Apolinario Orrala.
Author: Danny Javier Borbor Borbor.

Interpretation: 87% of the students confirmed they have not used English digital books to practice speaking in high school. Namely, there is a large important group of students who have no experience related to the use of an English digital book; consequently, it is mandatory to effectively teach them the correct use of the present digital book.

About 13% of students do not know whether they have use an English digital book or not.

Question 10: Would you like to learn to speak English using a digital entertaining book?

Chart 16: Results of the question 10 of the survey.

Response	Frequency	Percentage (%)
Yes	27	87
Not sure	2	7
No	2	6
TOTAL	31	100

Source: Unidad Educativa Prof. Cleofé Apolinario Orrala.
Author: Danny Javier Borbor Borbor.

Question 10 - To determine the level of agreement on learning to speak English using a digital entertaining book
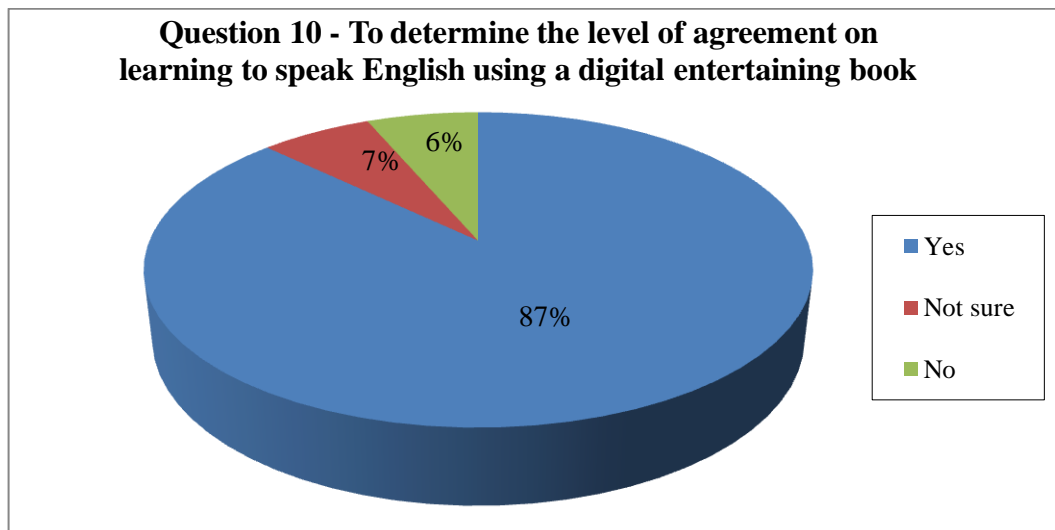
Graph 10.- Pie chart showing results of the question 10 of the survey.
Source: Unidad Educativa Prof. Cleofé Apolinario Orrala.
Author: Danny Javier Borbor Borbor.

Interpretation: A large majority of students, namely, 87% of students liked the idea of using a digital entertaining book in order to learn to speak English. The percentage of students who hold both criteria, namely, who are neutral or disagree with the use of a digital entertaining book in order to learn to speak, represents 13% in total. This result is very relevant for this research which its purpose is to improve speaking skills.

3.11.2 Global results of the students' survey

Chart 17: Analysis of results of the students' survey.

No.	Questions	Totally agree/Yes %	Partially agree %	Not sure %	Partially disagree %	Totally disagree/No %	Total %
1	Do you agree or disagree that English is important to communicate with foreign people?	94	6	0	0	0	100
2	Do you feel confidence when you speak English?	13	-	81	-	6	100
3	Do you feel motivated while learning to speak English?	58	-	42	-	0	100
4	Does your teacher use digital resources in English classes?	65	-	35	-	0	100
5	Do you agree or disagree that by listening conversations will help to strengthen your speaking skills?	87	10	3	0	0	100
6	Do you agree or disagree that the use of digital books is necessary to enhance speaking skills?	77	16	7	0	0	100
7	Do you think English basic conversations are a good strategy for improving speaking skills?	94	-	6	-	0	100
8	Are you familiar with the term "digital book"?	58	-	36	-	6	100
9	Have you ever used English digital books in high school to practice speaking?	0	-	13	-	87	100
10	Would you like to learn to speak English using a digital entertaining book?	87	-	7	-	6	100

Source: Unidad Educativa Prof. Cleofé Apolinario Orrala.
Author: Danny Javier Borbor Borbor.

3.11.3 Analysis of results of the students' survey

Most of the students think it is valuable to speak English in order to be able to communicate with other people.

Furthermore, students show a lack of confidence when trying to speak English, as well as, lack of motivation which may result in decreasingly rates of participation and performance during English classes.

One of the advantages of the application of the digital book is that the students are aware of the importance of basic conversations to develop speaking skills, thus, before the application of the proposal they feel encouraged and willing to perform activities oriented to the development of speaking skills.

Finally, according to the data presented in the survey, students are likely to effectively manage the digital application since they show an adequate predisposition and believe that the digital book with basic conversations would be an interesting and entertaining tool to get further positive results in English speaking training process.

CHAPTER IV

ALTERNATIVE PROPOSAL

4.1 NAME OF THE PROPOSAL.

The implementation of a Digital book with basic conversations to improve the speaking skills in students of tenth grade at Unidad Educativa "Prof. Cleofé Apolinario Orrala". Rio Verde, Santa Elena, Province of Santa Elena. School year 2017-2018.

4.2 INFORMATION DATA

4.2.1 Description

Chart 18: Description of the proposal

Characteristics	Description
Executing Institution	Unidad Educativa "Prof. Cleofé Apolinario Orrala".
Country	Ecuador
Province	Santa Elena
City	Santa Elena
Town	Río Verde
Beneficiaries	Students of Tenth Basic Year
Genre	Boys and Girls
Type of journey	Afternoon
Socioeconomic level	Middle class
Time for execution	8 weeks
Author	Danny Javier Borbor Borbor
Adviser	Ab. Leonardo A. Chávez Gonzabay, M.Sc.
Principal	Msc. Rosa Merejildo Pita
Vice-principal	Lic. Jazmina Espinoza
English teacher	Lic. María Helena Gordino Mota

Author: Danny Javier Borbor Borbor.

Chart 19: Beneficiaries.

SCHOOL	BENEFICIARIES	TOTAL OF PEOPLE
UNIDAD EDUCATIVA "PROF. CLEOFÉ APOLINARIO ORRALA"	Tenth Grade Students	31
	Teacher	1
	Principal	1
	TOTAL	**33**

Source: Unidad Educativa Prof. Cleofé Apolinario Orrala.
Author: Danny Javier Borbor Borbor.

4.3 BACKGROUND OF THE PROPOSAL

Presently, the teaching learning process is mainly based on the use of technology since it presents valuable characteristics like availability, accessibility. The latter offers wide, up to date information, it also provides communication facilities and tools for social development in different competitive environments and work areas such as, administration, agriculture, art, design, research and scientific procedures, management, economy, sports, production processes in factories, and specially, in educational environments.

Furthermore, the use of Information and Communication Technologies (ICTs) gives helpful support to the teaching learning process and permits the teacher to develop students' skills in classroom. The advantage of ICTs settled on the digital resources regularly available that permit to build up students' skills.

Electronic book formats such as digital books constitute nowadays a major progress that benefits the educational curriculum since through its application the teaching learning process becomes more appealing for students and comfortable

from the point of view of interactivity and knowledge accomplishment. Regarding the teaching approach addressed to young learners whose ages are ten years old or more, Harmer (2007) states the following:

> Teachers of young learners need to spend time understanding students' behavior and way of thinking. They need to be able to recognize their students' current interests so that they can use them to encourage the students during classes.

Namely, teachers should focus on motivating students by using different strategies and activities that permit them to get involved and make them feel interest about the current topic of teaching, as a result, learners are going to be part of a very fun and significant leaching and learning process.

Furthermore, Harmer (2007) claims that teachers need good oral skills in English since speaking and listening are the skills that will be used at the most of students' ages at school. The teacher's pronunciation is a crucial factor since children imitate it cleverly.

It points out that English teachers need to be primarily concerned about their own speaking skills in order to transmit information, but most important, the pronunciation awareness to the students. Students are very good imitators and will follow up teacher's guidance and try to resemble the teacher's abilities. For this reason they are meant to be fully prepared before starting to teach the lesson.

4.4 SIGNIFICANCE

The importance of the application of a digital book with basic conversations is based on the need of development of students' speaking skills by means of innovative educational methods in classroom.

These methods are aimed to fortify students' weakness regarding the speaking ability so that they are able to overhang in different English topics and speaking activities performed, hence, they are able to speak English language more fluently and confidently with other people.

To do it, the teacher needs to implement a digital book and focus on the application of the most efficient teaching methodologies presented previously, such as the rehearsing of basic conversations in order to develop speaking skills. The students need to become more convinced when they have to start up dialogues with classmates.

The digital book with basic conversations reinforces multiple abilities in students, specially speaking skills, as well as it warrants solving many common teaching difficulties when trying to depict a wide variety of topics and information related to activities performed, and thus it empowers the teaching-learning experience for students and educators and permit to reached the objectives stated previously due this very useful technological tool.

In order to encourage students to speak and take part in conversations and activities, teachers who use the digital book with basic conversations, should refer to English teaching guidelines already established by some recognized authors. For instance, Wilson (2005) conveys the importance of planning and rehearsal of ideas in order to accomplish good speaking during conversations, by doing so, the message will be transmitted in efficient way.

In this manner, Henselgen (2003) suggests students practice conversations in their minds previously and afterwards they should perform the tasks. The results are clearly succeeded; therefore, this advice must be rehearsed over and over again.

Namely, the rehearsal of conversations is important to develop speaking fluency. For such reason this proposal establishes the application of a digital book with basic conversations since it will operate as an interactive rehearsal tool for students and will allow them to listen, read, speak and practice through different actual and funny conversations, videos, activities while they improve their ability concerning English speaking.

4.5 OBJECTIVES

4.5.1 General Objective

To strengthen speaking skills through the application of a digital book of basic conversations in tenth grade students at Unidad Educativa "Prof. Cleofé Apolinario Orrala". Río Verde, Santa Elena, province of Santa Elena.

4.5.2 Specific Objectives

- To design a speaking-oriented English digital book of basic conversations through Neobook application software.

- To socialize the digital book and refer to it as a didactic, interactive, innovative tool which will build up students' speaking skills through practice of its different activities.

- To improve the level of English language focused in speaking kills by the application of an interactive digital book and activities performed in class.

- To implement the English digital book with basic conversations in tenth grade students at Unidad Educativa "Prof. Cleofé Apolinario Orrala".

- To evaluate student's progress regarding their English speaking skills after the application of this proposal.

4.6 DESIGN AND DEVELOPMENT OF THE PROPOSAL
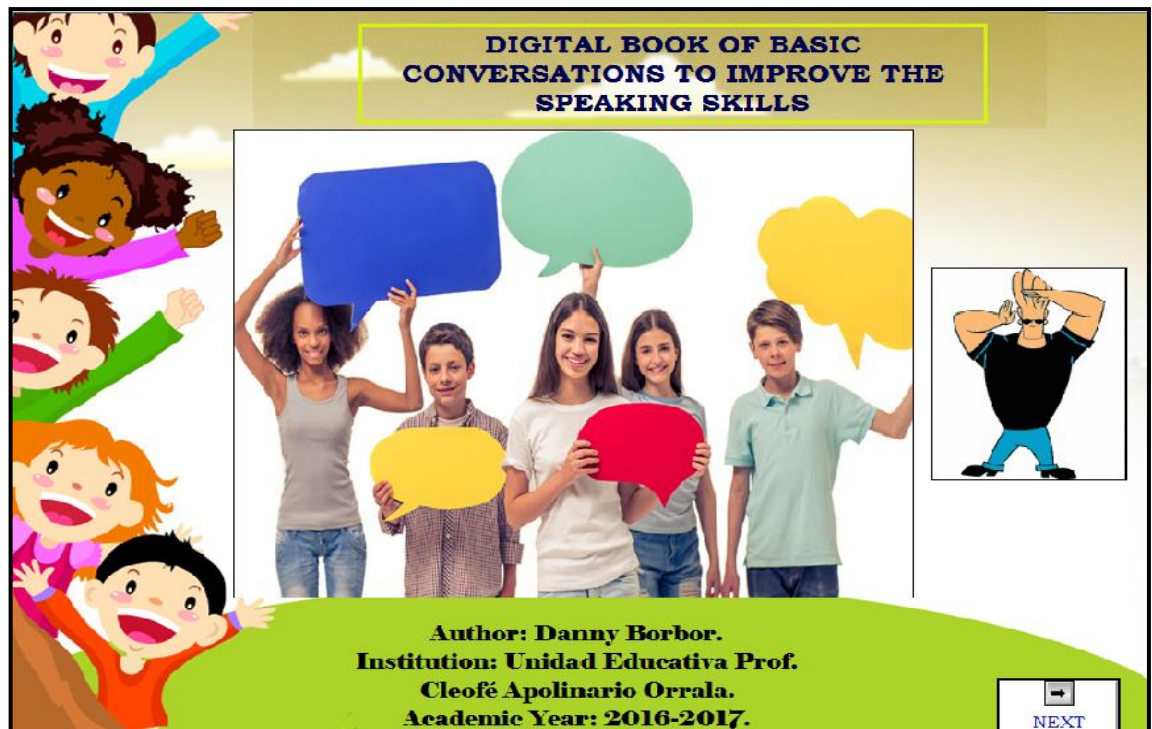
Illustration 1.- Portrait of the digital book
Author: Danny Javier Borbor Borbor.

As stated previously, the digital book of basic conversations represents a valuable tool for English teaching, but mostly it leads to the improvement of students' speaking skills by participated speaking practice. It is described as a text and image related publication characterized for its digital form, furthermore, it can be readily produced on, published by, readable and finally available on computers or digital equipment.

Some of its advantages are; quickly to produce and get for users, easy upgrading and modifying process, efficient portability, less space capacity requirement, and for this specific research project it can also be launched on computer devices with no need of internet.

For this purpose, it was necessary to manage the Neobook software which enables non-programmers to devise and create personal Windows software applications and publications, such as electronic books, electronic magazines, assessment and training material, class multimedia projects, slides presentations, games and more.

4.6.1 Recommendations for the application of a digital book with basic conversations

- Students must recognize the function of the tools of the digital application in order to complete the tasks for each exercise.

- English Digital Book should be strongly related to the research project and its target.

- The teachers need to give an explanation to the students about the expected goals after the implementation of the Digital Book.

- Students should be encouraged to actively participate and practice speaking throughout the development of each session in the computer laboratory.

- The teachers need to permit students to interact with the application as far as necessary to get them involved in the tasks proposed and to succeed in the goals established.

- Students should be required to come up with short dialogues in order to set up basic conversations with other classmates during classes when they are done with the application of the digital book.

4.6.2 Advantages of the application of a digital book of basic conversations

- According to Neosoft Corp (2017), a software solutions' provider and Neobook producer, completed NeoBook projects can be easily compiled into a compact, independent Windows application (exe) or screen saver (scr) for easy handling. There is no need of players, special drivers, licenses or additional software to view compiled applications. NeoBook designed and created applications look and perform just like real Windows programs, so it is unnecessary to spend years learning Java or C++ in order to use the software.

- The implementation and facility of use of a digital educational application motivates students to develop the book's exercises, hence, it allow them to develop their English speaking skills.

- The digital application permit them to manage digital tools, reproduce videos, audios, as well as, they learn and strengthen their English skills.

- The exercises of the digital book work out various English aspects, thus, they lead to the improvement of students' main skills in English language, such as vocabulary, listening, reading, writing and notably, the speaking.

- There is no need of internet access. The digital book application is readily available and accessible with the support of digital equipment such as a laptop or

desktop computer. Namely, it can be easily applied in a computerized laboratory at any national educational institution.

4.6.3 What is Neobook?

Neobook is a leading product of Neosoft Corp., it is aimed to either inexperienced or non-programmers, who can use it to rapidly incorporate text, pictures, animations, sound, videos, internet links, data bases, special digital effects and other features in order to set up an interactive, professional software such as an electronic book.

4.6.4 Features and System requirements of Neobook software

Regarding the most relevant features of Neobook software, it allows the book creator and final user to perform the following operations:

- To play dynamic GIF and flash files.

- To include navigation and user interface controls.

- To play different types of multimedia files, from sound to animation files.

- Accessibility to any favorite word processor, sound editor, etc, from Neobook to edit texts, images, audio and more.

Regarding the system requirements, it can be installed in computers featuring Windows 2000, XP, Vista, Windows 7, 8 or 10. It is also necessary that the computer holds 20 MB free space, a Windows-supported indication device and a sound card supported by Windows.

4.6.5   Description of the digital book with basic conversations

In order to get the students become able to keep up with the digital book's assignments and specific requirements, it was necessary to introduce them the adequate procedures to transmit them an awareness of the book's methodology of use.

Students were told the procedures regarding the following aspects:

- ➢ Terminology.
- ➢ Book Launching.
- ➢ Interface Functionality.
- ➢ Project grading procedures.
- ➢ Prohibitions and suggestions during book's application.
- ➢ Program closure.

The previous aspects are detailed bellow through the program Methodology description:

Program Methodology Description

Terminology

Script - The text of a play, talk, etc.

Dialogue - A talk between two or more people, especially in a play, novel, movie or book.

Read - To look at words and comprehend their meaning.

Listen - To pay attention to a person or something in order to hear them.

Vocabulary - The words that are acknowledged or utilized by a particular person.

Previous - To go to the past page.

Underline - Draw a line underneath a preferred word or text of the script.

Blank - Empty space.

Speak - In the book, to say the dialogue (again) using your voice.

Screen - The flat surface of the computer where images, videos are shown.

Mouse - The device you move with your hand to control computer's functions.

Keyboard - Each of the computer's keys that the user press in order to type in specific characters.

Box - A square container.

Play - To make something, CD, DVD, or program produce sounds, pictures or videos.

Stop - To finish doing something.

Book Launching

To start using the program, it is required to double click on the book shortcut button. Speakers should be previously enabled in order to develop the listening exercises of the book.

Interface Functionality

Once students launch the digital book with basic conversations, they will enjoy the book functionalities and properties, in this manner, the teacher will ask them to follow the instructions regarding the correct use of the main commands

presented in the book interface. The commands that students should be able to know are detailed next:

- *Next page* and *Previous page* button - To move back and forth through the pages and different sections of the book.

- *Play Audio* button - To play an audio file, which literally conveys the written script presented in that page. Further explanation about the management of the execution of the audio file will be presented by the teacher in the classroom.

- *Play Video* button - To play a video, which encourages the students to speak and use the target vocabulary of the section, besides, it permits the students to become familiar with the dialogues and train their selves with further listening exercises before they get to the speaking exercises. The teacher will present further explanation about the management of the execution of the video file in the classroom.

- Guidelines to complete the tasks - The different tasks for each unit must be completed either by mouse or keyboard operation, such operations involve the following cases; choose the correct word(s) from a drop-down list, type-in the correct word(s), match different parts of a dialogue, playing videos, audio files and games.

- *Grade* button - It shows the grade obtained for the task performed.

- Complementary navigation tools - Index buttons, to navigate through the different sections of the digital book; vocabulary button, to get to the main vocabulary list; music playlist button; answer key button.

Project Grading Procedures

Once the students are done with the exercise of a determined section, they are able to see their grade on the grade button located in the left corner, on the bottom of the exercise.

The book automatically calculates and shows the grade regarding that task. The punctuation obtained is referred to a maximum of ten (10) points.

The final grade for the entire work is available on the last page of the book.

Prohibitions and Suggestions for Correct Use of the Book

Prohibitions

- Students are not allowed to interrupt their classmates during book study.
- Students must not do another activity different from working on the digital book.
- Students are not allowed to disobey the teacher's instructions.
- Students must not play during the digital book study.
- Students must not forget to complete the activities performed in class.

Suggestions

- Students should focus before and during the exercises of the digital book.
- If any student is not able to stay in pace with the exercise performance, he/she should ask the teacher for instructions.
- Students should take their dictionary with them to each laboratory session.

Program Closure

Once students are done with the book content, they save the activities performed and the teacher reviews their progress and final grade on the digital book in order to register it on the paper. They should click on the *Exit* button in order to abandon the digital book session.

4.6.6 Description of digital book sections

The English book designed contains five units and includes two dialogues per unit, namely, it totally contains ten dialogues, as well as, extra activities to be performed by the students in order to test their progress. The extra activities presented on pages twenty-one through twenty-four, such as, vocabulary, videos, games are aimed to work out and improve the English speaking skills of tenth grade students at Unidad Educativa Prof. Cleofé Apolinario Orrala.

The dialogues are characterized by basic scripts between two or three people, consisting of common ideas and daily expressions, as well as significant verbs, prepositions, adjectives, grammatical structures. At the end of each unit, two interactive tasks are shown and they attempt to get the students accomplish various goals, such as, to reinforce, give feedback, learn the vocabulary and pronunciation from the dialogue, as well as, to build up their English speaking skills, through reading, listening, and speaking exercises.

Students should complete the exercises from each dialogue of the digital book.

The core structure of the digital book includes the following:

- ➢ Cover page.
- ➢ Table of contents.
- ➢ Conversations.
- ➢ Exercises.
- ➢ Vocabulary.
- ➢ Videos.
- ➢ Games.
- ➢ Answer Key.
- ➢ Final grade.

Cover Page

The Cover page presents the user the portrait of the Digital Book of Basic Conversations. It contains the Digital book's name and also conveys the author and educational institution's name.

Table of Contents

It is introduced on the preliminary section of the digital book, right after the cover page. This passage details the names of the different units and activities to be found throughout the digital book application, which were established by the author to assist the students to neatly work on the digital book as they improve their English speaking skills. Furthermore, the table of contents enables the

students to go over to a specific unit, topic, activity or section of the digital book that they prefer automatically by clicking on the name destination button.
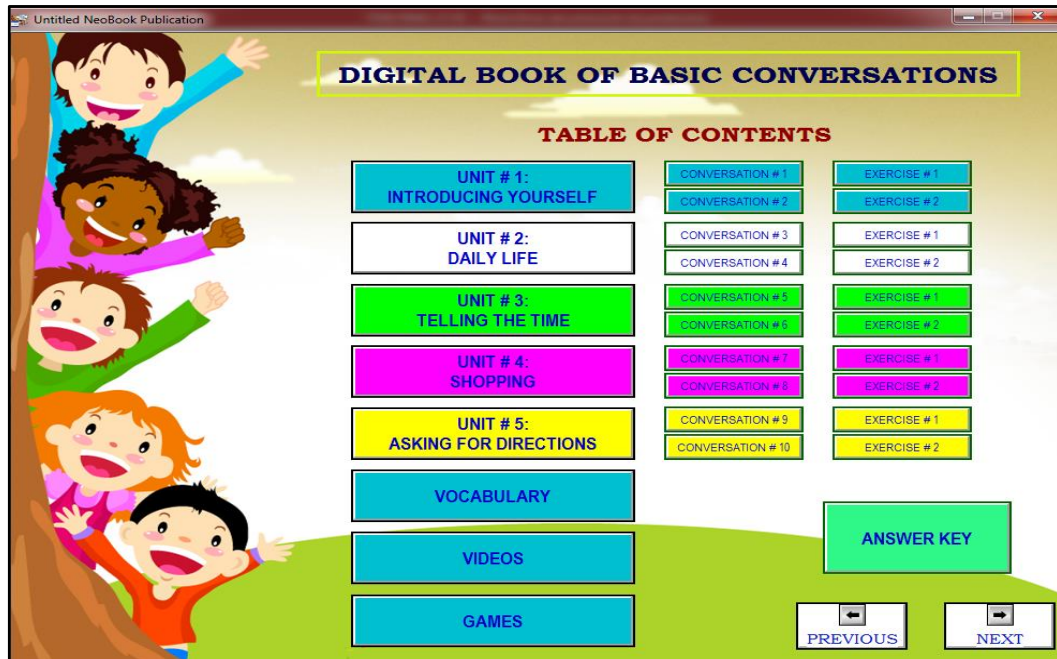
Illustration 2.- Table of Contents.
Author: Danny Javier Borbor Borbor.

Conversations and Exercises

From the 1st page to the 18th page there are ten conversations regarding basic conversations in students' daily life and common situations, moreover, the dialogues compile meaningful vocabulary and expressions students need to know to enhance their speaking skills. These dialogues were performed in class by different students who represented each of the characters in the digital book.

The dialogues and exercises presented in the digital book are aimed to reinforce students' speaking skills. There are two activities or exercises for each unit and they are shown at the end of each unit. They stand for a tool to test students'

learning and comprehension of the book content. There are several different forms of activities throughout the units of the digital book. The main forms employed for the exercises of the digital book are described next:

a) First form - It requires to put the words of the dialogue in the correct order.

b) Second form - It requires to complete blank spaces of the dialogues by typing the right word to make a logic statement.

c) Third form - It involves to match two phrases in different columns in order to build a logic dialogue.

d) Fourth form - It requires to order the conversation by choosing from a drop-down list the number of the dialogue corresponding to the adequate order of the dialogue in the conversation.

The illustrations about the content of the digital book, conversations, exercises and others, are presented as follows:

UNIT # 1: CONVERSATION # 1

Illustration 3.- Unit #1: Conversation #1.
Author: Danny Javier Borbor Borbor.

UNIT # 1: EXERCISE # 1

Illustration 4.- Unit #1: Exercise #1.
Author: Danny Javier Borbor Borbor.

Chart 20: Action Plan for Conversation # 1 of the Unit # 1

Unit # 1: Introducing yourself	Conversation # 1

Objective: To increase speaking skills by listening and practicing the conversation about Introducing Yourself as well as completing the exercise.

Note: Use this dialogue to practice introducing yourself. Train yourself by speaking while you use the verb "to be" with the following questions; What's your name?, Where are you from?, How old are you?, Are you from Guayaquil? In order to support the conversation with the other(s) speaker(s).

Roberto meets Mary for the first time at the airport...

Roberto: Hello. My name's Roberto. What's your name?
Mary: My name is Mary.
R: Where are you from Mary?
M: I'm from Medellin. Where are you from?
R: I'm from Guayaquil.
M: Are you Ecuadorian?
R: Yes, I am. Are you Colombian?
M: Yes I am.

Description

Teacher has students look at the picture in the conversation #1 to create ideas about the content of it by using the projector and the digital book at the lab. Teacher has students listen to the audio of the conversation #1 about Introducing yourself as many as necessary and then look up new words and terms by using the *digital book* dictionary. Students read aloud the conversation and then write down new vocabulary in order to study and use it in dialogues during classes. Teacher has students work in the exercise #1 related to the conversation #1.

Resources

Digital book with basic conversations, computer, speakers, notebook, markers, mainboard, dictionary, cardboards and pictures.

Assessment

- To complete the first exercise from the unit #1, as well as, to review and compare students' results with the correct answers through teacher guidance.
- To ask the students to read aloud their answers.
- To ask students to write and speak new vocabulary.
- To allow the students work individually or in partners in order to start up a conversation by using lines of the dialogue of the digital book.

Author: Danny Javier Borbor Borbor.

UNIT # 1: CONVERSATION 2

Illustration 5.- Unit #1: Conversation #2.
Author: Danny Javier Borbor Borbor.

UNIT # 1: EXERCISE 2
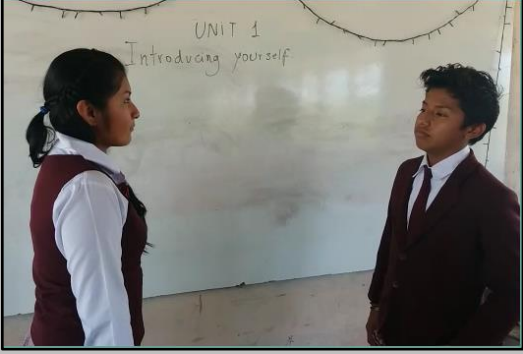
Illustration 6.- Unit #1: Exercise #2.
Author: Danny Javier Borbor Borbor.

Chart 21: Action Plan for Conversation # 2 of the Unit # 1

Unit # 1: Introducing yourself	Conversation # 2

Objective: To encourage the practice of speaking skills by listening to the conversation about meeting people as well as completing the exercise.

Description

Teacher has students look at the picture in the conversation #2 to guess what the conversation is about by using the projector and the digital book at the lab. Teacher has students listen to the audio of the conversation #2 about Meeting people as many times as necessary and then look up new words and terms by using the *digital book* dictionary. Students read aloud the conversation and then write down new vocabulary in order to study and use it in dialogues during classes. Teacher has students listen to the audio #1 and #2 again if necessary to complete the interactive exercise # 2

Resources

Digital book with basic conversations, computer, speakers, notebook, markers, mainboard, dictionary, cardboards and pictures.

Assessment

▪ To complete the second exercise from the unit #1, as well as, to review and compare students' results with the correct answers through teacher guidance.

▪ To read aloud the answers and write down new vocabulary.

▪ To allow the students work individually or in partners in order to start up a conversation by using lines of the dialogue of the digital book.

Author: Danny Javier Borbor Borbor.

UNIT # 2: CONVERSATION 3

DIGITAL BOOK OF BASIC CONVERSATIONS

UNIT # 2: DAILY LIFE

CONVERSATION # 3

TABLE OF CONTENTS

Use these dialogues to practice your speaking through conversations about daily situations. Remember to use main words and phrases such as; fine; thanks; how are you?; Wh-questions; see you later, to keep the conversation going.

Two students meet at the high school entrance during the recess...

Luis: Hello, Carol. How are you?
Carol: Fine, thanks. How are you?
L: I'm fine, thank you. What are you doing?
C: I'm reading a book now, and what about you?
L: I'm looking for the English teacher. Do you know where he is?
C: No, I don't. So, it is time for me to go. Good bye, Luis. See you later!
L: Bye bye, Carol. See you later and have a good morning!

AUDIO # 3

Useful expressions-Conversation 3.
1) How are you?
   ¿Cómo estás?
2) a) I'm fine. b) I'm O.K.
   Estoy bien.
3) a) Have a nice day.
   b) Have a nice morning/ afternoon

VOCABULARY   USEFUL EXPRESSIONS-C 3   PREVIOUS   NEXT   Page 5

Illustration 7.- Unit #2: Conversation #3.
Author: Danny Javier Borbor Borbor.

UNIT # 2: EXERCISE # 1

DIGITAL BOOK OF BASIC CONVERSATIONS

UNIT # 2: DAILY LIFE

EXERCISE 1 - UNIT 2

TABLE OF CONTENTS

Complete the blank spaces of the dialogues with the correct word from the box to make a logic statement.

1. A: Hello! _____ are you?

   B: _____, thanks. And _____?

2. A: _____ are you doing?

   B: I am _____ Mathematics, and what _____ you?

   A: I am _____ for the English teacher.

4. A: Nice to _____ you Rachel. How are you?

   B: Not very _____. I have stomachache.

   A: Really? Now, I am _____ about you.

you	fine	looking
what	studying	see
how	later	nice
very well	worried	what
juice	want	really
have	you	meet
sandwich	will	about
bye bye		

GRADE (/10): 0
GOOD: 0
BAD: 0

VOCABULARY   PREVIOUS   NEXT   Page 7

Illustration 8.- Unit #2: Exercise #1.
Author: Danny Javier Borbor Borbor.

Chart 22: Action Plan for Conversation # 3 of the Unit # 2

Unit # 2: Daily Life	Conversation # 3
Objective: To improve pronunciation by listening and practicing the conversation about a Daily Life situation as well as completing the exercise.	

Description
Teacher has students look at the picture in the conversation #3 to guess the content of the conversation by using the projector and the digital book at the lab. Teacher has students listen to the audio of the conversation #3 about Daily life as many times as necessary to get familiar with the pronunciation of each line in the dialogue and then look up new words and terms by using the *digital book* dictionary. Students read aloud the conversation and then write down new vocabulary in order to study and use it in dialogues during classes. Teacher has students listen to the audio #3 again if necessary to complete the interactive exercise about it.

Resources
Digital book with basic conversations, computer, speakers, notebook, markers, mainboard, dictionary, cardboards and pictures.

Assessment
▪ To complete the first exercise from the unit #2, as well as, to review and compare students' results with the correct answers through teacher guidance. ▪ To read aloud the answers and write down new vocabulary. ▪ To allow the students work individually or in partners in order to start up a conversation by using lines of the dialogue of the digital book.

Author: Danny Javier Borbor Borbor.

UNIT # 2: CONVERSATION # 4

Illustration 9.- Unit #2: Conversation #4.
Author: Danny Javier Borbor Borbor.

UNIT # 2: EXERCISE # 2

Illustration 10.- Unit #2: Exercise #2.
Author: Danny Javier Borbor Borbor.

Chart 23: Action Plan for Conversation # 4 of the Unit # 2

Unit # 2: Daily Life	Conversation # 4

Objective: To increase pronunciation by listening and practicing the conversation about a Daily Life situation as well as completing the exercise.

Description

Teacher has students look at the picture in the conversation #4 to guess the content of the conversation by using the projector and the digital book at the lab. Teacher has students listen to the audio #4 about Mom and daughter conversation as many times as necessary to get familiar with the pronunciation of each line in the dialogue and then look up new words and terms by using the *digital book* dictionary. Students read aloud the conversation and then write down new vocabulary in order to study and use it in dialogues during classes. Teacher has students listen to the audio #3 and 4 again if necessary to complete the interactive exercise #2 from the unit #2.

Resources

Digital book with basic conversations, computer, speakers, notebook, markers, mainboard, dictionary, cardboards and pictures.

Assessment

- To complete the second exercise from the unit #2, as well as, to review and compare students' results with the correct answers through teacher guidance.
- To read aloud the answers and write down new vocabulary.
- To allow the students work individually or in partners in order to start up a conversation by using lines of the dialogue of the digital book.

Author: Danny Javier Borbor Borbor

UNIT # 3: CONVERSATION # 5

Illustration 11.- Unit #3: Conversation #5.
Author: Danny Javier Borbor Borbor.

UNIT # 3: EXERCISE # 1

Illustration 12.- Unit #3: Exercise #1.
Author: Danny Javier Borbor Borbor.

Chart 24: Action Plan for Conversation # 5 of the Unit # 3

Unit # 3: Telling the Time	Conversation # 5

Objective: To encourage the practice of pronunciation by listening to the conversation about Telling the Time as well as completing the exercise.

Note: The dialogue will help you to practice telling the time. You need to know about the specific times at the twelve hour clock, so you are able to speak the time either in the morning, in the afternoon or evening. Preposition "at" is regularly used to speak about a particular time.

Pablo goes to the hospital to see Dr. López and he meets doctor's medical assistant.

Pablo: Excuse me, lady. Can you tell me the time, please?
Laura (medical assistant): yes, of course. It is nine o'clock.
P: Thank you very much.
L: You are welcome.
P: By the way, do you know what time does Dr. López arrive to the hospital?
L: He will arrive at 9:30 am.
P: Oh! Thanks!
L: You are welcome!

Description

Teacher has students look at the picture in the conversation #5 to inference the content of the conversation by using the projector and the digital book at the lab. Teacher has students listen to the audio #5 about a telling the time situation as many times as necessary to get familiar with the pronunciation of each line in the dialogue and then look up new words and terms by using the *digital book* dictionary. Students read aloud the conversation and then write down new vocabulary and expressions in order to study and use it in dialogues during classes. Teacher has students listen to the audio #5 again if necessary to complete the interactive exercise #1 from the unit #3.

Resources

Digital book with basic conversations, computer, speakers, notebook, markers, mainboard, dictionary, cardboards and pictures.

Assessment

- To complete the first exercise from the unit #3, as well as, to review and compare students' results with the correct answers through teacher guidance.
- To read aloud the answers and write down new vocabulary.
- To allow the students work individually or in partners in order to start up a conversation by using lines of the dialogue of the digital book.

Author: Danny Javier Borbor Borbor.

UNIT # 3: CONVERSATION # 6

Illustration 13.- Unit #3: Conversation #6.
Author: Danny Javier Borbor Borbor.

UNIT # 3: EXERCISE # 2

Illustration 14.- Unit #3: Exercise #2.
Author: Danny Javier Borbor Borbor.

Chart 25: Action Plan for Conversation # 6 of the Unit # 3

Unit # 3: Telling the Time	Conversation # 6

Objective: To build up speaking skills by listening and practicing the conversation about Telling the Time as well as completing the exercise.

Description

Teacher has students look at the picture in the conversation #6 to create ideas about the content of the conversation in this unit by using the projector and the digital book at the lab. Teacher has students listen to the audio #6 about other telling the time situation as many times as necessary to get familiar with the pronunciation of each line in the dialogue and then look up new words and terms by using the *digital book* dictionary. Students read aloud the conversation and then write down new vocabulary and expressions in order to study and use it in dialogues during classes. Teacher has students work in the exercise #2 of the unit #3 and then in pairs read aloud each line in the exercise.

Resources

Digital book with basic conversations, computer, speakers, notebook, markers, mainboard, dictionary, cardboards and pictures.

Assessment

- To complete the second exercise from the unit #3, as well as, to review and compare students' results with the correct answers through teacher guidance.
- To read aloud the answers and write down new vocabulary.
- To allow the students work individually or in partners in order to start up a conversation by using lines of the dialogue of the digital book.

Author: Danny Javier Borbor Borbor.

UNIT # 4: CONVERSATION # 7

Illustration 15.- Unit # 4: Conversation #7.
Author: Danny Javier Borbor Borbor.

UNIT # 4: EXERCISE # 1

Illustration 16.- Unit #4: Exercise #1.
Author: Danny Javier Borbor Borbor.

Chart 26: Action Plan for Conversation # 7 of the Unit # 4

Unit # 4: Shopping	Conversation # 7

Objective: To increase pronunciation by listening and practicing the conversation about Shopping as well as completing the exercise.

Description

Teacher has students look at the picture in the conversation #7 to guess the content of the conversation in the unit 4 by using the projector and the digital book. Teacher has students listen to the audio about going shopping as many times as necessary to get familiar with the pronunciation of each line in the dialogue and then look up new words and terms by using the *digital book* dictionary. Students read aloud the conversation and then write down new vocabulary and expressions in order to study and use it in dialogues during classes. Teacher has students work in the exercise related to this conversation of the unit #4.

Resources

Digital book with basic conversations, computer, speakers, notebook, markers, mainboard, dictionary, cardboards and pictures.

Assessment

- To complete the first exercise from the unit # 4, as well as, to review and compare students' results with the correct answers through teacher guidance.
- To read aloud the answers and write down new vocabulary.
- To allow the students work individually or in partners in order to start up a conversation by using lines of the dialogue of the digital book.

Author: Danny Javier Borbor Borbor.

UNIT # 4: CONVERSATION # 8

Illustration 17.- Unit #4: Conversation #8.
Author: Danny Javier Borbor Borbor.

UNIT # 4: EXERCISE # 2

Illustration 18.- Unit #4: Exercise # 2.
Author: Danny Javier Borbor Borbor.

Chart 27: Action Plan for Conversation # 8 of the Unit # 4

Unit # 4: Shopping	Conversation # 8

Objective: To encourage the practice of pronunciation by listening to the conversation about Shopping as well as completing the exercise.

Description

Teacher has students look at the picture in the conversation #8 to guess the content of the conversation by using the projector and the digital book. Teacher has students listen to the audio #8 about a man buying a sweater as many times as necessary to get familiar with the pronunciation of each line in the dialogue and then look up new words and terms by using the *digital book* dictionary. Students read aloud the conversation and then write down new vocabulary and expressions in order to study and use it in dialogues during classes. Teacher has students work in the exercise related to this conversation.

Resources

Digital book with basic conversations, computer, speakers, notebook, markers, mainboard, dictionary, cardboards and pictures.

Assessment

- To complete the second exercise from the unit # 4, as well as, to review and compare students' results with the correct answers through teacher guidance.
- To read aloud the answers and write down new vocabulary.
- To allow the students work individually or in partners in order to start up a conversation by using lines of the dialogue of the digital book.

Author: Danny Javier Borbor Borbor.

UNIT # 5: CONVERSATION # 9

Illustration 19.- Unit #5: Conversation #9.
Author: Danny Javier Borbor Borbor.

UNIT # 5: EXERCISE # 1

Illustration 20.- Unit #5: Exercise #1.
Author: Danny Javier Borbor Borbor.

Chart 28: Action Plan for Conversation # 9 of the Unit # 5

Unit # 5: Asking for Directions	Conversation # 9

Objective: To build up pronunciation by listening and practicing the conversation about Asking for Directions as well as completing the exercise.

Note: You should use polite questions when asking for directions. Remember to use the imperative form to give answers about directions, for instance, take a left, turn to the right, go straight on, go past that place, etc.

Dario recently moved to Quito city and he is asking for directions…

Dario: Excuse me. Is there a grocery store near here?
Miguel: Yes. There's a grocery store on the corner.
D: Thank you. And do you know where is the bus station?
M: It is six blocks from here. Take the main avenue and go straight ahead. It is right in front of the pharmacy.
D: How long does it take to get there by walk?
M: Three minutes.
D: I appreciate your help.
M: You are welcome!

Description

Teacher has students look at the picture in the conversation #9 to give opinions about the content of the conversation in the unit 5 by using the projector and the digital book. Teacher has students listen to the audio about asking for directions as many times as necessary to get familiar with the pronunciation of each line in the dialogue and then look up new words and terms by using the *digital book* dictionary. Students read aloud the conversation and then write down new vocabulary and expressions in order to study and use it in dialogues during classes. Teacher has students work in the exercise related to this conversation of the unit #5.

Resources

Digital book with basic conversations, computer, speakers, notebook, markers, mainboard, dictionary, cardboards and pictures.

Assessment

- To complete the first exercise from the unit # 5, as well as, to review and compare students' results with the correct answers through teacher guidance.
- To read aloud the answers and write down new vocabulary.
- To allow the students work individually or in partners in order to start up a conversation by using lines of the dialogue of the digital book.

Author: Danny Javier Borbor Borbor.

UNIT # 5: CONVERSATION # 10

Illustration 21.- Unit #5: Conversation #10.
Author: Danny Javier Borbor Borbor.

UNIT # 5: EXERCISE # 2

Illustration 22.- Unit #5: Exercise #2.
Author: Danny Javier Borbor Borbor.

Chart 29: Action Plan for Conversation # 10 of the Unit # 5

Unit # 5: Asking for directions	Conversation # 10

Objective: To increase pronunciation by listening and practicing the conversation about Asking for Directions as well as completing the exercise.

Mary wants to buy fresh meat at the supermarket, but she doesn't know where it is, so she asks for the supermarket's direction...

Mary: Please can you tell me if there is a supermarket over here in the city?
Joel: Yes. There is one near here.
M: How can I get there?
J: At the Police station, take the first right and go straight on. It's on the left hand.
M: Is it far from here?
J: Not really. It is ten minutes from here.
M: Thank you.
J: No problem!

Description

Teacher has students look at the picture in the conversation #10 to create ideas the content of the conversation by using the projector and the digital book. Teacher has students listen to the audio of the conversation #10 about asking for the supermarket's direction as many times as necessary to get familiar with the pronunciation of each line in the dialogue and then look up new words and terms by using the *digital book* dictionary. Students read aloud the conversation and then write down new vocabulary and expressions in order to study and use it in dialogues during classes. Teacher has students work in the exercise related to this conversation of the unit #5.

Resources

Digital book with basic conversations, computer, speakers, notebook, markers, mainboard, dictionary, cardboards and pictures.

Assessment

- To complete the second exercise from the unit # 5, as well as, to review and compare students' results with the correct answers through teacher guidance.
- To read aloud the answers and write down new vocabulary.
- To allow the students work individually or in partners in order to start up a conversation by using lines of the dialogue of the digital book.

Author: Danny Javier Borbor Borbor.

Vocabulary

It is presented on page twenty-one of the digital book. It contains essential vocabulary found throughout the digital book, which is related to useful and unfamiliar words, such as, verbs, phrasal verbs, prepositions, adverbs, sustantives, amog others.
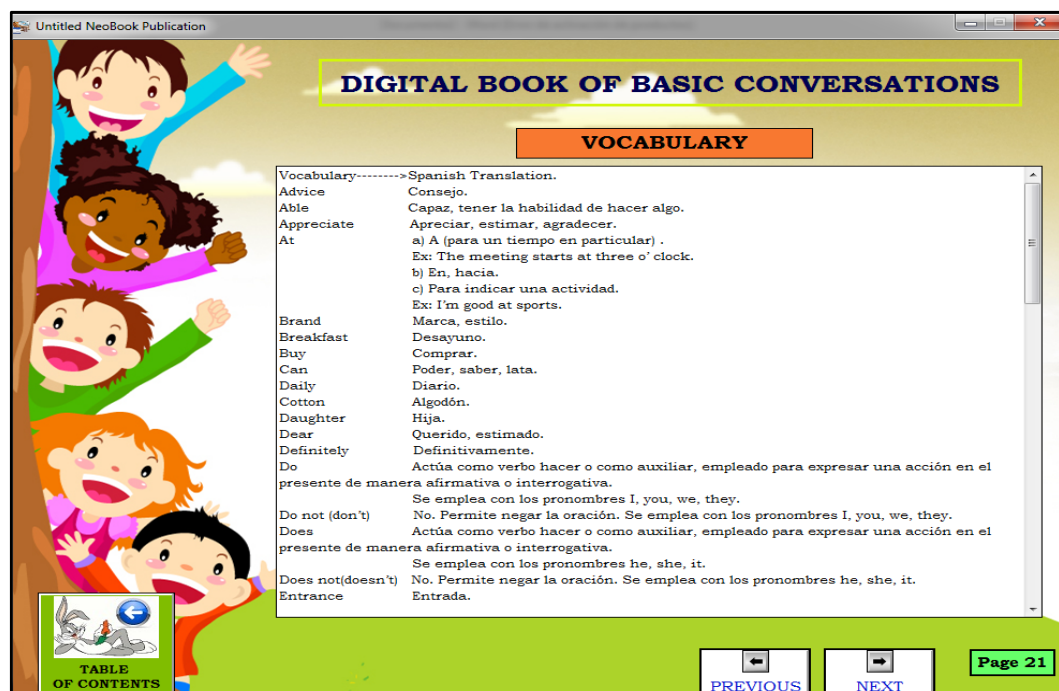
Illustration 23.- Vocabulary page of the digital book.
Author: Danny Javier Borbor Borbor.

Videos

The videos are introduced on page twenty-two of the digital book; the first video is about "basic English conversation dialogues" and second video is about "asking for locations and directions". They attempt to encourage the children to practice the dialogues presented on the videos, but mostly, the videos are aimed to enhance children's speaking skills by continuously practicing the dialogues in the English laboratory class.

Illustration 24.- Videos page of the digital book.
Author: Danny Javier Borbor Borbor.

Games

There are two games presented on pages twenty-three and twenty-four of the

digital book. The first game is a letters soup exercise and the second one presents

an audio file of a popular song with its lyrics. The lyrics contain blank spaces that

the students should complete by hearing the song and typing the right words that

are missing.

Illustration 25.- Game # 1 page of digital book.
Author: Danny Javier Borbor Borbor.

Illustration 26.- Game # 2 page of digital book.
Author: Danny Javier Borbor Borbor.

Answer Key

It is presented on page 25. It contains the detailed answers to each exercise presented throughout the English Digital Book.

The answers are enabled on the digital book screen by typing-in the code provided the teacher.

Illustration 27.- Answer Key page of digital book.
Author: Danny Javier Borbor Borbor.

Final Grade

It is presented on the last page of the book, page 26.

It automatically calculates and shows the final grade obtained by the students once they have completed each of the exercises of the Digital Book and once they have been assigned a specific grade for each exercise, independently.
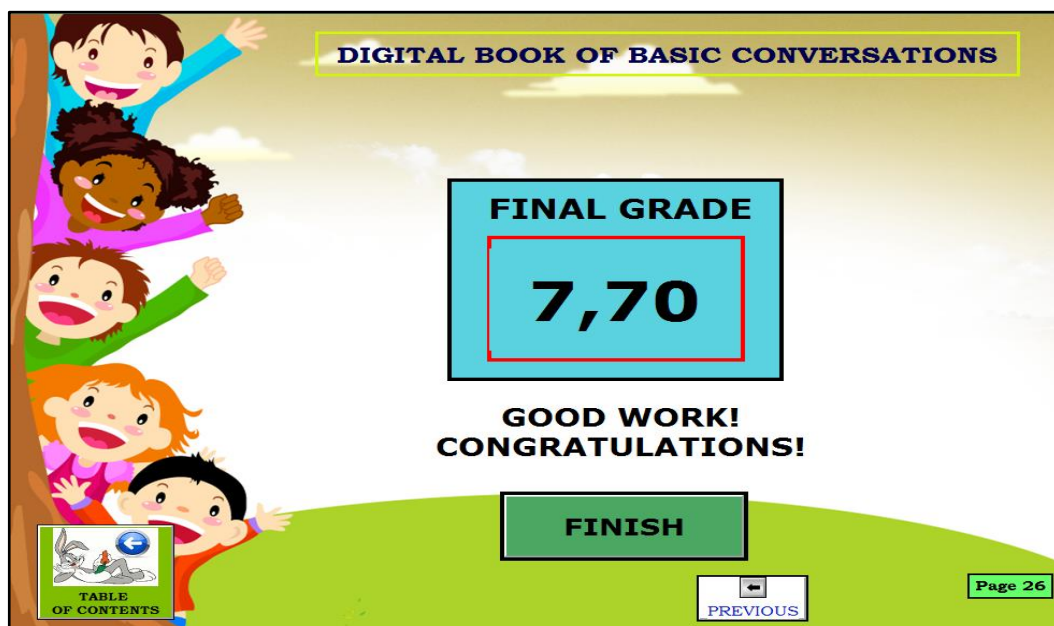
Illustration 28.- Final Grade page of digital book.
Author: Danny Javier Borbor Borbor.

4.7 EVALUATION AND RESULTS

4.7.1 Pre-test analysis

The diagnostic test (Pre-test) was implemented to tenth grade students of Unidad Educativa Prof. Cleofé Apolinario Orrala and was held on August 7th, 2017. It evaluated topics related to dialogues about common situations, as well as, concepts and vocabulary they are supposed to handle by the time of the application of the test. The author chose four topics in order to assess the English speaking knowledge of the students.

Regarding the evaluation methodology, the students were given a topic, and then they had to start up a conversation in pairs.

The diagnostic test considered different evaluation parameters such as pronunciation, intonation, fluency and volume.

Chart 30: Rubric for Pre-test and Post-test

Teacher:						
Student:					Date:	
Course:						
Completion	**Very poor**	**Poor**	**Good average**	**Very good**	**Excellent**	**Grade**
Pronunciation	The pronunciation is unclear	Pronunciation with mistakes	There is clear evidence of hesitation	Pronunciation is clear and sometimes expresses hesitation	Pronunciation is very clear	
Intonation	Frequent problems with intonation	Intonation errors. Sometimes makes it difficult to understand the student	The speaker has inappropriate intonation	Most of the time the intonation is very well	The intonation is very well	
Fluency	Every time the student speaks slowly	Sometimes speaks slowly	Speaks fluently	The most of the time speaks fluently	The student speaks fluently and clear every time	
Volume	Every time the student speaks uneven	Sometimes the volume is uneven	Volume is appropriate	The most of the time the volume is loud	Volume is loud	
					Total	

Source: Rubric
Adapted by: Danny Javier Borbor Borbor.

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4.7.2   Results of the Pre-test

The Diagnostic test established that the students have a deficit in speaking skills, since the majority of the students scored between five and six. The results are detailed as follows.
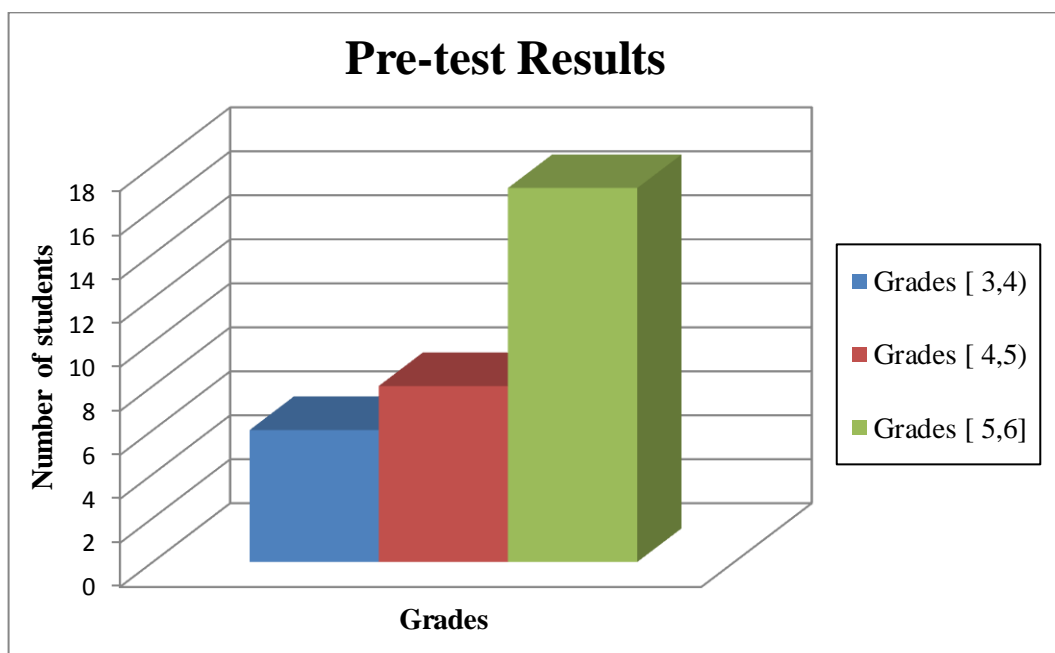
Graph 11.- Pre-test Results.
Author: Danny Javier Borbor Borbor.

Chart 31: Pre-test Results

No.	STUDENTS	GRADES
1	BALON LAVAYEN ADRIAN FERNANDO	5,50
2	BERMEO GALDEA TANIA CECILIA	6,00
3	CHANCAY TOMALA GINGER YELENA	6,00
4	CRUZ CRESPIN SANDRA JACQUELINE	5,50
5	CRUZ ORRALA SHIRLEY ESTEFANIA	4,00
6	DE LA CRUZ ORRALA SERGIO ISRAEL	5,00
7	DOMINGUEZ ANCHUNDIA JOSHEP MANUEL	6,00
8	DOMINGUEZ LAVAYEN EMELY ROXANA	4,50
9	DOMINGUEZ LAVAYEN MELISSA KETHERINE	6,00
10	DOMINGUEZ ORRALA JINSHON AARON	3,50
11	DOMINGUEZ SALINAS EDUARDO ALEJANDRO	3,00
12	DOMINGUEZ VILLON INGRID LOURDES	3,50
13	DOMINGUEZ VILLON JULIANA BRENDA	4,00
14	FLOREANO DOMINGUEZ GABRIELA NAYELI	6,00
15	GABINO FLOREANO JEAN CARLOS	5,50
16	LAVAYEN PANCHANA JOSE ARIEL	6,00
17	MURILLO RAMOS STEVEN ALEJANDRO	5,00
18	ORRALA BALON KEINNER STEVEN	6,00
19	ORRALA GABINO LADY MERCEDES	4,00
20	ORRALA SORIANO NAYDELINE ISABELA	4,00
21	ORRALA SORIANO OLIVER MISAEL	5,00
22	RAMOS DOMINGUEZ SHIRLEY SANDY	5,00
23	REYES DOMINGUEZ SILVANA RAQUEL	4,00
24	REYES GONZALES JEAN CARLOS	4,50
25	SANTOS BORBOR SONIA LUCIA	5,00
26	SORIANO ORRALA ANDY MIGUEL	6,00
27	SORIANO SUAREZ BRYAN JOSUE	6,00
28	SUAREZ BORBOR ANDY EDWARD	4,50
29	TOMALA DOMINGUEZ MARIA ROXANA	3,50
30	VILLON ORRALA SANGY JACKELINE	3,00
31	YAGUAL BORBOR CELSO ORLANDO	5,00

Author: Danny Javier Borbor Borbor

4.7.3 Post-test analysis

The post test was held on October 8th, 2017; the test evaluated the same topics as the pre-test, namely, basic dialogues, concepts and vocabulary.

According to the assessment results, the author determined that students showed valuable improvement on their speaking skills. Consequently a high percentage of students scored between nine and ten and few students scored between eight and nine.

4.7.4 Post-test results

The present research proposal based on the application of a digital book with basic conversations reinforced speaking skills in children of tenth grade at Unidad Educativa Prof. Cleofé Apolinario Orrala. This proposal stands for a new and innovative method which needs to be applied in English classrooms in order to strengthen the teaching-learning process, thus allowing students to feel engaged to learn the English language.
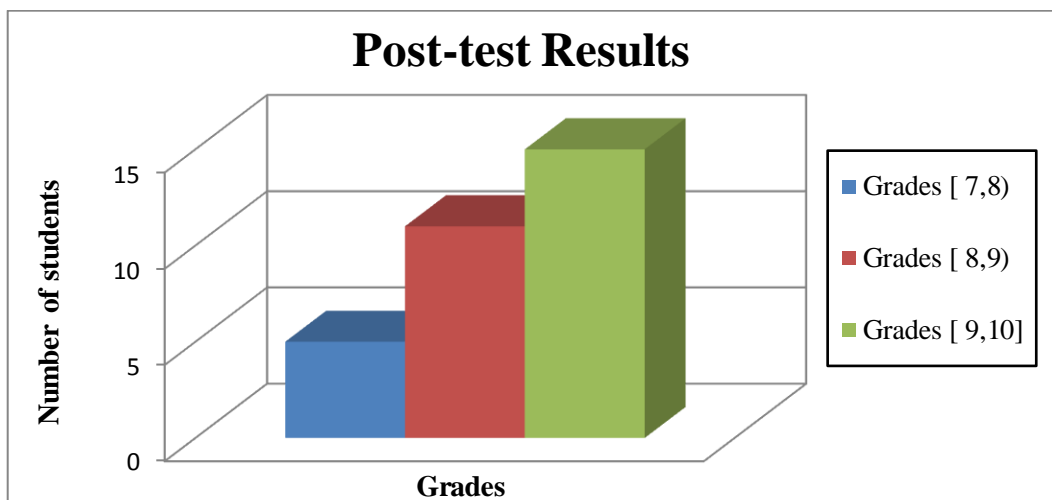
Graph 12.- Post-test Results.
Author: Danny Javier Borbor Borbor.

Chart 32: Post-test results

No.	STUDENTS	GRADES
1	BALON LAVAYEN ADRIAN FERNANDO	10,00
2	BERMEO GALDEA TANIA CECILIA	8,50
3	CHANCAY TOMALA GINGER YELENA	10,00
4	CRUZ CRESPIN SANDRA JACQUELINE	10,00
5	CRUZ ORRALA SHIRLEY ESTEFANIA	10,00
6	DE LA CRUZ ORRALA SERGIO ISRAEL	9,00
7	DOMINGUEZ ANCHUNDIA JOSHEP MANUEL	9,50
8	DOMINGUEZ LAVAYEN EMELY ROXANA	8,50
9	DOMINGUEZ LAVAYEN MELISSA KETHERINE	10,00
10	DOMINGUEZ ORRALA JINSHON AARON	7,00
11	DOMINGUEZ SALINAS EDUARDO ALEJANDRO	7,50
12	DOMINGUEZ VILLON INGRID LOURDES	7,50
13	DOMINGUEZ VILLON JULIANA BRENDA	8,00
14	FLOREANO DOMINGUEZ GABRIELA NAYELI	10,00
15	GABINO FLOREANO JEAN CARLOS	8,50
16	LAVAYEN PANCHANA JOSE ARIEL	8,00
17	MURILLO RAMOS STEVEN ALEJANDRO	10,00
18	ORRALA BALON KEINNER STEVEN	10,00
19	ORRALA GABINO LADY MERCEDES	9,50
20	ORRALA SORIANO NAYDELINE ISABELA	10,00
21	ORRALA SORIANO OLIVER MISAEL	10,00
22	RAMOS DOMINGUEZ SHIRLEY SANDY	8,50
23	REYES DOMINGUEZ SILVANA RAQUEL	8,50
24	REYES GONZALES JEAN CARLOS	10,00
25	SANTOS BORBOR SONIA LUCIA	8,00
26	SORIANO ORRALA ANDY MIGUEL	8,50
27	SORIANO SUAREZ BRYAN JOSUE	10,00
28	SUAREZ BORBOR ANDY EDWARD	8,00
29	TOMALA DOMINGUEZ MARIA ROXANA	7,50
30	VILLON ORRALA SANGY JACKELINE	7,00
31	YAGUAL BORBOR CELSO ORLANDO	8,00

Author: Danny Javier Borbor Borbor

Both assessments showed important results.

Regarding the Pre-test, the average grade obtained in the classroom was 4,85.

It means there are deficiencies in speaking skills in students because a large group of students did not recognize vocabulary and grammatical structure of sentences in which, as a result, they scored low grades.

Additionally, more than fifty percent have poor grades, between five and six points; however, roughly twenty percent of the students scored the lowest grades, namely, between three and four points.

On the other hand, the post-test demonstrated positive results because the most of the students scored good grades. The average grade obtained in the classroom for the Post-test was 8,89.

Furthermore, roughly 84 % of the students scored grades between eight and ten points, which indicates a high level of improvement in students' speaking skills. Instead, less than seventeen percent showed grades between seven and eight points, which are still considered good grades in the national educational system.

4.7.5   Comparison of Pre and Post-Test Results

Pre and Post-test Results
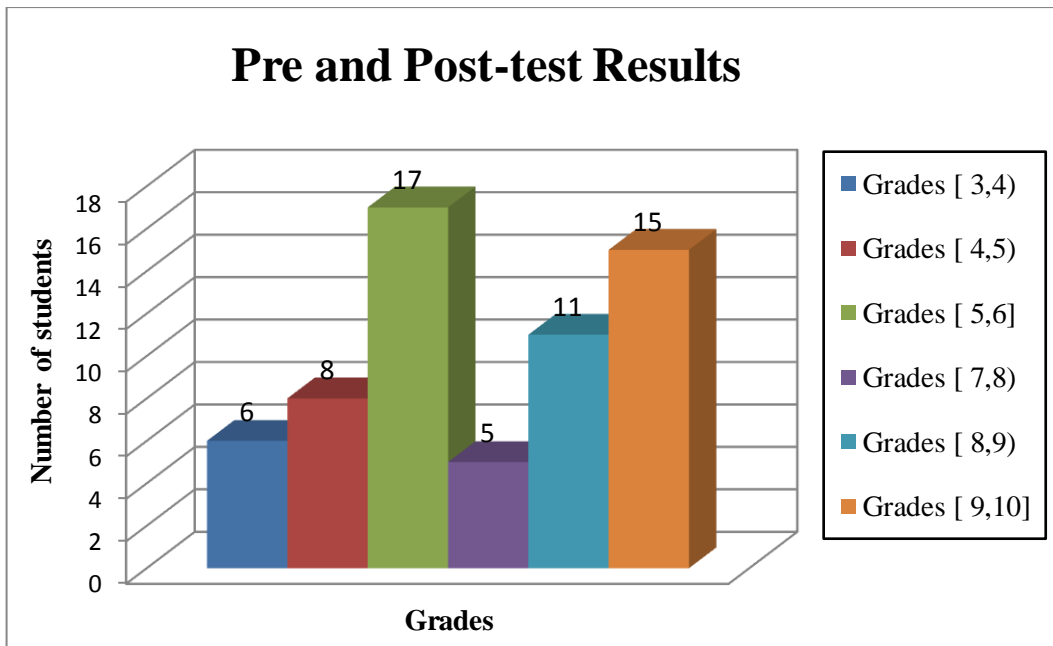
Graph 13.- Pre-test Results.
Author: Danny Javier Borbor Borbor.

Chart 33: Pre-test and Post-test Results

No.	STUDENTS	GRADES	
1	BALON LAVAYEN ADRIAN FERNANDO	5,50	10,00
2	BERMEO GALDEA TANIA CECILIA	6,00	8,50
3	CHANCAY TOMALA GINGER YELENA	6,00	10,00
4	CRUZ CRESPIN SANDRA JACQUELINE	5,50	10,00
5	CRUZ ORRALA SHIRLEY ESTEFANIA	4,00	10,00
6	DE LA CRUZ ORRALA SERGIO ISRAEL	5,00	9,00
7	DOMINGUEZ ANCHUNDIA JOSHEP MANUEL	6,00	9,50
8	DOMINGUEZ LAVAYEN EMELY ROXANA	4,50	8,50
9	DOMINGUEZ LAVAYEN MELISSA KETHERINE	6,00	10,00
10	DOMINGUEZ ORRALA JINSHON AARON	3,50	7,00
11	DOMINGUEZ SALINAS EDUARDO ALEJANDRO	3,00	7,50
12	DOMINGUEZ VILLON INGRID LOURDES	3,50	7,50
13	DOMINGUEZ VILLON JULIANA BRENDA	4,00	8,00
14	FLOREANO DOMINGUEZ GABRIELA NAYELI	6,00	10,00
15	GABINO FLOREANO JEAN CARLOS	5,50	8,50
16	LAVAYEN PANCHANA JOSE ARIEL	6,00	8,00
17	MURILLO RAMOS STEVEN ALEJANDRO	5,00	10,00
18	ORRALA BALON KEINNER STEVEN	6,00	10,00
19	ORRALA GABINO LADY MERCEDES	4,00	9,50
20	ORRALA SORIANO NAYDELINE ISABELA	4,00	10,00
21	ORRALA SORIANO OLIVER MISAEL	5,00	10,00
22	RAMOS DOMINGUEZ SHIRLEY SANDY	5,00	8,50
23	REYES DOMINGUEZ SILVANA RAQUEL	4,00	8,50
24	REYES GONZALES JEAN CARLOS	4,50	10,00
25	SANTOS BORBOR SONIA LUCIA	5,00	8,00
26	SORIANO ORRALA ANDY MIGUEL	6,00	8,50
27	SORIANO SUAREZ BRYAN JOSUE	6,00	10,00
28	SUAREZ BORBOR ANDY EDWARD	4,50	8,00
29	TOMALA DOMINGUEZ MARIA ROXANA	3,50	7,50
30	VILLON ORRALA SANGY JACKELINE	3,00	7,00
31	YAGUAL BORBOR CELSO ORLANDO	5,00	8,00

Author: Danny Javier Borbor Borbor.

Regarding the chart shown above, it can be stated that the grades for the post-test range from seven to ten, which establishes there was an important improvement in students apprenticeship and thus, in the corresponding grades.

More than 75% of the class have improved their grades and have scored between eight and ten points. Before the post-test the most of the students did not possess good English speaking skills, but, after the application of the research project, the digital book with basic conversations, and after the application of the proposal, the students have enhanced their speaking skills capability.

In conclusion, according to the results obtained for both tests it can be inferred that the application of the digital book was meaningful to enhance English speaking skills in students of tenth grade at Unidad Eduactiva Prof. Cleofé Apolinario Orrala.

4.8 CONCLUSIONS AND RECOMMENDATIONS

4.8.1 Conclusions

The design of the English digital book containing ten basic conversations, audios, videos, functionalities, and additional activities was effectively accomplished by using the Neobook software.

The highlight is, the Unidad Educativa Prof. Cleofé Apolinario Orrala has a full operating laboratory facility, which includes several technological tools,

laboratories, but un-sufficient up-to-date knowledge related to the management of this kind of technological tools, fact that slows down the learning of students.

The students felt motivated once they were given the chance to practice their English speaking skills with the digital application. In this manner, students were able to manage the digital book application and interact with it through several laboratory sessions at Unidad Educativa Prof. Cleofé Apolinario Orrala.

According to the obtained results from the survey, interviews, there is an outstanding expectation for the formal application of the digital book in tenth grade students at Unidad Educativa Prof. Cleofé Apolinario Orrala, considering the large positive impact technological tools have developed during the last few years worldwide and the facilities readily available online, which allow us to create our own educational tools, very helpful in different educational environments and levels.

Since the digital book application has conversations and exercises throughout the five units, and a grading system set up and readily available at the end of every exercise, it was possible to correctly evaluate students' improvement of their speaking skills but the most important thing is to have students rehearse their communicative skills. In a general context, the application of digital book develop skills such as vocabulary and grammar, besides, they promote the enhancement of the other skills such as speaking, listening and writing.

4.8.2 Recommendations

Educational institutions ought to be able to operate either licenses for English digital book applications in their laboratories or to give guidance to teachers regarding the design and management of both private and free digital book applications.

Teachers should be encouraged to update their knowledge regarding ICT's (information and communication technology) tools by means of exposition and courses. This will progressively lead to the accessibility and improvement of educational and technological resources such as laptops, digital whiteboard, projector, internet and other important educational resources.

Students of tenth grade at Unidad Educativa Prof. Cleofé Apolinario Orrala, located in Río Verde, Santa Elena province, need to improve their speaking skills further since they have not been encouraged to its practice by means of an appropriate technological tool, such as a digital book with basic daily conversations, which can be handled by the students.

Educational institutions should constantly implement innovative teaching tools and methodologies to be applied in the English language subject in order to obtain meaningful and significant results which permit to accomplish the objectives planned previously and indeed improving students' speaking English skills to communicate with others efficiently.

It is necessary to reinforce the knowledge about the application of digital software in educational environments, whether they require internet connection or not since this is not a primary requirement as demonstrated in the present research project. Neobook allows the users to create applications that can be launched as independent programs which are designed to work as windows programs off-line. Thus, no internet connection is needed. (See chapter 4.5.2 "Advantages of the application of a digital book")

It is highly recommended the installation of wireless internet and computers in classroom at the school facilities in order to support the teaching learning process in the subjects.

The entire educational community, the Director, the English teachers, parents and students agreed about the use of a digital interactive application which is aimed to help students while they learn English as they enjoy with interactive activities in the laboratory. They said that this is an important method to improve the teaching-learning process, considering the students need to reach the English speaking standard that the Ministry of Education demands.

For this reason, it should be mandatory the use of virtual applications since they allow students to become more independent and autonomous, interact among students, and naturally share ideas in English with the knowledge already acquired within an educational framework controlled by the teacher.

4.9 TIMETABLE

Chart 34: Cost of material resources used in the research.

No	ACTIVITIES	2017												2018					
		FEB/APR			MAY/JUL			AUG/OCT			NOV/JAN			FEB/APR			MAY/JUL		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
1	Socialization with tesis adviser.	X																	
2	Thesis designing.	X																	
3	Elab Chap I.		X																
4	Chap I completion.		X																
5	Elab Chap II.			X	X														
6	Field Research at J.J. Rousseau				X	X													
7	Survey Implementation					X													
8	Analysis and Interpretation of Results.					X													
9	Elab Chap III.						X												
10	Interviews; planning and execution.							X											
11	Analysis and Interpretation of results							X	X										
12	Elab Chap IV.								X										
13	Implementation of the Proposal.								X	X	X	X	X						
14	Review of thesis draw.													X	X	X	X		
15	Delivery of final work.																	X	
16	Pre defense of thesis.																	X	
17	Defense of thesis at Academic Council																		X

Author: Danny Javier Borbor Borbor.

4.10 ADMINISTRATIVE FRAMEWORK

4.10.1 Human Resources

Chart 35: Detail of human resources used in the research.

QUANTITY	DESCRIPTION
31	Students of Unidad Educativa Prof. Cleofé Apolinario Orrala.
1	English teacher of Escuela J.J. Rousseau.
1	Principal of Unidad Educativa Prof. Cleofé Apolinario Orrala..
2	Specialists.
1	Adviser.

Source: Unidad Educativa Prof. Cleofé Apolinario Orrala.
Author: Danny Javier Borbor Borbor.

4.10.2 Material Resources

Chart 36: Cost of material resources used in the research.

QUANTITY	DESCRIPTION	UNIT COST ($)	TOTAL COST ($)
1000	B/W copies	0,05	50,00
200	B/W prints	0,10	20,00
100	Color prints	0,30	30,00
2	Ream paper	4,50	9,00
4	Printer inks	30	120,00
2	CD's	1,00	2,00
4	Pens	0,50	2,00
6	Folders	0,50	3,00
1	Flash drive	8,00	8,00
5	Paperboard	0,25	1,00
60	Cardboard	0,20	12,00
20	Magazines, newspapers	0,80	16,00
2	Glue	0,50	1,00
36	Colored pencils	2,00 (per 12 u)	6,00
20	Didactic materials in general	0,50	10,00
	TOTAL		290,00

Source: Unidad Educativa Prof. Cleofé Apolinario Orrala.
Author: Danny Javier Borbor Borbor.

4.10.3 Technological Resources

Chart 37: Cost of technology resources used in the research.

TIME (MONTHS)	DESCRIPTION	UNIT COST($)	TOTAL COST ($)
11	Internet service per month	30	330
11	Telephone service: calls and messages per month	20	220
	TOTAL		**550**

Source: Unidad Educativa Prof. Cleofé Apolinario Orrala.
Author: Danny Javier Borbor Borbor.

4.10.4 Financial Resources

Chart 38: Detail of financial resources used in the research.

DESCRIPTION	UNIT COST ($) per month	TOTAL COST ($)
Transportation and others	30	330
TOTAL		**330**

Source: Unidad Educativa Prof. Cleofé Apolinario Orrala.
Author: Danny Javier Borbor Borbor.

4.10.5 Total Budget

Chart 39: Detail of total budget to do the research work.

ITEM	DESCRIPTION	TOTAL COST ($)
1	Material Resources	290,00
2	Technological resources	550,00
3	Financial resources	330,00
TOTAL BUDGET		**1175,00**

Source: Unidad Educativa Prof. Cleofé Apolinario Orrala.
Author: Danny Javier Borbor Borbor.

Total investment in the present research project: $ 1175.

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ANNEXES

Annex 1.- Workloads of sublevels of General Basic Education.

Area	Subject	Sublevels of General Basic Education		
		Elemental	Medium	Higher
Language and Literature	Language and Literature	10	8	6
Mathematics	Mathematics	8	7	6
Social Sciences	Social Sciences	2	3	4
Natural Sciences	Natural Sciences	3	5	4
Cultural and Artistic Education	Cultural and Artistic Education	2	2	2
Physical Education	Physical Education	5	5	5
Foreign Language	English	3	3	5
School Project		2	2	3
Total Pedagogical Hours		35	35	35

Source: Ministry of Education of Ecuador.
Author: Danny Javier Borbor Borbor.

Annex 2.- Constitution of Ecuador

Article	Description
Art. 26	La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.
Art. 27	La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. (…)
Art. 28	La educación responderá al interés público y no estará al servicio de intereses individuales y corporativos. Se garantizará el acceso universal, permanencia, movilidad y egreso sin discriminación alguna y la obligatoriedad en el nivel inicial, básico y bachillerato o su equivalente. Es derecho de toda persona y comunidad interactuar entre culturas y participar en una sociedad que aprende. (…)
Art. 29	EI Estado garantizará la libertad de enseñanza, la libertad de cátedra en la educación superior, y el derecho de las personas de aprender en su propia lengua y ámbito cultural. Las madres y padres o sus representantes tendrán la libertad de escoger para sus hijas e hijos una educación acorde con sus principios, creencias y opciones pedagógicas.

Annex 3.- Organic Law of Intercultural Education.

Article	Description
Art. 2.	Principios.- La actividad educativa se desarrolla atendiendo a los siguientes principios generales, que son los fundamentos filosóficos, conceptuales y constitucionales que sustentan, definen y rigen las decisiones y actividades en el ámbito educativo: a. Universalidad.- La educación es un derecho humano fundamental y es deber ineludible e inexcusable del Estado garantizar el acceso, permanencia y calidad de la educación para toda la población sin ningún tipo de discriminación. Está articulada a los instrumentos internacionales de derechos humanos; b. Educación para el cambio.- La educación constituye instrumento de transformación de la sociedad; contribuye a la construcción del país, de los proyectos de vida y de la libertad de sus habitantes, pueblos y nacionalidades; reconoce a las y los seres humanos, en particular a las niñas, niños y adolescentes, como centro del proceso de aprendizajes y sujetos de derecho; y se organiza sobre la base de los principios constitucionales; (…)
Art. 3	Fines de la educación.- Son fines de la educación: a. El desarrollo pleno de la personalidad de las y los estudiantes, que contribuya a lograr el conocimiento y ejercicio de sus derechos, el cumplimiento de sus obligaciones, el desarrollo de una cultura de paz entre los pueblos y de no violencia entre las personas, y una convivencia social intercultural, plurinacional, democrática y solidaria; b. El fortalecimiento y la potenciación de la educación para contribuir al cuidado y preservación de las identidades conforme a la diversidad cultural y las particularidades metodológicas de enseñanza, desde el nivel inicial hasta el nivel superior, bajo criterios de calidad;
Art. 4	**Derecho a la educación.-** La educación es un derecho humano fundamental garantizado en la Constitución de la República y condición necesaria para la realización de los otros derechos humanos. Son titulares del derecho a la educación de calidad, laica, libre y gratuita en los niveles inicial, básico y bachillerato, así como a una educación permanente a lo largo de la vida, formal y no formal, todos los y las habitantes del Ecuador. (…)
Art. 5	La educación como obligación de Estado.- El Estado tiene la obligación ineludible e inexcusable de garantizar el derecho a la educación, a los habitantes del territorio ecuatoriano y su acceso universal a lo largo de la

Article	Description
	vida, para lo cual generará las condiciones que garanticen la igualdad de oportunidades para acceder, permanecer, movilizarse y egresar de los servicios educativos. El Estado ejerce la rectoría sobre el Sistema Educativo a través de la Autoridad Nacional de Educación de conformidad con la Constitución de la República y la Ley. El Estado garantizará una educación pública de calidad, gratuita y laica.
Art. 6	**Obligaciones.-** La principal obligación del Estado es el cumplimiento pleno, permanente y progresivo de los derechos y garantías constitucionales en materia educativa, y de los principios y fines establecidos en esta Ley. El Estado tiene las siguientes obligaciones adicionales: a. Garantizar, bajo los principios de equidad, igualdad, no discriminación y libertad, que todas las personas tengan acceso a la educación pública de calidad y cercanía; (…)
Art. 39	**La educación escolarizada.-** Tiene tres niveles: nivel de educación inicial, nivel de educación básico y nivel de educación bachillerato.
Art. 42	**Nivel de educación general básica**.- La educación general básica desarrolla las capacidades, habilidades, destrezas y competencias de las niñas, niños y adolescentes desde los cinco años de edad en adelante, para participar en forma crítica, responsable y solidaria en la vida ciudadana y continuar los estudios de bachillerato. La educación general básica está compuesta por diez años de atención obligatoria en los que se refuerzan, amplían y profundizan las capacidades y competencias adquiridas en la etapa anterior, y se introducen las disciplinas básicas garantizando su diversidad cultural y lingüística.

Annex 4.- General Regulation to the Organic Law of Intercultural Education
Art. 194. Escala de calificaciones.- Las calificaciones hacen referencia al cumplimiento de los objetivos de aprendizaje establecidos en el currículo y en los estándares de aprendizaje nacionales. Las calificaciones se asentarán según la siguiente escala:

Escala cualitativa	Escala cuantitativa
Domina los aprendizajes requeridos.	9,00-10,00
Alcanza los aprendizajes requeridos.	7,00-8,99
Está próximo a alcanzar los aprendizajes requeridos.	4,01-6,99
No alcanza los aprendizajes requeridos.	≤ 4

Annex 5.- Code of Childhood and Adolescence.

Article	Description
Art. 37	Derecho a la educación.- Los niños, niñas y adolescentes tienen derecho a una educación de calidad. este derecho demanda de un sistema educativo que: 1. Garantice el acceso y permanencia de todo niño y niña a la educación básica, así como del adolescente hasta el bachillerato o su equivalente; 2. Respete las culturas y las especificidades de cada región y lugar; 3. Contemple propuestas educacionales flexibles y alternativas para atender las necesidades de todos los niños, niñas y adolescentes, con prioridad de quienes tienen discapacidad, trabajan o viven una situación que requiera mayores oportunidades para aprender; (…)
Art. 38	Objetivos de los programas de educación. La educación básica y media asegurarán los conocimientos, valores y actitudes indispensables para: a) Desarrollar la personalidad, las aptitudes y la capacidad mental y física del niño, niña y adolescente hasta su máximo potencial, en un entorno lúdico y afectivo; b) Promover y practicar la paz, el respeto a los derechos humanos y libertades fundamentales, la no discriminación, la tolerancia, la valoración de las diversidades, la participación, el diálogo, la autonomía y la cooperación; c) Ejercitar, defender, promover y difundir los derechos de la niñez y adolescencia;

Annex 6.- Civil Code

Article	Description
Art. 268	Corresponde de consuno a los padres, o al padre o madre sobreviviente, el cuidado personal de la crianza y educación de sus hijos.
Art. 278	El padre y la madre tienen el derecho y el deber de dirigir la educación de sus hijos; pero no podrá obligarlos a tomar estado o casarse contra su voluntad.

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

FACULTAD DE CIENCIAS DE EDUCACIÓN E IDIOMAS

CARRERA DE LICENCIATURA EN INGLÉS

Dear teacher, this interview will give support in the process of obtaining valuable input for a research paper titled "Digital Book of Basic Conversations to Improve the Speaking Skills in Students of Tenth Grade at Unidad Educativa "Prof. Cleofé Apolinario Orrala. Rio Verde, Santa Elena, Province of Santa Elena. School Year 2017-2018", please take 5 minutes to answer the questions honestly; the answers will be exclusively used in this research work. Thanks in advance.

Question 1: Do you agree or disagree that English is important to communicate with foreign people?

Totally agree	☐
Partially agree	☐
Not sure	☐
Partially disagree	☐
Totally disagree	☐

Question 2: Do you feel confidence when you speak English?

Yes	☐
Not sure	☐
No	☐

Question 3: Do you feel motivated while learning to speak English?

Yes	☐
Not sure	☐
No	☐

Question 4: Does your teacher use digital resources in English classes?

Yes	☐
Not sure	☐
No	
	☐

Question 5: Do you agree or disagree that by listening conversations will help to strengthen your speaking skills?

Totally agree	□
Partially agree	□
Not sure	□
Partially disagree	□
Totally disagree	□

Question 6: Do you agree or disagree that the use of digital books is necessary to enhance speaking skills?

Totally agree	□
Partially agree	□
Not sure	□
Partially disagree	□
Totally disagree	□

Question 7: Do you think English basic conversations are a good strategy for improving speaking skills?

Yes	□
Not sure	□
No	□

Question 8: Are you familiar with the term digital book?

Yes	□
Not sure	□
No	□

Question 9: Have you ever used English digital books in high school to practice speaking?

Yes	□
Not sure	□
No	□

Question 10: Would you like to learn to speak English using a digital entertaining book?

Yes	□
Not sure	□
No	□

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD DE CIENCIAS DE EDUCACIÓN E IDIOMAS
CARRERA DE LICENCIATURA EN INGLÉS

Dear teacher, this interview will give support in the process of obtaining valuable input for a research paper titled "Digital Book of Basic Conversations to Improve the Speaking Skills in Students of Tenth Grade at Unidad Educativa "Prof. Cleofé Apolinario Orrala. Rio Verde, Santa Elena, Province of Santa Elena. School Year 2017-2018", please take 5 minutes to answer the questions honestly; the answers will be exclusively used in this research work. Thanks in advance.

Question 1: Do you implement digital resources in you English classes?

Question 2: Do students know how to elaborate basic English conversations?

Question 3: Have you realized about the benefit of employing an English digital book to enhance speaking skills in students?

Question 4: Are students improving their speaking skills through regular exercises?

Question 5: As far as you concern, do you think that digital books could enhance conversation skills in students, why?

Question 6: Do you think communication will get better if students handle basic English conversations?

Question 7: How do you describe the instructional resources applied by English teachers in classrooms?

Question 8: How much time do you spend during the week to prepare classes directed to practice speaking skills?

Question 9: What are the most common problems students face while developing speaking?

Question 10: Will you recommend the use of English digital books of basic conversations to improve the speaking skills in students of tenth grade?

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

FACULTAD DE CIENCIAS DE EDUCACIÓN E IDIOMAS

CARRERA DE LICENCIATURA EN INGLÉS

Dear Principal, this interview will give support in the process of obtaining valuable input for a research paper titled "Digital Book of Basic Conversations to Improve the Speaking Skills in Students of Tenth Grade at Unidad Educativa "Prof. Cleofé Apolinario Orrala. Rio Verde, Santa Elena, Province of Santa Elena. School Year 2017-2018", please take 5 minutes to answer the questions honestly; the answers will be exclusively used in this research work. Thanks in advance.

Question 1: What is your opinion about the English language-teaching in Ecuador?

Question 2: Is the English language important in the current curriculum?

Question 3: What is your appreciation regarding the digital books?

Question 4: In your opinion, what is the best strategy to improve speaking skills in children?

Question 5: Do you think that it is important for students to apply basic conversations with habitual topics in classes?

Question 6: In your opinion, what are the advantages of using digital materials during the teaching and learning process?

Question 7: As far as you concern, do digital resources contribute to enhance speaking skills?

Question 8: In this institution, how do you describe the use of digital materials applied to the teaching-learning process of English language?

Question 9: Do you consider a digital book of basic conversations is a good resource for achieving the learning goals?

Question 10: Will you approve the implementation of a digital book of basic conversations to improve the speaking skills in students of tenth grade?

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

FACULTAD DE CIENCIAS DE EDUCACIÓN E IDIOMAS

CARRERA DE LICENCIATURA EN INGLÉS

Dear Specialist, this interview will give support in the process of obtaining valuable input for a research paper titled "Digital Book of Basic Conversations to Improve the Speaking Skills in Students of Tenth Grade at Unidad Educativa "Prof. Cleofé Apolinario Orrala. Rio Verde, Santa Elena, Province of Santa Elena. School Year 2017-2018", please take 5 minutes to answer the questions honestly; the answers will be exclusively used in this research work. Thanks in advance.

Question 1: Do you think that basic conversations with useful expressions are an important aspect to broaden speaking capabilities?

Question 2: Do you think dialogues are useful and permit students strengthen their English knowledge?

Question 3: Are common topics suitable to develop conversations in English classes for tenth grade students?

Question 4: What's your opinion about the advantages of utilizing digital resources during the teaching learning process?

Question 5: What is the best strategy that you have ever applied to build up speaking skills in students?

Question 6: Is the use of a Digital Book convenient for tenth grade students to improve their speaking abilities?

Question 7: Do you consider digital books as helpful resources for teachers and students throughout the teaching learning process?

Question 8: Have you ever used digital books to strengthen students' speaking skills in your English classes?

Question 9: Do you consider necessary that the government provides monetary support to build computer labs in public educational institutions?

Question 10: What is your opinion about students of tenth grade handling digital books during English classes?

Annex 11.- Students' names.

INSTITUTION:

UNIDAD EDUCATIVA "PROF. CLEOFÉ APOLINARIO ORRALA. RIO VERDE,
SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2017-2018.

No.	SURNAMES AND NAMES
1	BALON LAVAYEN ADRIAN FERNANDO
2	BERMEO GALDEA TANIA CECILIA
3	CHANCAY TOMALA GINGER YELENA
4	CRUZ CRESPIN SANDRA JACQUELINE
5	CRUZ ORRALA SHIRLEY ESTEFANIA
6	DE LA CRUZ ORRALA SERGIO ISRAEL
7	DOMINGUEZ ANCHUNDIA JOSHEP MANUEL
8	DOMINGUEZ LAVAYEN EMELY ROXANA
9	DOMINGUEZ LAVAYEN MELISSA KETHERINE
10	DOMINGUEZ ORRALA JINSHON AARON
11	DOMINGUEZ SALINAS EDUARDO ALEJANDRO
12	DOMINGUEZ VILLON INGRID LOURDES
13	DOMINGUEZ VILLON JULIANA BRENDA
14	FLOREANO DOMINGUEZ GABRIELA NAYELI
15	GABINO FLOREANO JEAN CARLOS
16	LAVAYEN PANCHANA JOSE ARIEL
17	MURILLO RAMOS STEVEN ALEJANDRO
18	ORRALA BALON KEINNER STEVEN
19	ORRALA GABINO LADY MERCEDES
20	ORRALA SORIANO NAYDELINE ISABELA
21	ORRALA SORIANO OLIVER MISAEL
22	RAMOS DOMINGUEZ SHIRLEY SANDY
23	REYES DOMINGUEZ SILVANA RAQUEL
24	REYES GONZALES JEAN CARLOS
25	SANTOS BORBOR SONIA LUCIA
26	SORIANO ORRALA ANDY MIGUEL
27	SORIANO SUAREZ BRYAN JOSUE
28	SUAREZ BORBOR ANDY EDWARD
29	TOMALA DOMINGUEZ MARIA ROXANA
30	VILLON ORRALA SANGY JACKELINE
31	YAGUAL BORBOR CELSO ORLANDO

Source: Unidad Educativa Prof. Cleofé Apolinario Orrala

Annex 12.- Photos

Photo 1.- Principal of U.E. Prof. Cleofé A. O., Lcda. Rosa Merejildo, M.Sc.

Photo 2.- Interview to the teacher of E.E.B. Prof. Cleofé A. O., Lcda. Rosa Merejildo, M.Sc.

Photo 3.- Interview to the English teacher, Lcda. María Helena Gordino Mota.

Photo 4.- Interview to the Specialist, Lcdo. Klever Loor Zambrano, M. Sc.

Photo 5.- Survey addressed to students of E.E.B. Prof. Cleofé Apolinario Orrala.

Photo 6.- English laboratory facilities.

Photo 7.-Presentation of the Digital Book to students of tenth grade

Photo 8.- Students working with the digital book at the English laboratory.

Photo 9.- Application of the Pre-test to students of tenth grade.
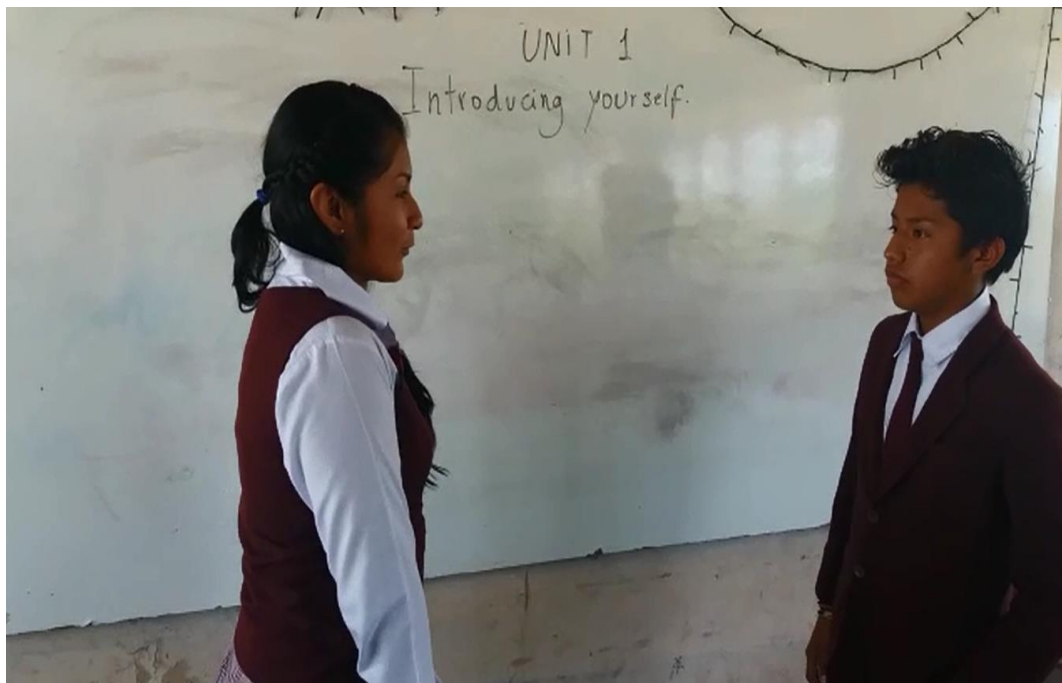
Photo 10.- Application of the Post-test to students of tenth grade.

Annex 13.- School Authorization

Santa Elena, 15 de Diciembre del 2016

MSc. Glenda Pinoargote Parra.

DIRECTORA DE LA CARRERA DE LICENCIATURA EN INGLÉS
UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA
Presente:

De mis consideraciones:

En contestación a su oficio con fecha Diciembre 12 del 2016, le comunicamos que la Sr. Danny Javier Borbor Borbor, con C.I. 0925729253 estudiante de la Carrera Licenciatura en Inglés cuenta con nuestra aceptación para la ejecución de su PROYECTO DE TITULACIÓN cuyo tema es "DIGITAL BOOK OF BASIC CONVERSATIONS TO IMPROVE SPEAKING SKILLS IN STUDENTS OF TENTH GRADE AT UNIDAD EDUCATIVA PROF. CLEOFÉ APOLINARIO ORRALA RIO VERDE, SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2017-2018" por lo que le brindaremos las facilidades para que pueda cumplir su objetivo con el éxito esperado.

Sin otro particular, me suscribo de usted.

Atentamente:

MSc. Rosa Merejildo Pita
RECTORA

Annex 14.- School Certificate of Completion

UNIDAD EDUCATIVA
"PROF. CLEOFÉ APOLINARIO ORRALA"
RÍO VERDE – SANTA ELENA
CODIGO AMIE 24H00031
Correo: **cleofeapolinario@hotmail.com**

Santa Elena, 27 de febrero de 2018

CONSTANCIA DE LA IMPLEMENTACIÓN DE TRABAJO DE TESIS.

La que suscribe MSc. Rosa Merejildo Pita otorga la presente constancia de implementación de propuesta a:

DANNY JAVIER BORBOR BORBOR con C.I. 0925729253, quien ha realizado la implementación de la propuesta "DIGITAL BOOK OF BASIC CONVERSATIONS TO IMPROVE SPEAKING SKILLS IN STUDENTS OF TENTH GRADE AT UNIDAD EDUCATIVA PROF. CLEOFÉ APOLINARIO ORRALA, RÍO VERDE, SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2017-2018".

El Sr. Danny Javier Borbor Borbor realizó su implementación en nuestra institución con puntualidad, responsabilidad y demostró en todo momento eficiencia.

Se otorga el presente certificado para los fines que el interesado considere conveniente.

Atentamente,

MSc. Rosa Merejildo Pita

RECTORA

Annex 15.- Adviser Certification

La Libertad, 09 de Marzo del 2018

CERTIFICACIÓN DEL DIRECTOR DE TRABAJO DE TITULACIÓN

Abg. LEO A. CHAVEZ GONZABAY, MSc, TUTOR DEL TRABAJO DE TITULACIÓN DEL EGRESADO **DANNY JAVIER BORBOR BORBOR** DE LA CARRERA DE **LICENCIATURA EN INGLÉS.**

CERTIFICA:

Que una vez revisados los convenios de la investigación y desarrollo del Borrador del Informe Final del Trabajo de Titulación, estos guardan relación con lo estipulado en la reglamentación prevista por la Universidad, los mismos que cumplen con los parámetros del método de investigación y su proceso; por lo tanto solicito se dé el trámite legal correspondiente.

Abg. Leo A. Chávez Gonzabay, MSc
DOCENTE TUTOR

**UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA**

La Libertad, 09 de Marzo del 2018

CERTIFICADO ANTIPLAGIO

001-TUTOR LACHG-2018

En calidad de tutor del trabajo de titulación denominado "**DIGITAL BOOK OF BASIC CONVERSATIONS TO IMPROVE THE SPEAKING SKILLS IN STUDENTS OF TENTH GRADE AT UNIDAD EDUCATIVA "PROF. CLEOFÉ APOLINARIO ORRALA". RIO VERDE, SANTA ELENA, PROVINCE OF SANTA ELENA.SCHOOL YEAR 2017-2018**, elaborado por el estudiante **Danny Javier Borbor Borbor**, egresado de la Carrera de **Licenciatura en Inglés**, de la Facultad de **Ciencias de la Educación e Idiomas, Escuela de Idiomas** de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de **Licenciado en Inglés**, me permito declarar que una vez analizado en el sistema antiplagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con **7%** de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

Ab. Leo A. Chávez Gonzabay, MSc.
C.I.: 0906716766
DOCENTE TUTOR

URKUND

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Annex 17.- Certificate of Assistance and Approval # 1

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTAD CIENCIAS DE LA EDUCACIÓN E IDIOMAS
CARRERA LICENCIATURA EN INGLÉS

CERTIFICADO DE APROBACIÓN

A: **BORBOR BORBOR DANNY JAVIER**

Por haber aprobado el Programa de Actualización de Conocimientos, (resolución RCA-SO-013-2017), que se realizó desde el 21 febrero hasta el 15 septiembre 2017, con una duración de 288 horas académicas.

La Libertad, 13 Octubre/2017

Lcda. Glenda Pinoargote Parra. MSc.Ed
DIRECTORA CARRERA
LICENCIATURA EN INGLÉS

Annex 18.- Certificate of Assistance and Approval # 2

UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA
UNIDAD OPERATIVA DE DESARROLLO ACADÉMICO

Confiere el presente certificado a:

Danny Javier Borbor Borbor

Por su participación y aprobación del módulo *"Dominio de Competencias Genéricas de*

Lenguaje y Razonamiento Lógico", con una duración de 40 horas.

La Libertad, 14 de Julio / 2016

Ocean. Johnny Chavarría V., Ph. D
Rector

Líc. Víctor Emilio Garcés Rodríguez, M. Sc.
Facilitador