PENINSULA OF SANTA ELENA
STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH TEACHING CAREER

"AUGMENTED REALITY TO IMPROVE ENGLISH ORAL SKILLS TO STUDENTS OF SECOND YEAR BGU AT COLEGIO MIXTO PARTICULAR "UPSE", LA LIBERTAD, PROVINCE OF SANTA ELENA, 2015-2016"

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN ENGLISH

AUTHOR: MERCEDES MIREYA GALDEA GONZÁLEZ
ADVISOR: MSC. JORGE CEVALLOS SALAZAR

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TEMA

"AUGMENTED REALITY TO IMPROVE ENGLISH ORAL SKILLS TO STUDENTS OF SECOND YEAR BGU AT COLEGIO MIXTO PARTICULAR "UPSE", LA LIBERTAD, PROVINCE OF SANTA ELENA, 2015-2016"

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La Libertad, November 29th 2015

ADVISOR´S APPROVAL

In my role as Advisor of the research paper under the title "Augmented Reality to improve English Oral skills to students of second year BGU at Colegio Mixto Particular "UPSE", La Libertad, Province of Santa Elena, 2015-2016" prepared by Mercedes Mireya Galdea González undergraduate student of the English Teaching Career, Faculty of Education and Languages at Península of Santa Elena State University, I declare that after having oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the Board of Examiners.

Sincerely

……………………………….

MSc. Jorge Cevallos Salazar

ADVISOR

La Libertad, November 29th 2015

STATEMENT OF AUTHORSHIP

I, **MERCEDES MIREYA GALDEA GONZÁLEZ** with ID number 092726577-7 undergraduate student from the Península of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor´s degree in English, in my role as author of the research paper **"AUGMENTED REALITY TO IMPROVE ENGLISH ORAL SKILLS TO STUDENTS OF SECOND YEAR BGU AT COLEGIO MIXTO PARTICULAR "UPSE", LA LIBERTAD, PROVINCE OF SANTA ELENA, 2015-2016"**, certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

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I dedicate this work to my family and a special gratitude to my parents, Ancelmo Galdea and Ana González who were my support during this process.

To my brother, Robert Galdea González, who was my guide for producing this thesis when it seemed difficult to continue, I am grateful for his contribution and assistance giving his time to finish my work.

Mercedes Mireya

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Mercedes Mireya

DECLARATORY

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSABILITY; THE INTELLECTUAL PROPERTY BELONGS TO PENÍNSULA DE SANTA ELENA STATE UNIVERSITY.

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MERCEDES MIREYA GALDEA GONZÁLEZ

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PENINSULA OF SANTA ELENA
STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH TEACHING CAREER

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ABSTRACT

The base of this research is focused in the use of technology for improving English skills. The oral skill is considered one of the most important English skill to develop, for its interactive process of constructing meaning that involves producing, receiving, and processing information, it should be developed with the purpose of understanding and producing messages in another language. Nowadays, the development of English skills demand to use new strategies to teach. One of this, is using Information and Communications Technology (ICT) into the classroom. The use of an educational tool is a good option and a strategy for using technology and work in class. The idea of this research is to innovate the technology learning process with one of the English skill, creating motivating activities and using innovative technology as Augmented Reality with the digital tool ZooBurst. This research is focused on the importance of impoving Oral skills and the use of the digital tool "Zooburst the teacher will find new forms to teach using technology in the classroom. This research will try to optimize teaching strategies in oral skills and the development of activities to generate the practice of oral skills using the digital tool "ZooBurst"in students of second year BGU at Colegio Mixto Particular "UPSE".

Keywords: Augmented Reality, Oral Skills, English, Digital tool "Zoobu

INTRODUCTION

Considering the point of view of researchers, technology has dominated society in the educational field, environment, health, culture etc. It has become a dynamic tool because of its innovative applications and social media that allow to connect worldwide. The use of technology especially in education is an essential part during the learning process getting positives results in which it enriches teaching learning into the classroom. In addition, technology has been incorporated in education specifically to personalize the learning and construct new changes. The purpose for experts in education is to follow modern strategies and methodologies including technologies.

The use of innovative technology in English language has played an important role because English teacher update their form to teach using technology. Teacher considers that develop English skills is necessary, it is a continuous training but it also requires the use of good strategies and technology resources. Teacher states all English skills are important but the most difficult one is the oral skill due to its complexity.

Therefore, this research is focused the importance of improving oral skills in students of second year BGU at Colegio Mixto Particular "UPSE" because students have a low level in oral skills and the practice of this skill has not been developed satisfactory.

The purpose of this research paper is to change the teaching process of oral skills using innovative technology and augmented reality is an example that offers new ways to teach. Augmented Reality is a variation of virtual environment and virtual reality allowing the user to see the real world, with virtual objects superimposed up or composited with the real world that is to say viewing 3d models around in real time. It offers the use of different applications and digital tools to work. One

of this digital tool for improving oral skills is "ZooBurst" that allows to work with books in 3D and create activities generating new opportunities to learn in a dynamic form.

This research paper is organized by chapters and each one covers different aspects of this work.

Chapter One describes the statement of the problem, contextualization, critical analysis, formulation of the problem, guideline questions, limitation, research project, significance and objectives of the research (general and specifics). In this chapter a description and definition of augmented reality is presented, it is described as a real-time direct or indirect view of a physical real-world environment that has been augmented by adding virtual computer-generated information to it.

Chapter two is about literature review, it contains previous researches, philosophical basis, fundamental categories, legal basis, hypothesis and variables of the study, followed by relevant information about how augmented reality is used in different fields and how it can help in the improvement of oral skill and contribute with previous information to rich the goal of this research.

Chapter three is based on the methodology, in it you will find the research approach, level or type of the research, population and sample, techniques and instruments, analysis and interpretation of the results and finally conclusions and recommendations. In this chapter the use of multiple methods were presented as survey, interview, and observation to validity the phenomenon of study.

Chapter four is about the proposal, it contains informative data, proposal background, significance, objectives (general and specifics), design and development of the proposal, charts, tables and graphs, and interpretations of the results of surveys. Augmented Reality is adopted and one of its applications as ZooBurst is used in this proposal because it is a digital storytelling tool that lets to

create activities in 3D pop-up books in which stories can come to life enriching the practice of oral skills.

Finally, chapter five shows the administrative framework, it contains the resources (institutional, human, materials, finantial). This chapter provides the cost of resources used in this research, timetable shows the time in which activities are developed and bibliography provides a list of source materials that are consulted to get information in the preparation of the research paper.

CHAPTER I

STATEMENT OF THE PROBLEM

1.1 TITLE

"AUGMENTED REALITY TO IMPROVE ENGLISH ORAL SKILLS TO STUDENTS OF SECOND YEAR BGU AT COLEGIO MIXTO PARTICULAR "UPSE", LA LIBERTAD, PROVINCE OF SANTA ELENA, 2015-2016"

1.2 STATEMENT OF THE PROBLEM

1.2.1. Context

In recent years, English has become the most popular language in the world. It is considered an international and a second language that allows to communicate with another person. English language teaching has focused in the instruction for people who have basic knowledge of English and instruction for the ones who do not. For this reason, English is seen as universal language for business, international communication, entertainment, tourism, trade, technology, and education.

Learning English has become popular around the world, it is also vital in education. Without English it is imposible for person from different countries to understand each other, it is essential that person acquire a global language and English plays an important role when trying to interact with different societies. Therefore, it is fundamental to learn English as foreign language in order to be able to keep up with globalization. Nowadays, when everyone needs to communicate in English it is necessary to manage oral skills with an interactive process that involves producing and receiving information (Dudeney, 2010). The visible impact of the English language has generated the Ecuadorian Ministry of

Education to include English language learning in public and private high schools. In Ecuador, teaching English Language has become a fundamental part of the curriculum system in some high schools, Ecuadorian teacher have integrated English for developing the four English skills, creating interactive activities and applying effective strategies to make student acquires the languages.

In the Province of Santa Elena the demand to learn English has played an important role for new changes in education. Secondary schools have provided particular attention in teaching English, secondary schools have implemented strategies to teach English because student needs to be competitive.

At Colegio Mixto Particular "UPSE" English has been included as an important subject in secondary classes. Teacher at Colegio Mixto Particular "UPSE" have promoted English and its skills as something but despite teacher has applied strategies student has a low level due to student has a very basic repertoire of words point out them in a scale of level A1, especially in oral skills.

This research paper is focused the low level of oral skills in students of second year BGU at Colegio Mixto Particular "UPSE". Student has difficulties to speak English, they have difficulties to express ideas, have small conversation, they translate to respond, and do not feel confidence to speak. These factors are the most common problems that affect the development of their oral skills.

This research has the purpose to improve the oral skills in students of second year BGU at Colegio Mixto Particular "UPSE", for this reason it is necessary to change strategies and techniques to teach oral skills and the use of interactive and innovative technology tool will be a good example to improve it. This innovative technology is Augmented Reality, it is a technology enriching the real word with digital information and media, with 3D models and videos, overlaying in real-time the camera view of a smartphone, tablet or computer and at the same time provides to use different applications and digital tools as "ZooBurst", which is a

digital storytelling tool that has books in 3D with enriching stories that can be seen in real life for its capacity to generate Augmented Reality in books.

"ZooBurst" will be used and adapted to create oral skills activities to improve English Oral Skills to Students of Second Year BGU at Colegio Mixto Particular "UPSE", La Libertad, Province of Santa Elena, 2015-2016".

1.2.2. Critical Analysis

Oral skills have become one of the most significant skills to develop communication when learning a foreign language. In some cases for high schools student it is a problem, because teacher does not apply the best methods to improve oral skills. The development of oral skills is based in responding short answers, fill questionnaires in a book without a regular monitoring of teachers. Other aspects that affect oral skills are translation, a little interaction with student and focusing only on grammar structure (Davies, 2007).

There are multiple problems that will affect in the future the development of oral skills causing instability in learner when learner needs to speak. Furthermore, learners will make mistakes such as disconnect sentences, pronounce separate words, sentences without transmiting a message involving student in poor meaning production of speaking. The low level in learner can create anxiety with feelings of frustration and rejection making learner have a low level.

This research will attempt to improve oral skills and avoid future problems in student.

1.2.3. Formulation of the problem

How will Augmented Reality improve English Oral Skills to students of second year BGU at Colegio Mixto Particular"UPSE", La Libertad, Province of Santa Elena, 2015-2016?

1.2.4. Guideline questions

- What is Augmented Reality?

- What are oral skills?

- Why is essential to improve oral skills to students of second year BGU at Colegio Mixto Particular "UPSE"?

- What is Zooburst?

- Advantages of Augmented Reality in education.

- Techniques of Augmented Reality to improve speaking skills.

- Strategies of Oral Skills.

- Activities using Zooburst.

- What are the positive effects of the use Augmented Reality?

- Applications of Augmented reality in education.

1.2.5. Delimitation of research object

- **FIELD**: Education.

- **AREA**: English.

- **ASPECT:** Augmented Reality to improve English oral skills.

- **TITLE:** "AUGMENTED REALITY TO IMPROVE ENGLISH ORAL SKILLS TO STUDENTS OF SECOND YEAR BGU AT COLEGIO MIXTO PARTICULAR "UPSE", LA LIBERTAD, PROVINCE OF SANTA ELENA, 2015-2016".

- **PROBLEM:** Low level A1 oral skills in students of second year BGU.

- **TIME LIMITATION:** Academic year 2015-2016.

- **POPULATION LIMITATION:** Students of second year BGU at Colegio Mixto Particular "UPSE".

- **SPACE LIMITATION:** Colegio Mixto Particular "UPSE", La Libertad.

- **CONTEXT LIMITATION:** This research will be focused on Augmented Reality as a technological tool to improve English oral skills to students of second year BGU at Colegio Mixto Particular "UPSE".

1.3. SIGNIFICANCE

This research paper has the purpose to apply approaches and resources that will bring positives outcomes in the improving of oral skills. It is necessary teacher pays especial attention when teaching oral abilities to student and make it a dynamic process. Therefore, it is necessary to use the digital tool "ZooBurst" to improve oral skills to students of second year BGU at Colegio Mixto Particular "UPSE". This tool will allow to interact with oral skills activities created by the author of this research paper. With the use of this tool student will feel more interested to practice "ZooBurst has 3D books that will generate new experience in student, it will also active participation in class and student will be motivated to speak because it will have pictures and flash cards that will allow student to answer questions, complete stories stimulating their imagination, and make student want to speak.

1.4. OBJECTIVES OF THE RESEARCH

1.4.1. General objective
- To analyze the adoption of digital alternative base on Augmented Reality technology to improve oral skills to Students of Second Year BGU at Colegio Mixto Particular "UPSE", La Libertad, Province of Santa Elena, 2015-2016.

1.4.2. Specific objectives
- To diagnose the oral skills level of students.

- To determine how augmented reality can improve oral skills.

- To implement digital tool "ZooBurst" in order to improve oral skills.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. PREVIOUS RESEARCH

This work is about augmented reality to improve English oral skills to students of second year BGU at Colegio Mixto Particular "UPSE". Before structuring the theoretical Framework, it is important to understand its definition in order to comprehend this research paper. The following paragraphs give important definitions from several authors. The conceptual framework is described as an abstract of a written document, which "gives details, explaining the most important aspects to be investigated they can be: causes-effects, theories, or variables that affect the issue of study" (Yosef, 2015)

Moreover the theoretical framework is a structure that identifies and describes the major elements, variables, constructs that organize a problem. It is used to hypothesize, understand, and give meaning to the relationships among the elements that influence, affect, or predict the events and outcomes of the work. This research paper will start stating the definitions and concepts related to the variables which are: augmented reality (independent variable) and English oral skills (dependet variable).

The acquisition of oral abilities is considered the most difficult when learners are not native English speakers.

(Rizvi, 2010) also states that "speaking is an interactive communicative process that involves speaker and listener. In a communicative process, talker requires to familiarize to what she/he says to be understood by listener, use a variety of

alternatives to communicate ; use dialogue to verbalize ideas developing talk and fluency".

To have interactive communication with another person, the speaker requires some techniques such as free discussion, role plays and simulations, therefore learner can maintain easy dialogues.

(Harmer, 1991) in his book "The Practice of English Language Teaching" states that student react to something that is said, another student joins in and soon the whole class is bubling with life. Such discussions are the most successful. Discussions provide opportunities to develop speaking, learner can exchange opinions and experiences, sustain conversation and generate answers and comments. Others techniques are focused in building particular learning settings, these are role play and simulations. Role play and simulation are forms of experimental learning (Russell, 2015). In role play learners assume varieties of roles experimenting their knowledge in diverse situations creating enjoyable and successful learning. Simulation does not only active participation in class, learner becomes imaginative and critical giving sense to the conversation. It is supported by the author (Chirandon, 2010), who says, "A number of effective teaching techniques are used to stimulate beginners´interest. Using role play in classroom is one of the recommended techniques". Learner needs to be encouraged and motivated to talk linking interactive techniques that provide effective manage of speech.The other variable of the study in this research paper is Augmented Reality. Before to explain the meaning by the author Johnson, the following paragraphs show the origin and use of Augmented Reality.

2.1.2. Brief background about augmented reality

Augmented Reality dates back to 1968s, when Ivan Sutherland invented the augmented reality system manipulating an optical see head-mounted displays creating objects and scenes in 3D. (Myron, 1975) created the videoplace, a space

in where users can interact with virtual objects. In 2009, print media integrated augmented reality esquire where readers can scan magazines, book covers, etc and convert them in real live objects. Later Augmented Reality applications appeared with function in computers and mobiles devices.

2.1.3. Educational applications of augmented reality

2.1.3.1. Aurasma: It is an augmented reality appication that allows to create auras, these are augmented reality actions images, videos, 3D animations or games that appear when pointing the mobile device at a real world image or object. Each aura is created by tying together two different pieces of information: the trigger image or object which should cause the aura to appear, for example a poster on a wall, and the overlay that is inserted into the world when viewing the aura, for example a video or animation.

2.1.3.2. Layar: It can scan materials such as books, magazines, pictures, drawings, etc showing them in real time with videos on paper.

2.1.3.3. Google sky map: It is an augmented reality app used for teaching astronomy, it recognizes stars and constellations manipulating a camera on a smartphone.

2.1.3.4. Fetch lunch rush: It is used to teach mathematics with real world settings for solving math problems.

2.1.3.5. Zooburst: Helps learners becoming part of a storytelling.

2.1.4. Uses of augmented reality in different fields

Studies have demonstrated that augmented reality has been used in different fields such as: entertainment, education, medicine, military fields, implant and components maintenance, robotics, engineering and archeology. The following

paragraphs demonstrate how Augmented Reality is immersed in different fields (Shumaker, 2015) .

2.1.4.1. Medical

The necessity to have medical data of patients that was difficult to visualize within the physical body it generated the use of augmented reality. Another applications were directed to ultrasound imaging allowing pregnant woman to look at the fetus and surgical system directed by hand movements and assisted by augmented reality.

2.1.4.2. Military

It was used by military to show battlefield in real world using augmented reality technique using visualization of an animated field and a helicopter night vision system, it was created to develop pilots´ability in dangerous conditions of navigation.

2.1.4.3. Entertainment and games

Games and entertainment have been chosen in order to create augmented reality games for example: annotating racing cars, snooker balls trajectories and Fox-Trax system used to see hockey puck moving across the ice. Augmented Reality has also been used in publicity to illustrate virtual products.

2.1.4.4. Education

One of the most important fields that created expectations with the use of augmented reality was education. The interaction with virtual objects and visualization of abstract conceptions has allowed new opportunities to innovate teaching learning for education and the practice of learners with new technology and applications. Teacher is using augmented reality in subjects such as chemistry, mathematics, physical science, in biology research showed that learner

can study the anatomy of the body, look at organs and atmosphere in 3D, astronomy; learner can appreciate sun and earth structures in 3D, English learner can improve their skills in writing, speaking, reading and listening with the practice of vocabulary, grammar structure and conversation, etc.

2.1.5. Augmented reality for teaching english

English is considered by teacher and student as one the most difficult language to learn for its background, knowledge, and culture. Learner is not interested in acquiring a new language and it can be disadvantage, but it is essential to learn English because it is called the universal language of communication. For this reason, schools and high schools has implemented technology linking new applications as Augmented Reality for the learning process of the English language.

Teachers use Augmented Reality in English classes for motivating and helping learners to learn English. Teacher has adopted the use of augmented reality games considering the best options for learners to interact in different ways (Zaphiris, 2015).

To conclude learner did not only learn to use a technological tool, learner was motivated to experiment exercises with Augmented Reality for learning a new language.

2.1.6. Advantages of using of augmented reality in education

2.1.6.1 Advantages
Augmented Reality has numerous advantages in teaching and learning.

- Augmented Reality has a motivating and encouraging role in relation to found out the development of materials in different perceptions for learner.

- Augmented Reality helps learner to practice topics which learner can´t experience in the real live.
- Augmented Reality improves teamwork in student.

- It promotes a real learning setting that can be adapted to different learning styles.

Augmented Reality can relate critical and logical thinking incorporating several learning methods, making learning effective. Teaching methods changed because learners can "appreciate" and "listen" the virtual information overlaid in the real world with the advantage of repeating a particular part of the augmentation allowing to have more practice.

The importance to update the English learning with the use of innovate technology has generated the use of Augmented Reality in English classes. "Augmented Reality provides emotive contextual, that allows to adquire learning experiences for its innovative capacity to connect objects and information moving in the real world" (Johnson, 2010). One of this innovative augmented reality to acquire English learning and improve oral skills is digital tool "ZooBurst" which teacher can work with 3D books that can be used with different skills.

(Yuen, 2013) stated augmented reality technology increases motivation in English learning as the digital tool "ZooBurst", he considers that student will be motivated to use pop-up book interacting with simple gestures of their hand creating curiosity in learner. John Keller supposes to create an effectual and attractive Augmented Reality book, it should be necessary to have four categories of motivation they are: attention, relevance, confidence, and satisfaction.

2.2. PHILOSOPHICAL BASIS

Some authors express their critical thinking about language and the use of technology in the education.

(Patil, 2013) asserted that building up self-ssurance reduces anxiety of making mistakes considered as a precedence that educators should take into consideration, learner can have positive attitude using the English language. Self-confidence and proficiency in speaking could be acquired from the conception of a new syllabus design, interactive process of teaching, and using appropriate resources and practical tasks.

Teachers know that the practice of oral skills is a basic requirement for learning considering as one of the main goals in the field of language learning. Teacher should consider an important challenge in new roles in the use of new materials and activities applying innovations in teaching practices, in this way student can feel confidence in the improvement of their oral skills.

(Stephen, 2008) whose article "The future of online learning: Ten years on" shares his continuing vision of self-directing and self-motivated learner and education as an act of liberty, possible only because collaborative technologies now allow fully participatory worldwide learning communities.

The use of technology in education has generated changes in traditional classrooms, teachers can build new learning with participant, it implies present the material oline creating cooperative work and social interaction.

2.2.1. SOCIOLOGICAL BASIS

Sociology of education is the scientific study of the social processes and social patterns involved in the educational system. Thus in the sociology of education emphasis is laid on education in relation to social perspectives. The social

interaction and socialization within the school and community gains prominence in education sociology (Bhattacharya, 2006).

Curriculum innovation and curriculum reform endeavour to enhance the quality of learning and the implementation of technology education is not an exception to these challenges. For this reason, it is necessary to adapt and learn educational system and technological innovations in the way they work. Education is of vital importance in the knowledge society, as a source of basic skills, as a foundation for development of new knowledge and innovation.

The importance of the development of oral skills is enormous for the learner in education and society. Technology education is emerging as an essential part of the general education of all student, at the development of problem solving and critical thinking skills. Those skills and abilities are recognised as essential in today´s workforce and society.

In conclution, digital technologies are increasingly becoming embedded in societies and being used for a wide range of purposes in educational settings.

2.3. FUNDAMENTAL CATEGORIES

2.3.1. Oral Skills

Oral is an interactive skill, speaker produces and receive information it does not only require to produce the language, but it also is important to comprehend when, where, why and in what ways to produce the language.

2.3.2. Augmented reality

Augmented reality is a technology enriching the real word with digital information and media, such as 3D models and videos, overlaying in real-time the camera view of your smartphone, tablet or computer.

2.3.3. ZooBurst

ZooBurst is a digital storytelling tool that has 3D pop-up books producing world in which stories can be seen in real life. Zooburst is used by teacher, student and the educational community for its interactive resources that promote motivation in learners.

2.3.4. Strategic teaching

It is a way of making decisions about a course, an individual class, or even an entire curriculum, beginning with an analysis of key variables in the teaching situation.

2.3.5. Free discussion

Discussion is the process to give ideas about situations or events with the purpose to find solutions and integrate cooperative learning in a classroom.

2.3.6. Role plays

Role plays use interactive activities that allow learner to simulate real situations in which learner proposes the language they want to use.

2.3.7. Simulations

Simulations are activities in which speaker pretends to perform real life situations doing leaning entertaining and successful.

2.3.8. Improve

Act of increasing or making better in relation of quality, value or practicality. This word can be also applied to person becoming better in the performance or development of his/her skills.

2.3.9. Fluency

Fluency is the ability to be comprehended by native and non-native listener, so leaner can communicate fluidly without translating each word.

2.3.10. Web 2.0

Web 2.0 include web sites that are used for person to share information it is an interactive and collaborative tool.

2.3.11. English

English is a West Germanic language that was first spoken in early medieval England and now is a global lingua franca.

2.3.12. Skills

Proficiency, facility, or dexterity that is acquired or develop through training or experiences. An art, trade, or ability.

2.4. LEGAL BASIS

This work is based in:

The Constitution of the Republic of Ecuador
Chapter One

Good living rights
Education

Art. 26.- This article refers to the right of people to receive educational instruction. The government has the responsibility to provide education of quality without distinction of people.

Art. 27.- This article emphasizes learners considering them the center of the process of education; it describes that education should provide an integral development and proficiency to students.

Ecuadorian Constitution.

Seveth Code (Good Living)

Art. 343.- The main objective of this article is to develop individual and collective skills in all learners. These abilities are developed through a well-qualified teaching process. This article focuses also in learners to work openly, active, effective to be competent. Futhermore, it integrates all cultural groups promoting an intercultural education.

Organic Law of Education Intercultural

Art. 347. **Responsibility of the State:**

Section 8.- This article integrates information and communication technology (ICTs) in the learning process and support the teaching process with practical and social activities. This research project will attempt to integrate technology and English learning by combining both variables which are augmented reality and oral skills in order to promote practical and social activities.

Chapter One the Right to Education

Art. 6.- This article ensures digital literacy and the use of information technology and communication in the educational process.

Adolescents and Children Code

Art. 37.- This article emphasizes the right that all children and adolescents have to a good education and the responsibility of authorities to ensure instructional education in all levels.

2.5. HYPOTHESIS

2.5.1. General hypothesis

The application of Augmented Reality will improve English Oral Skills to students of second year BGU at Colegio Mixto Particular "UPSE", La Libertad, Province of Santa Elena, 2015-2016.

2.5.2   Variables of the study

2.5.2.1 Independent Variable

Augmented Reality

2.5.2.2 Dependent Variable

English Oral Skill

CHAPTER III

METHODOLOGY

3.1. RESEARCH APPROACH

Considering previous studies, oral skills is considered difficult, it implicates difficulties as fluency, interaction problems with communication. The purpose of the current research is to consider learners´ attitudes to the level of difficulty applying innovative methods. Some studies used various methods and techniques. Qualitative and quantitative data to collect and analyze data, applied methodologies are focused to provide diagnostic to demonstrate deficiencies in oral skills. Based on the problem the researcher decided to use different methods. They are:

3.1.1. Quantitative method
This method collects data, it measured variables, verified and generated new hypotheses based on the results of collected data. Example: statistics from the surveys at Colegio Mixto Particular "UPSE".

3.1.2. Qualitative method
This method analyzed and interpreted data by observing what person does and says. Example: Observations to teachers and student at Colegio Mixto Particular "UPSE".

3.1.3. Inductive- deductive method
This rearch paper focused in both approaches deductive and inductive. Deductive method allowed to verify a hypothesis by using theory. Through deductive method information about how Augmented Reality was collected, analyzed and contrasted by authors, and finally to confirm or reject the hypothesis.

Unlike the inductive method the researcher began by investigating and gathering the data from different sources and by using numerous sources of evidence: interviews, direct observation and document analysis in an attempt to make conjecture about the Augmented Reality in students of second year BGU at Colegio Mixto Particular "UPSE", La Libertad, Province of Santa Elena.

3.1.4. Scientific method

The method determined answers to questions in a logical format providing the real improvement of learning in students of second year BGU at Colegio Mixto Particular "UPSE" using Augmented Reality to improve English speaking skills.

3.1 5.Analysis- Synthesis method

In this research the analysis of knowing the causes of the low level of oral skills from students is relevant because after that the teacher will know and apply the right activities to improve oral skills. And the synthesis is based on the results obtained from survey and interview guided to students and the English teacher.

3.2. LEVEL OR TYPE OF RESEARCH

3.2.1. Field research

It is a qualitative method of data collection used to obtain updated information about the recent status at Colegio Mixto Particular "UPSE", particularly in students of second year BGU concerning the implementation of Augmeted Reality for the improvement of English oral skills, it was directed to students of second year at Colegio Mixto Particular "UPSE".

3.2.2. Bibliographic research.

It was used to search and gather theoretical and scientific ideas about the investigation, within the theoretical context linked to Augmented Reality to improve oral skills, information was integrated through published sources like books, journal and online resources.

3.2.3. Correlational research

This method was conducted through the nature of the relationship between two variables, the problem to solve (for the improvement English oral skills), and the inclusion of the proposal (implementation of Augmented Reality).

3.2.4. Applied research

This kind of research seeked to solve the problem with the use of Augmented Reality to students of second year BGU at Colegio Mixto Particular "UPSE", La Libertad, Province of Santa Elena, 2015-2016.

3.3. POPULATION AND SAMPLE

3.3.1. Population

In this study is important to consider the population who took part in the process of investigation. The whole population of this research was composed by principal, teachers and students.

CHART 1: Population of Colegio Mixto Particular "UPSE"

N°	Category	Population
01 **02** **03**	Principal at Colegio Mixto Particular "UPSE" English teachers at Colegio Mixto Particular "UPSE" Students of second year BGU at Colegio Mixto Particular "UPSE"	1 5 40
TOTAL		**46**

Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Mireya Galdea González

3.3.2. Sample

The population is composed by less than 100 students, it did not require to calculate a statistic formula to get the sample

3.4. VARIABLES OPERATIONALIZATION

Independent variable: Augmented Reality

CHART 2: INDEPENDENT VARIABLE

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
Augmented Reality removes real objects from a perceived environment. It facilitates new forms of face to face and remote collaboration and shares learning experiences.	Augmented Reality activities.	Zooburst	Will students improve their oral skills using Zooburst?	Interview
	Augmented Reality Modality.	Facilitate learning	Does Augmented Reality facilitate new forms for learning?	
	Digital tool	Cooperative learning	Does Augmented Reality create cooperative learning in students?	Survey
	ICTS	Use of technology	Are the teachers able to use technological resources?	Video-Camera
	Internet.	Learning experiences	Are the teachers able to create learning experiences using Augmented Reality ?	

Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

Dependent variable: English oral skills

CHART 3: DEPENDENT VARIABLE

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
English Oral skills to students of second year BGU at Colegio Mixto Particular "UPSE", La Libertad, Province of Santa Elena, 2015-2016	Teaching speaking skills	Teaching activities	Are students doing interactive activities for the development of oral skills? Does the teacher promote English oral skills in his-her students?	Interview
	Significative Learning	Formative and summative Assessment		Survey
	Receptive and reproductive ability development (English oral skills)	Motivation	Will the English oral skills improve verbal fluency to students of second year BGU at Colegio Mixto Particular "UPSE", La Libertad, Province of Santa Elena, 2015-2016?	Video-Camera

Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

3.5. TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION

This section describes techniques that are implemented in the process of the research: survey and interview.

3.5.1. Survey
It helped to collect data using standardized questionnaires and interview. Getting results that provided positive and negative answers about the use of Augmented Reality to improve oral skills to students of second year at Colegio Mixto Particular "UPSE".

3.5.2 Interview
The interview was the technique used to gather information from the principal and teachers of Colegio Mixto Particular "UPSE" to know different aspects that affect the learning process and allow to compare the use of Augmented Reality with other tools to get positive or negatives effects of its application.

3.6. INSTRUMENTS

3.6.1. Camera
This instrument will be used because it is important to have evidence of the investigation about improving orsl skills using Digital tool "ZooBurst".

3.7. DATA COLLECTION PLAN

The data collection plan was completed including data from surveys and interviews.

CHART 4: DATA COLLECTION PLAN

BASIC QUESTIONS	EXPLANATION
1. What for?	To improve English oral skills.
2. From which people or objects?	To students second year BGU at Colegio Mixto Particular "UPSE".
3. About what aspects?	Augmented Reality to improve English oral skills.
4. Who?	Research: Mercedes Galdea González
5. To whom?	Students and teachers
6. When?	2015-2016
7. Where?	At Colegio Mixto Particular "UPSE"
8. How many times?	Once a year 2015-2016
9. How?	Individually and group
10. What data collection techniques?	Interviews, and surveys.
11. With what?	Using questionnaires and cameras.

Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

3.8. DATA PROCESSING PLAN

CHART 5: DATA PROCESSING PLAN

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
Low level of oral skills and minimal use of technological resources was determined through survey and interview directed to principal, teachers and students of second year BGU at Colegio Mixto Particular "UPSE". The use of Augmented Reality to improve English speaking skills was justified.	Once the problem was identified, the researcher began looking for similar information at journals, books, and web sites.	Once the problem was confirmed using survey and interview, the researcher gathers and analyzes the information in order to design a proposal to solve the problem at Colegio Mixto Particular "UPSE".	Using the collected data the researcher perceived oral skills in the use of methodologies to practice speaking.	The Application of Augmented Reality will be an interactive tool allowing the improvement of student´s oral skills.

Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

3.9. ANALYSIS AND INTERPRETATION OF RESULTS

3.9.1. Survey directed to English teachers

1. Have you ever heard about Augmented Reality in English education?

CHART 6: AUGMENTED REALITY IN ENGLISH EDUCATION

OPTIONS	FREQUENCY	PERCENTAGE (%)
Yes	1	20
No	4	80
Total	**5**	**100%**

Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

GRAPHIC 1: AUGMENTED REALITY IN ENGLISH EDUCATION
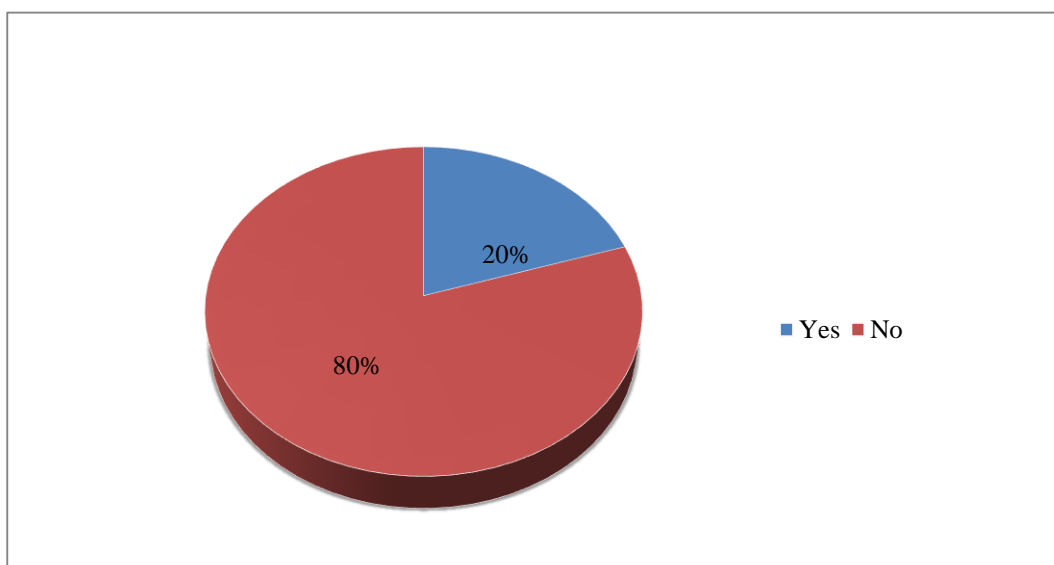
Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

Analysis: 80% of the teachers have not heard about Augmented Reality and 20% has heard about it, they were interested to know more about this innovative technology.

2. Do you consider that Augmented Reality will help students to develop their oral skills?

CHART 7: AUGMENTED REALITY IN THE DEVELOP ORAL SKILLS

OPTIONS	FREQUENCY	PERCENTAGE (%)
Yes	4	80
No	1	20
Total	**5**	**100%**

Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

GRAPHIC 2: AUGMENTED REALITY IN THE DEVELOP ORAL SKILLS
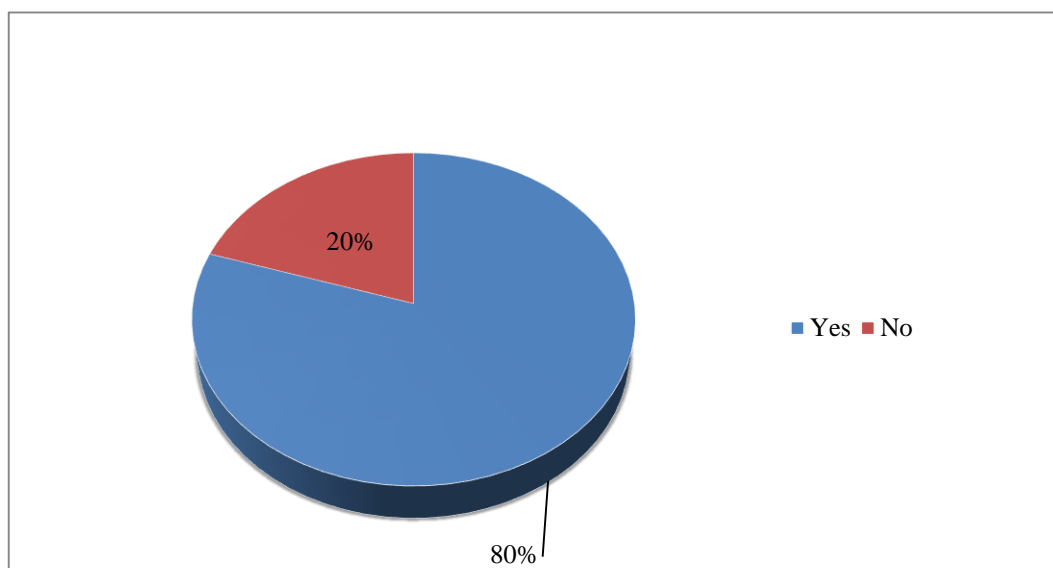
Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

Analysis: 80% of the teachers consider that Augmented Reality will help students to develop their oral skills, almost 20% answered no. Teachers consider augmented reality can encourage students to participate and explore a new modality to learn.

3. Do you use technology in your classroom?

CHART 8: THE USE OF TECHNOLOGY IN CLASSROOM

OPTIONS	FREQUENCY	PERCENTAGE (%)
Yes	5	100
No	0	0
Total	**5**	**100%**

Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

GRAPHIC 3: THE USE OF TECHNOLOGY IN CLASSROOM
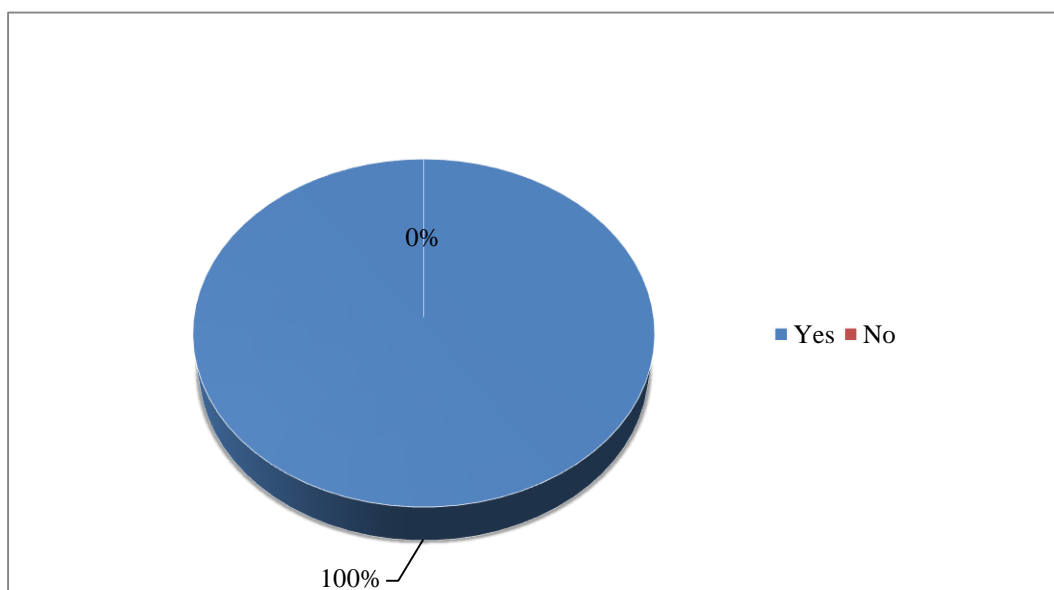
Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

Analysis: Most of the teachers expressed that technology in class is an influential resource to promote a good environment to develop the learning process in students. According to the data, 100% of teachers use technology in their classes.

4. Do you think technological games may motivate students to improve their oral skills?

CHART 9: TECHNOLOGICAL GAMES TO MOTIVATE STUDENTS

OPTIONS	FREQUENCY	PERCENTAGE (%)
Yes	5	100
No	0	0
Total	**5**	**100%**

Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

GRAPHIC 4: TECHNOLOGICAL GAMES TO MOTIVATE STUDENTS
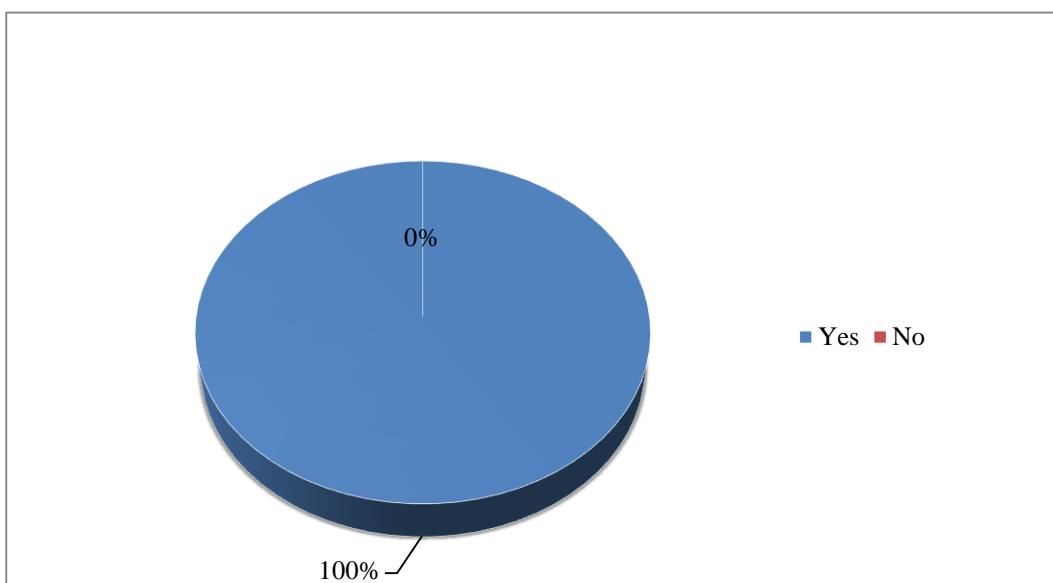
0%

■ Yes ■ No

100%

Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

Analysis: 100% of the teachers think that technological games can help students to have more positive attitudes in their learning, with the application of teaching content and motivational games students can improve their oral skills.

5. Do you think Augmented Reality will help the process of English learning?

CHART 10: AUGMENTED REALITY ENGLISH LEARNING

OPTIONS	FREQUENCY	PERCENTAGE (%)
Yes	5	100
No	0	0
Total	**5**	**100%**

Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

GRAPHIC 5: AUGMENTED REALITY IN ENGLISH LEARNING
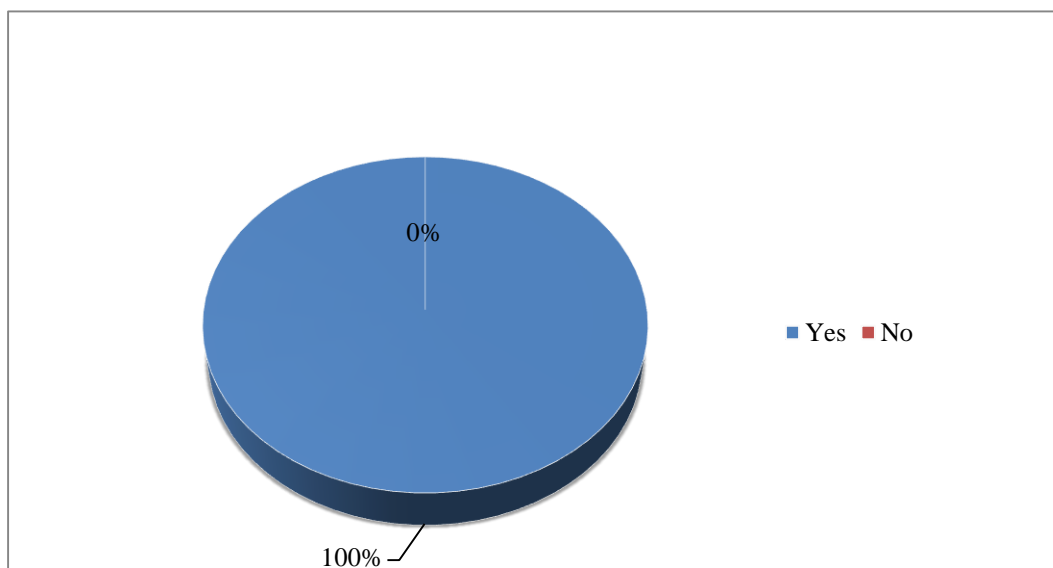
Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

Analysis: All teachers think that Augmented Reality will help the process of English learning, and consider it as an interactive way to promove effective English and create numerous learning activities.

6. Do you consider oral fluency an important skill to improve student´s competence?

CHART 11: THE IMPORTANCE OF ORAL FLUENCY

OPTIONS	FREQUENCY	PERCENTAGE (%)
Yes	5	100
No	0	0
Total	**5**	**100%**

Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

GRAPHIC 6: THE IMPORTANCE OF ORAL FLUENCY
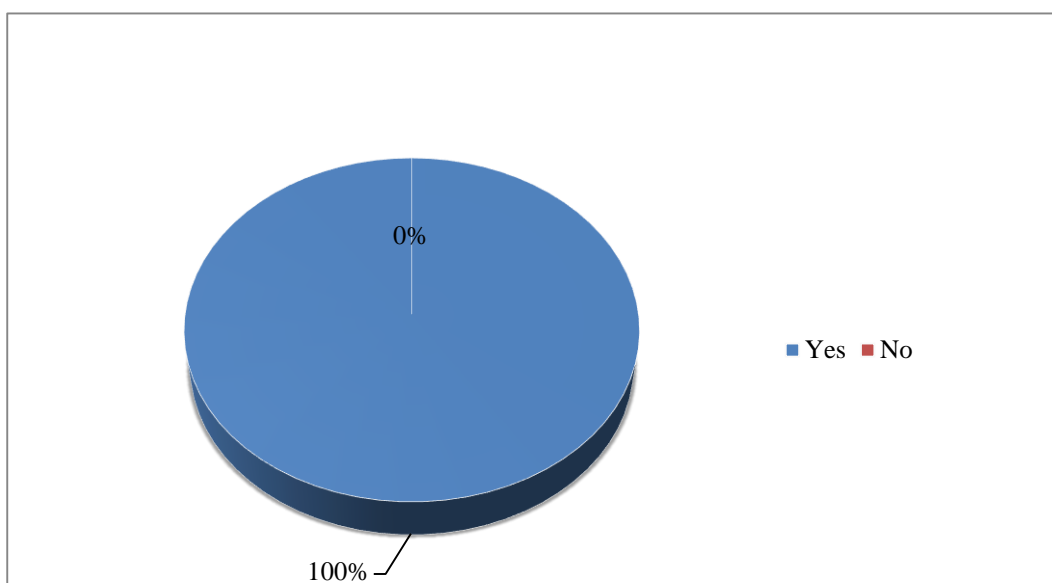
Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

Analysis: 100% of the teachers consider oral fluency as an important skills because students can have the ability to communicate and express ideas spontaneously.

7. Do you think that digital tools should be used in the field English education?

CHART 12: DIGITAL TOOLS IN THE FIELD ENGLISH EDUCATION

OPTIONS	FREQUENCY	PERCENTAGE (%)
Yes	5	100
No	0	0
Total	**5**	**100%**

Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

GRAPHIC 7: DIGITAL TOOLS IN THE FIELD ENGLISH EDUCATION
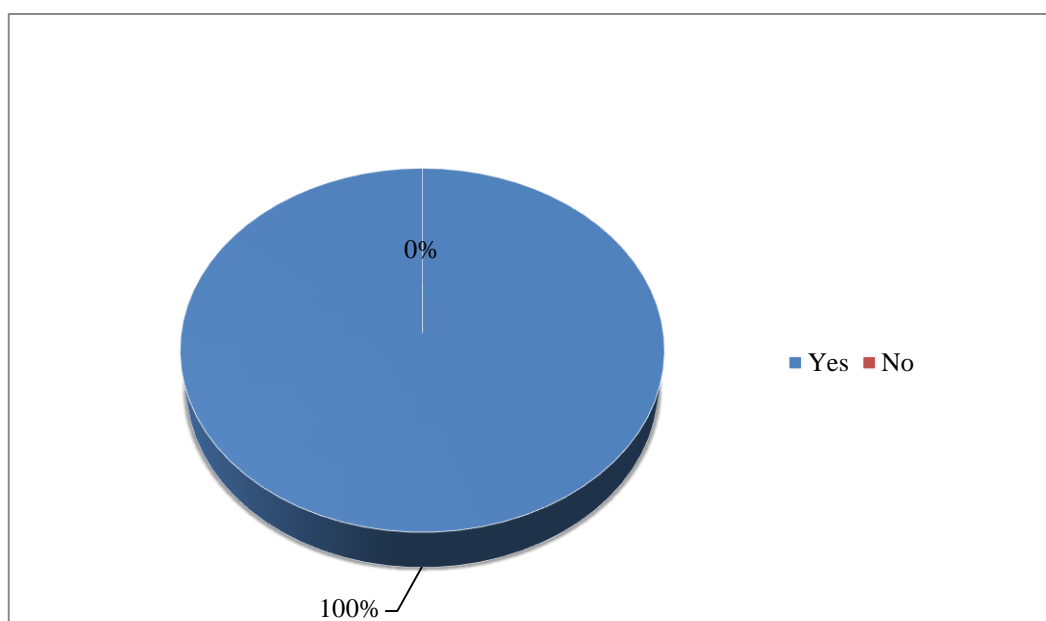
0%

100%

■ Yes ■ No

Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

Analysis: 100% of the teachers consider digital tools are essential in English education because they can include content in which students can access to new material, develop independent work and interact with participants facilitating the learning English process.

8. Do you agree that the use of digital tool will help to increase the oral skills of your students?

CHART 13: DIGITAL TOOL TO INCREASE THE ORAL SKILLS

OPTIONS	FREQUENCY	PERCENTAGE (%)
Yes	5	100
No	0	0
Total	**5**	**100%**

Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

GRAPHIC 8: DIGITAL TOOL TO INCREASE THE ORAL SKILLS
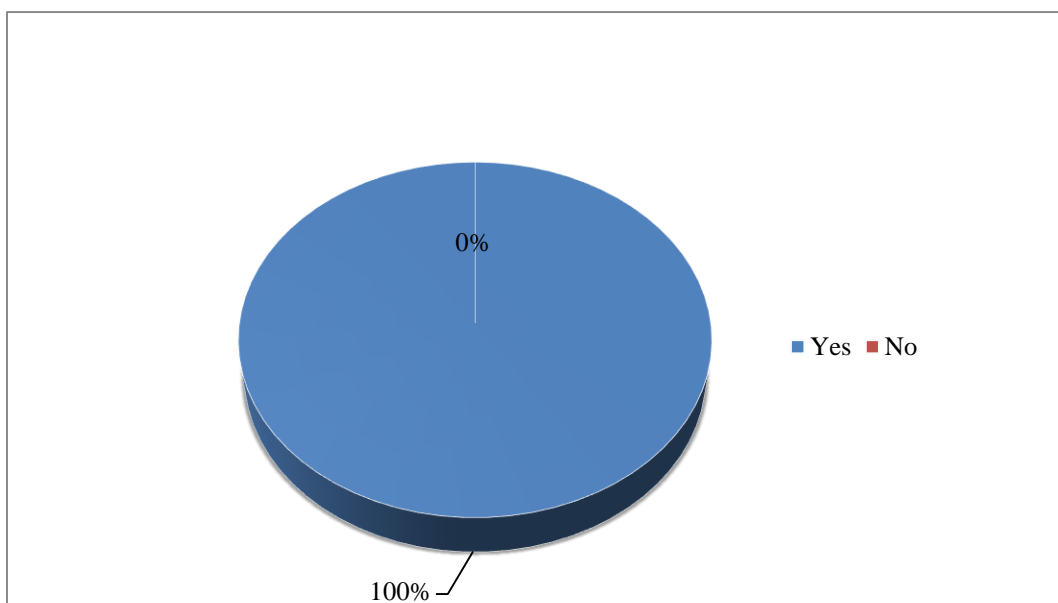
Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

Analysis: 100% of the teachers believe that a digital tool will increase the ability of students. They understand that digital tools can be good strategy to acquire verbal fluency because it has sets of applications for free practice.

9. Do you think teachers at Colegio Mixto Particular "UPSE" would you like to have a new proposal for teaching English using Augmented Reality?

CHART 14: NEW PROPOSAL FOR TEACHING ENGLISH

OPTIONS	FREQUENCY	PERCENTAGE (%)
Yes	5	100
No	0	0
Total	**5**	**100%**

Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Auhtor: Mercedes Galdea González

GRAPHIC 9: TEACHING ENGLISH WITH AUGMENTED REALITY
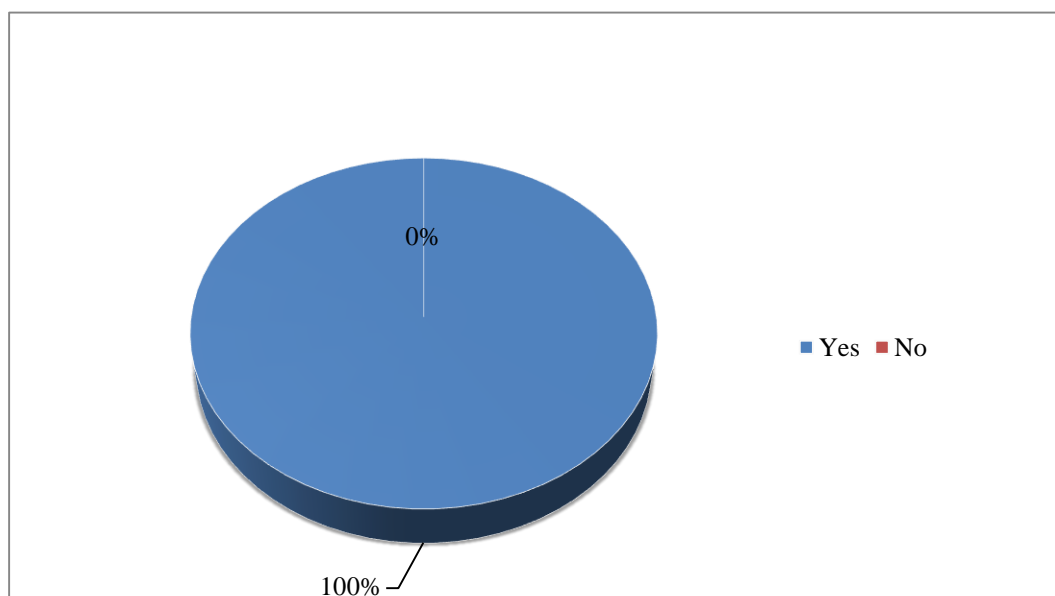
Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

Analysis: 100% of the teachers consider a new proposal will be an opportunity to incorporate digital media and include a new model to teach, providing changes in the practice of English teaching with the use of Augmented Reality.

10. Do you consider the use of Augmented Reality will intensify the attention of your students?

CHART 15: INTENSIFYING THE ATTENTION OF STUDENTS

OPTIONS	FREQUENCY	PERCENTAGE (%)
Yes	5	100
No	0	0
Total	**5**	**100%**

Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

GRAPHIC 10: INTENSIFYING THE ATTENTION OF STUDENTS
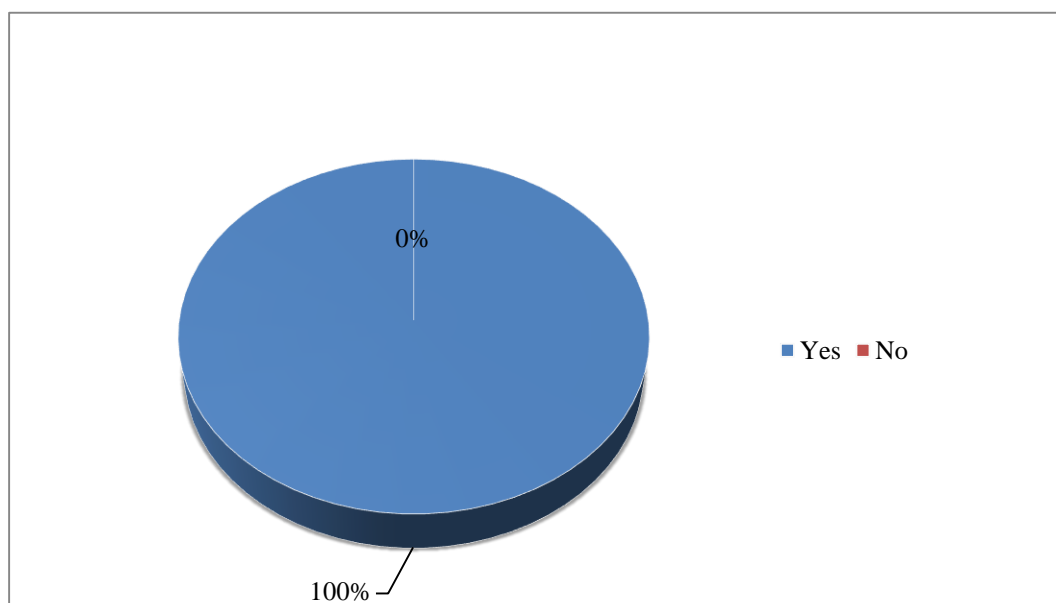
0%

■ Yes ■ No

100%

Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

Analysis: 100% of the teachers think that the use of Augmented Reality will intensify the attention of their students, considering it as an innovative application to enrich learning allowing students to use technology getting interactive experience.

3.9.2. Survey directed to students

1. Have you ever heard about Augmented Reality in English education?

CHART 16: AUGMENTED REALITY IN ENGLISH EDUCATION

OPTIONS	FREQUENCY	PERCENTAGE (%)
Yes	25	63
No	15	37
Total	**40**	**100%**

Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

GRAPHIC 11: AUGMENTED REALITY IN ENGLISH EDUCATION
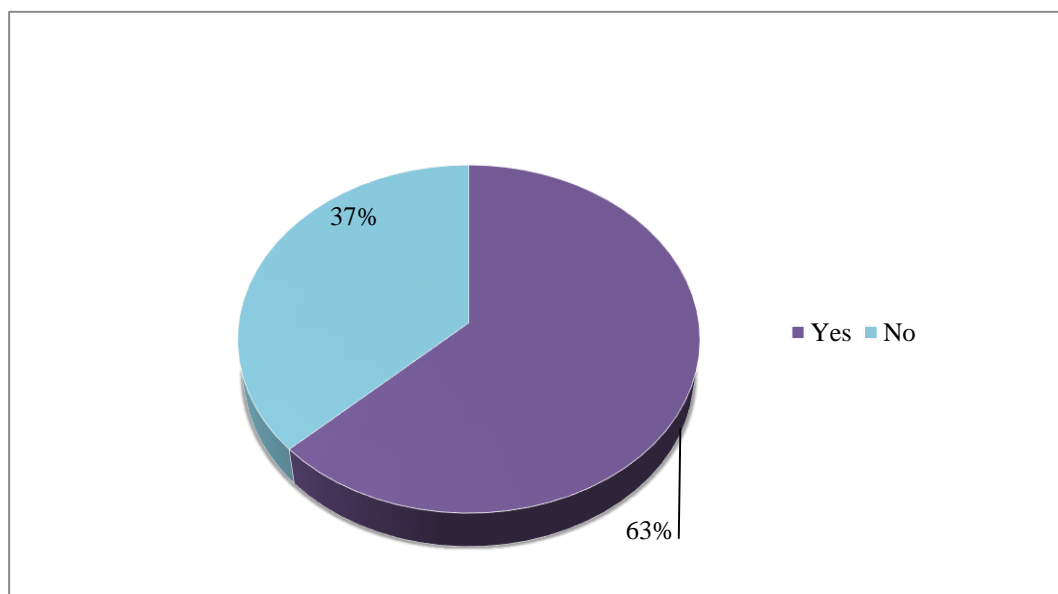
Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

Analysis: The mayority of the students have heard about Augmented Reality but they have little knowledge about it. According to the data, 37% of students have not heard about it.

2. Do you consider that Augmented Reality will improve your oral skills?

CHART 17: THE IMPROVEMENT THE ORAL SKILLS

OPTIONS	FREQUENCY	PERCENTAGE (%)
Yes	32	80
No	8	20
Total	**40**	**100%**

Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

GRAPHIC 12: THE IMPROVEMENT THE ORAL SKILLS
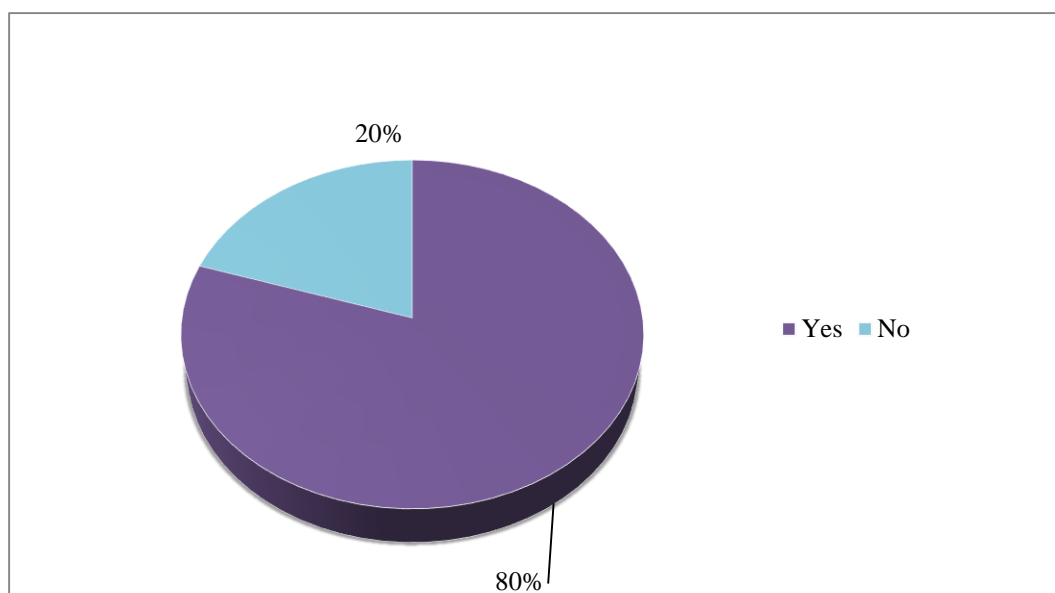
Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

Analysi: 80% of the students think that Augmented Reality will improve their oral skills, because they will explore new ways to learn and they can make a combination of technology with the process of learning. Almost 12% considered Augmented Reality will not improve their oral skills.

3. Do teachers implement the use of technology into the classroom?

CHART 18: THE USE OF TECHNOLOGY INTO THE CLASSROOM

OPTIONS	FREQUENCY	PERCENTAGE (%)
Yes	1	2
No	39	98
Total	**40**	**100%**

Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

GRAPHIC 13: THE USE OF TECHNOLOGY INTO THE CLASSROOM
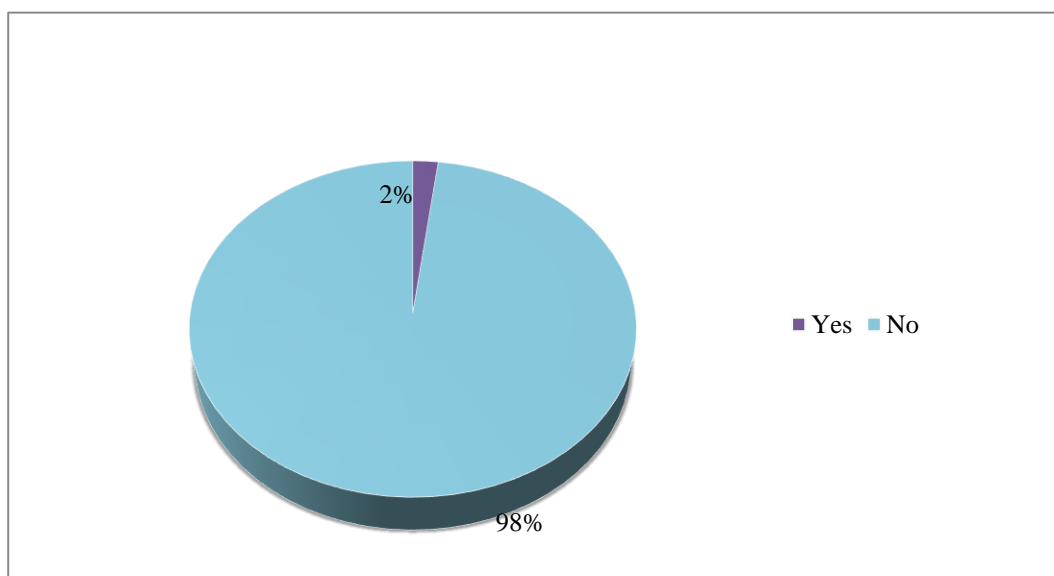
Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

Analysis: 2% of the students expressed their teachers use technology, but it is important to point out that more than 98% do not use it, for this reason is important to promote the implementation of technology in the classroom, teachers have the responsibility to integrate this tool and update their knowledge.

4. Do teachers use different activities and games to estimulate English learning?

CHART 19: ACTIVITIES AND GAMES ESTIMULATE ENGLISH

OPTIONS	FREQUENCY	PERCENTAGE (%)
Yes	31	78
No	9	22
Total	**40**	**100%**

Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

GRAPHIC 14: ACTIVITIES AND GAMES TO ESTIMULATE ENGLISH
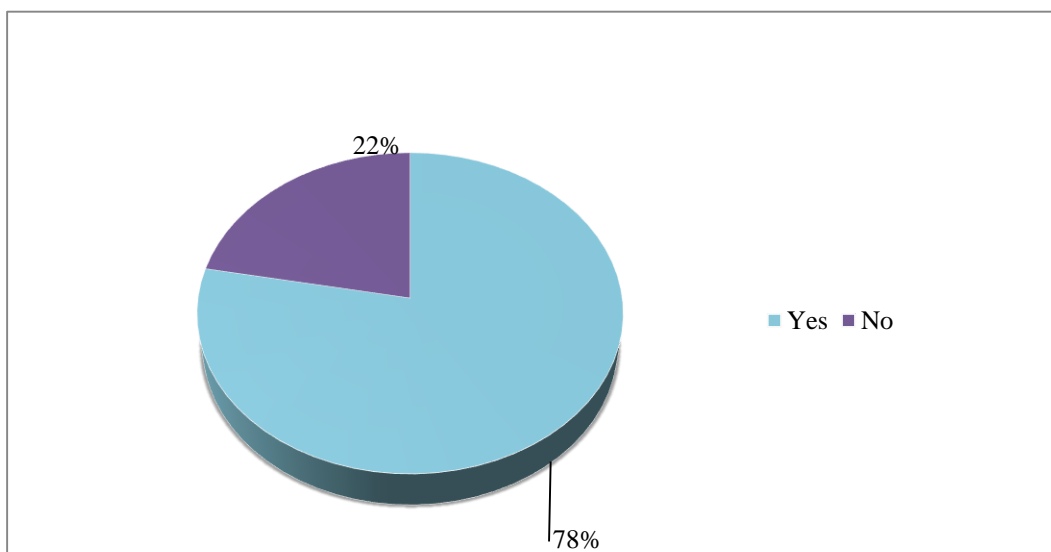
Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

Analysis: 78% of the students consider activities and games estimulate English learning and using them can develop their thinking, and that will help processing information but 22% said teachers do not use activities and games to promote English learning.

5. Do you think the use of Augmented Reality will provide feedback in your English learning?

CHART 20: FEEDBACK WITH AUGMENTED REALITY

OPTIONS	FREQUENCY	PERCENTAGE (%)
Yes	19	48
No	21	52
Total	**40**	**100%**

Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

GRAPHIC 15: FEEDBACK WITH AUGMENTED REALITY
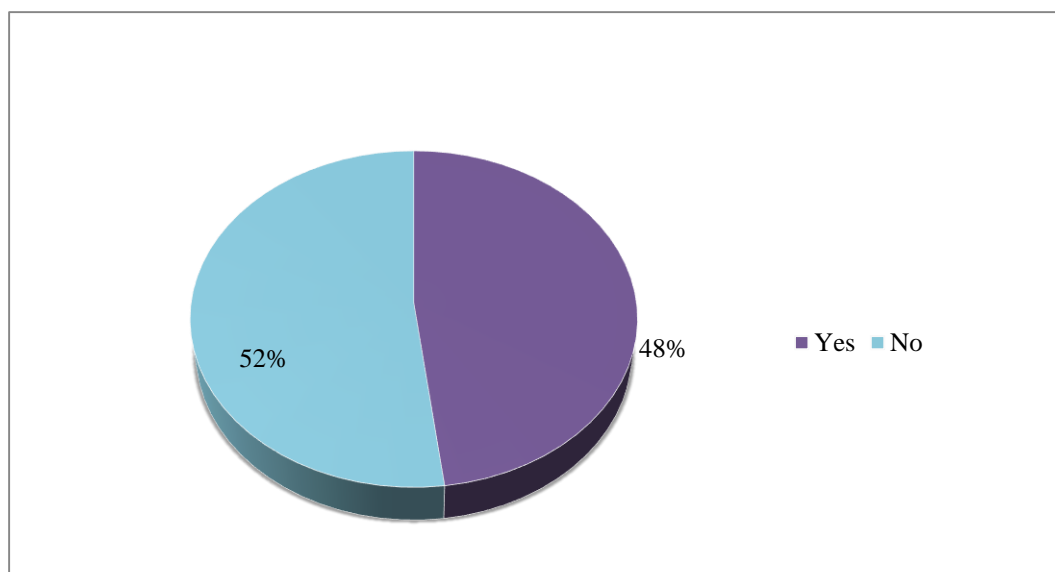
Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

Analysis: 48% of the students think Augmented Reality will provide feedback in the English learning, they considered it as an interactive tool that can modify the learning process but 52% of students consider Augmented Reality will not help in their learning,

6. Do you consider oral skills an important skill to improve your level of competence?

CHART 21: THE IMPORTANCE OF ORAL SKILLS

OPTIONS	FREQUENCY	PERCENTAGE (%)
Yes	37	92
No	3	8
Total	**40**	**100%**

Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

GRAPHIC 16: THE IMPORTANCE OF ORAL SKILLS
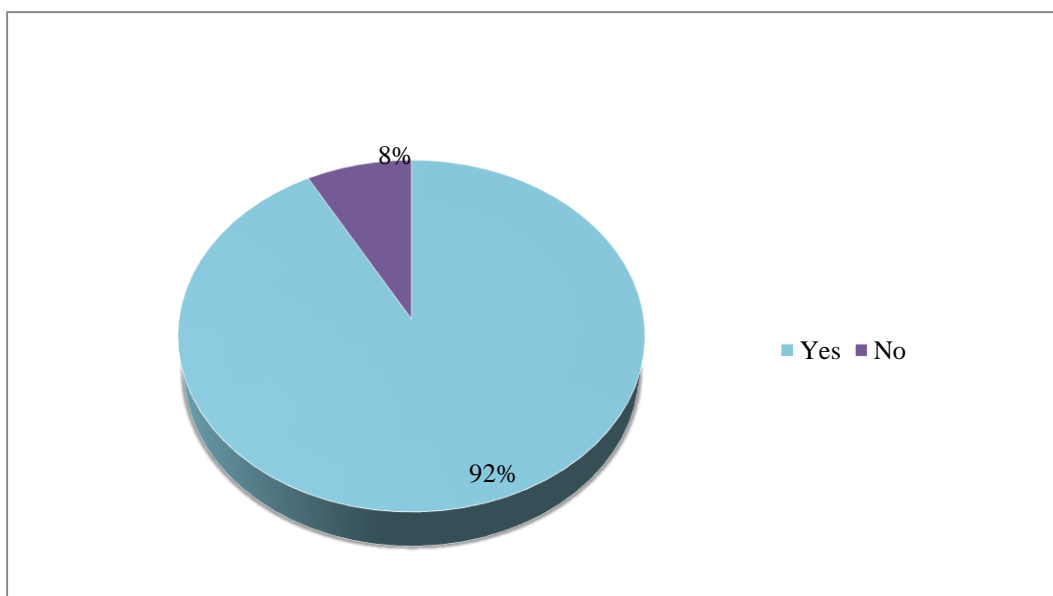
Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

Analysi: 92% of the students consider oral skills an important skill to improve their level of competence. 8% expressed it is not important.

7. Do you agree that the use of digital tools will help increase your verbal fluency?

CHART 22: DIGITAL TOOLS INCREASE VERBAL FLUENCY

OPTIONS	FREQUENCY	PERCENTAGE (%)
Yes	34	85
No	6	15
Total	**40**	**100%**

Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

GRAPHIC 17: DIGITAL TOOLS INCREASE VERBAL FLUENCY
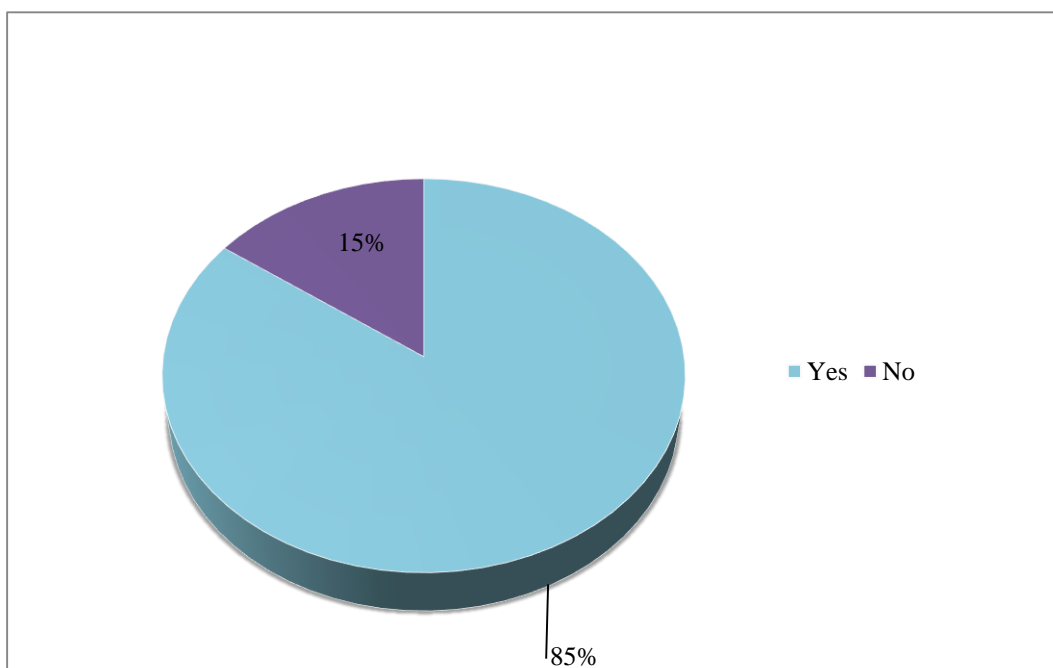
Source: Students of second year BGU at Colegio Mixto Particular "UPSE
Author: Mercedes Galdea González

Analysis: 85% of the students consider that the use of digital tools will help increase their verbal fluency, accessing virtual learning to practice many activities. 8% of students do not agree with the use of digital tools.

8. Do teachers use adequate activities to develop oral skills?

CHART 23: ADEQUATE ACTIVITIES TO DEVELOP ORAL SKILLS

OPTIONS	FREQUENCY	PERCENTAGE (%)
Yes	34	85
No	6	15
Total	**40**	**100%**

Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

GRAPHIC 18: ADEQUATE ACTIVITIES TO DEVELOP ORAL SKILLS
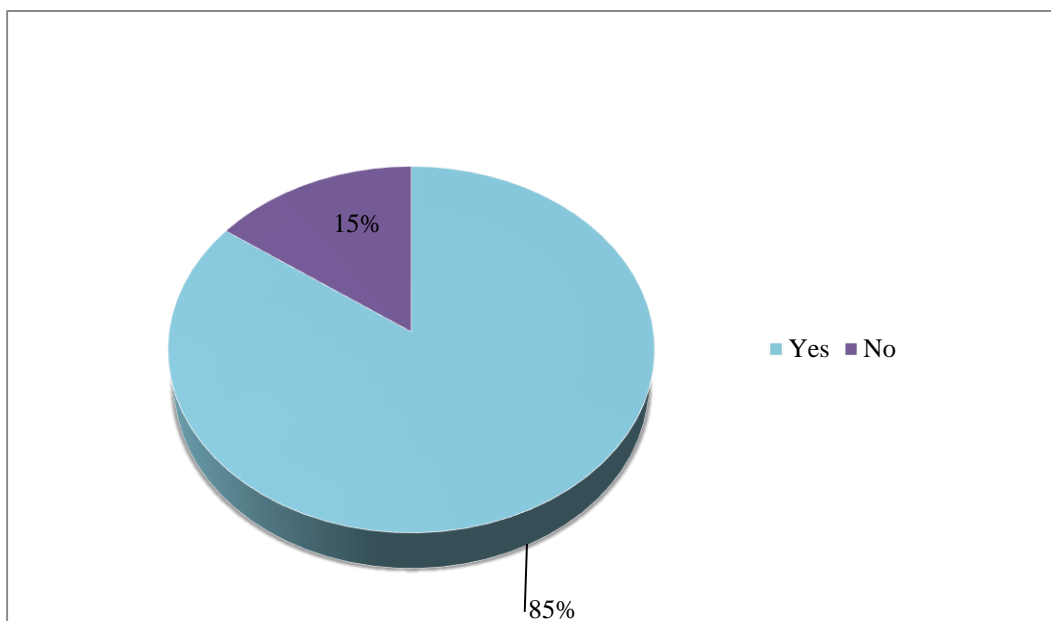
Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

Analysis: 85% of the students determined that teachers use adequate activities for improving oral skills, but it is important to point out that 15% of students considered teachers use activities but they do not use innovative technology to develop them.

9. Do you think teachers should use innovative technology to improve oral skills?

CHART 24: INNOVATIVE TECHNOLOGY TO IMPROVE ORAL SKILLS

OPTIONS	FREQUENCY	PERCENTAGE (%)
Yes	37	92
No	3	8
Total	**40**	**100%**

Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

GRAPHIC 19: INNOVATIVE TECHNOLOGY TO IMPROVE ORAL SKILLS
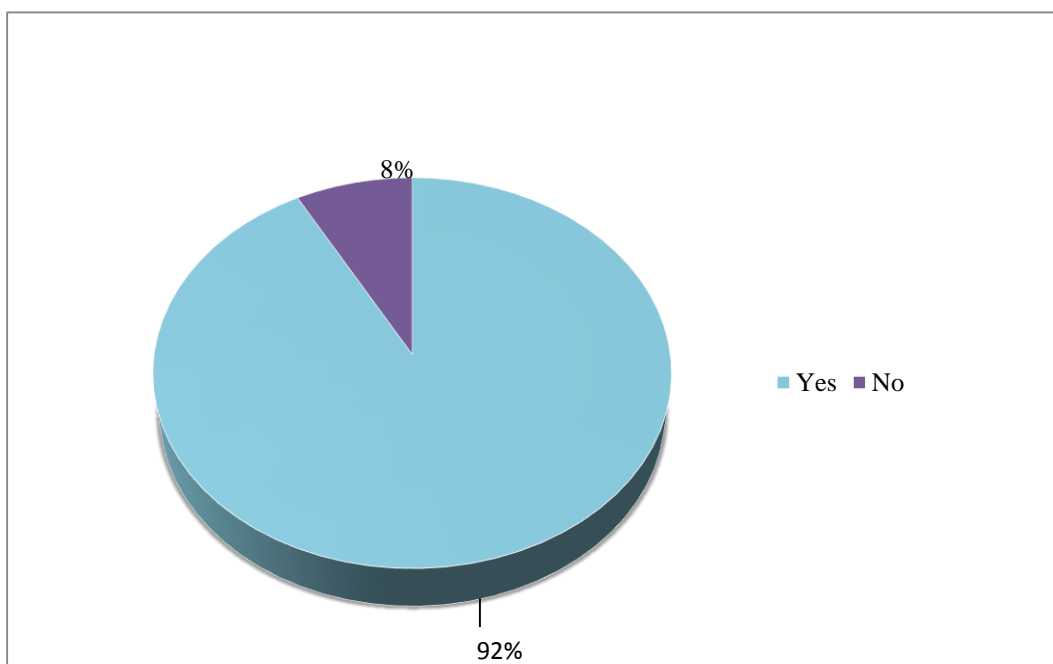
Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

Analysis: According to the data, 92% of students considered teachers should use innovative technology to improve oral skills, they think it will be a good tool to improve their learning process.

10. Do you consider the use of Augmented Reality positive?

CHART 25: THE USE POSITIVE OF AUGMENTED REALITY

OPTIONS	FREQUENCY	PERCENTAGE (%)
Yes	18	45
No	22	55
Total	**40**	**100%**

Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

GRAPHIC 20: THE USE POSITIVE OF AUGMENTED REALITY
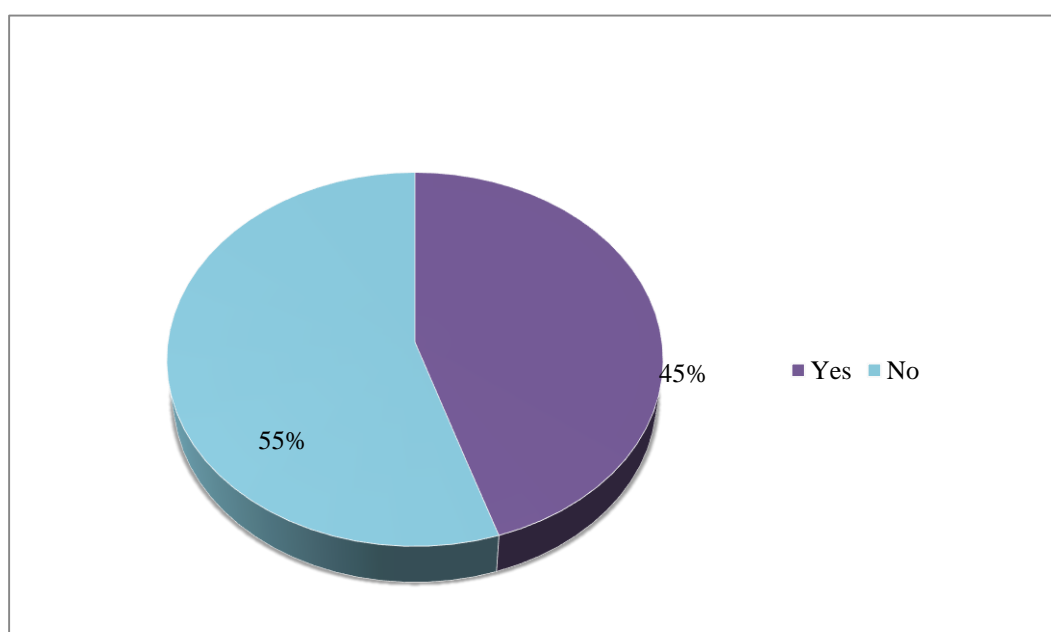
Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

Analysis: 45% of the students considered the use of Augmented Reality positive, because they believe Augmented Reality can stimulate their interests and promote cooperative and independent learning, but 55% of students considered the use of Augmented Reality do not have a positive outcome.

3.10 CONCLUSIONS AND RECOMMENDATIONS

3.10.1 Conclusions

- Teachers do not have knowledge about Augmented Reality and it is an application that can be used for teaching English.

- Oral skills are important for students to improve to get verbal eloquence and communicative competences.

- Teachers do not use technology in class, they do not relate materials, activities with technological tools.

- Students consider positive the use of Augmented Reality for improving oral skills.

- Teachers need to use innovative applications for teaching oral skills.

3.10.2 Recommendations

- Augmented Reality is an useful technology for teachers, innovative and flexible to work in the English classes.

- Teachers have the responsabillity to improve oral skills adopting interesting and practical resources, materials based in the participation of students.

- Teachers should use ICTS for updapting English teaching and improving oral skills in their students.

- It is recommended to implement the use of Augmented Reality for improving oral skills on students, it will be an advantageous tool for practicing of English skills.

- Teachers should access to different modalities to increase the interest of students, with the use of innovative applications, training future learners for improving their skills.

3.11 ANALYSIS AND INTERPRETATION OF RESULTS

3.11.1 Interview directed to the Principal

Question 1: What are the positive effect about the use of new ICT in class especially at Colegio Mixto Particular "UPSE"?

The Principal said the use of new ICT stimulate students and are apt to learn when they can interact with learning tools. Technology in the classroom allows students to take greater control of their education and also teachers have a more positive attitude toward their work and are able to provide more personalized learning.

Question 2: How do you promote the use of technology in order to develop student's digital competence?

The Principal said to develop student´s digital competence, it is necessary to implement technological resources and also develop remote of laboratories encouraging students to take an active role in co-designing their learning.

Question 3: How do you promote the use of technology in order to develop student's English competence?

The Principal said to develop student's English competence, it is necessary providing teachers with the effective tools so they are able to engage their students, improve learning environments and their own professional practice.

Question 4: What kind of polities do you apply in the English department in order to promote the use of technology in English Area?

The principal said to promote the use of technology in English Area, teachers should integrate in the classroom lessons and activities using technology tools for instruction, and to help students improve their technology skills within the context of the regular curriculum.

3.11.2 Interview directed to English teacher from Colegio Mixto Particular "UPSE"

Question 1: Which strategies or techniques do you use to improve oral skills in your students?

Role plays, he considers this technique in order to involve students in particular participation using their imagination and creating a good environment, it could be the opportunity to teach the content and perform in real life.

Question 2: How do you motivate your students to learn English?

The best way to motivate students is to engage them in the participation of each lesson and promote cooperative learning in activities, so learners can interact with peers by teamwork.

Question 3: What do you know about Augmented Reality in education?

I do not know about Augmented Reality, he thinks it is a new tool that should be used in the field of English education which expressed his request to know about Augmented Reality works and how it can be used in class.

Question 4: What would you expect about the use of Augmented Reality in your classroom?

I think Augmented Reality will provide opportunities to get learning ways focused in the improvement of their skills creating expectation and interest in the learners. Augmented Reality won´t only update learning in students otherwise it will link advanced technology to improve it.

3.11.3 Interview directed to specialists

Question 1: What do you know about Augmented Reality in education?

Specialists consider Augmented Reality has been immersed in marketing, medical and in the investigative field but it is a new technological tool used in English education which integrates the use of technology in order to produce settings in real time. Augmented Reality has many programs as Aurasma an interactive opportunities to engage students internalize new knowledge with technological gadgets.

Question 2: What would you expect about the use of Augmented Reality in English education?

Specialists mentioned that the use of Augmented Reality will benefit English education, teachers won´t only use it to improve speaking skills but also for improving others skills or implement it in other subjects to involve students in fun experiences.

Question 3: Which strategies or techniques do you use to improve oral skills in your students?

Specialists expressed the best strategy to use in class is cooperative learning because they considers that it helps students to express themselves orally and through cooperative learning students can practice, interact and learning with others. During the experience students will found reasons to express themselves orally and a path to use their previous knowledge through learning and teaching actively.

Question 4: How do you motivate your students to learn English?

Specialists pointed out they motivate students in the English learning and it is effective to apply various and interesting activities to attract students to stimulate

their curiosity. They considered the use of cooperative activities in English learning will allow students communicate and exchange information effectively and envolve with high emotion to participate and share their ideas.

CHAPTER IV

PROPOSAL

4.1. INFORMATIVE DATA

4.1.1. Title of proposal

"AUGMENTED REALITY TO IMPROVE ENGLISH ORAL SKILLS TO STUDENTS OF SECOND YEAR BGU AT COLEGIO MIXTO PARTICULAR "UPSE", LA LIBERTAD, PROVINCE OF SANTA ELENA, 2015-2016".

4.1.2. Institution

Colegio Mixto Particular "UPSE".

4.1.3. Beneficiaries

Students of second year at BGU.

4.1.4. Location

La Libertad, Province Of Santa Elena.

4.1.5. Period of research

From August to October 2015.

4.1.6. Responsible of the research

Author: Mercedes Mireya Galdea González.
Advisor: Msc. Jorge Cevallos Salazar.

4.2. BACKGROUND OF THE PROPOSAL

Teaching English has become main language in education and the implication of English at secondary education has generated changes teachers need to be updated in their knowledge and have an excellent performance when teaching English using effective strategies. To adquire a new language as English, teachers consider that students need to develop the four skills: listening, writing, speaking and reading, but theoral skills should be developd more because oral skills are the bridge to communication.

Teachers consider that like the other skills, oral is the most complicated to learn, because it involves more than pronounce words. For this reason, it is important to develop this ability using interactive activities to promote positive attitudes.

Despite English is present in educative institutions, studies have demonstrated that secondary students have not develop English skills and specially the oral skills, obstructing competences levels in students. This research paper is focused in the same problem, at Colegio Mixto Particular "UPSE", survey showed students have difficulties and low level in the oral skills, some factors are: teachers do not use adequate materials, resources, activities and the implementation of new technology.

It is necessary to use the digital tool "ZooBurst" for developing and improving oral skills in students of second year BGU at Colegio Mixto Particular "UPSE" motivating students to practice speaking and express comprenhensible ideas, thinking with others without complications to communicate fluently.

4.3. SIGNIFICANCE

The use of contemporary technological tools has generated expectation in the field of English education and the use of digital tool "Zooburst" has increased the attention of teachers providing new ideas to make lessons plans with creative activities, intensify learners´motivation, sharing new experiences in 3D. Digital tool Zooburst will solve practical problems in the oral skills because it will allow teachers to use interactive activities in 3D promoting participation and integration in students to practice oral skills. This proposal pretends to generate positive effects in authorities, teachers and students at Colegio Mixto Particular "UPSE" with the main purpose to improve oral skills and decrease the deficiency to speak English.

4.4. OBJECTIVES

4.4.1. General Objective

- To improve oral skills using Augmented Reality for students of second year BGU at Colegio Mixto Particular "UPSE".

4.4.2. Specific Objectives

- To diagnose the level of the oral skills in students.

- To create oral activities in the digital tool "Zooburst"

- To use exercises in digital tool "Zooburst" to students of second year BGU at Colegio Mixto Particular "UPSE".

- To evaluate the level of oral skills in students of second year BGU at Colegio Mixto Particular "UPSE".

4.5. DESIGN AND DEVELOPMENT OF THE PROPOSAL

"ZooBurst" is an important digital tool for developing and improving oral skills in students of second year BGU at Colegio Mixto Particular "UPSE".

"ZooBurst" allows to create oral activities with topics according to the level of students. "ZooBurst" will comprise oral drills such as flashcards or pictures encouraging students to talk and create a motivating environment in class.

4.6. DIGITAL TOOL "ZOOBURST"

This digital storytelling tool called "ZooBurst" was used and adapted by the author for developing oral activities. Zooburst has some 3D books which were added by the author. Link is: **http://www.zooburst.com.**

GRAPHIC 21: MAIN PAGE
Author: Mercedes Galdea González
Source: http://www.zooburst.com

To access "ZooBurst" tool giving click in the web page **http://www.zooburst.com.**
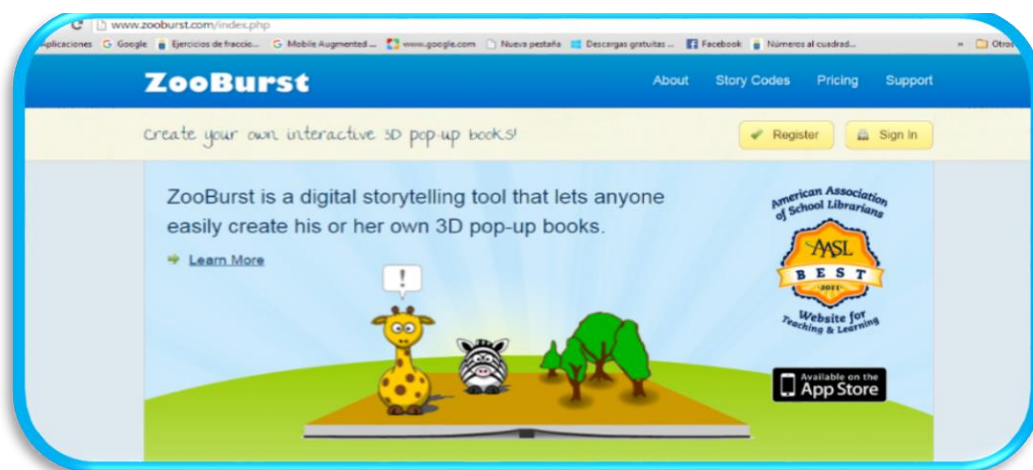
GRAPHIC 22: ACCESSING TO "ZOOBURST" DIGITAL TOOL
Author: Mercedes Galdea González
Source: http://www.zooburst.com

To create an account click the button "register", write e-mail and password finally click in sign in. The new password will be sent to the e-mail address that provided during registration. Once obtained the new password visit http://www.zooburst.com
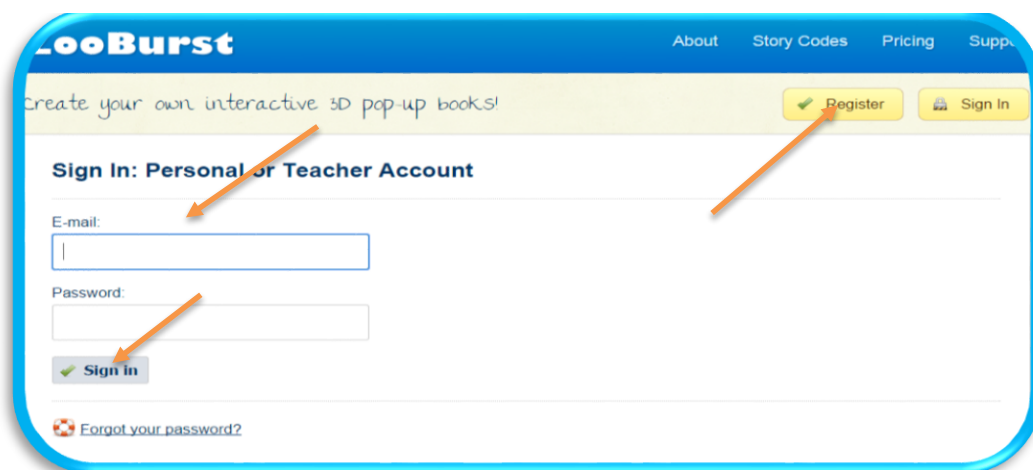
GRAPHIC 23: CREATING AN ACCOUNT IN ZOOBURST
Author: Mercedes Galdea González
Source: http://www.zooburst.com

To create activities in "ZooBurst" click on the button "New book" at the top of the screen a page similar to the following will appear.
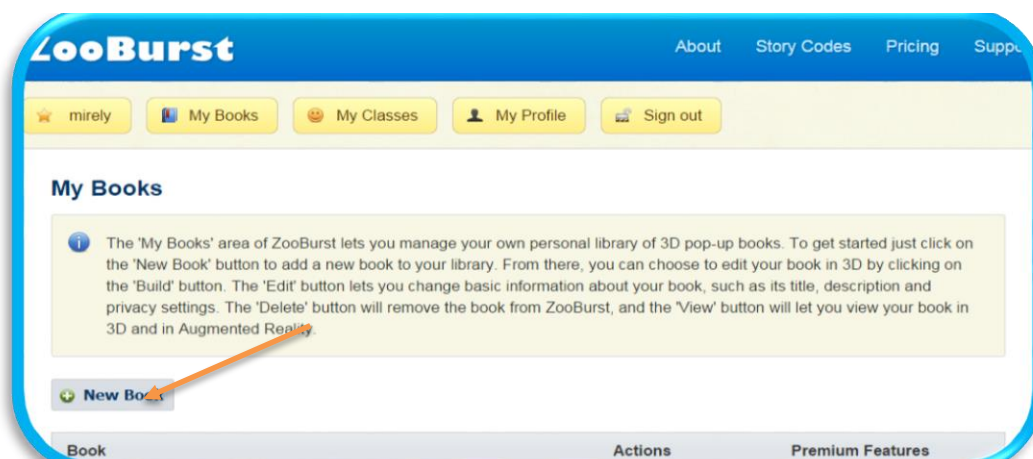
GRAPHIC 24: CREATING ACTIVITIES IN ZOOBURST
Author: Mercedes Galdea González
Source: http://www.zooburst.com

Write the name of 3D books and other descriptions to create the first book. Click in save to keep the new book.
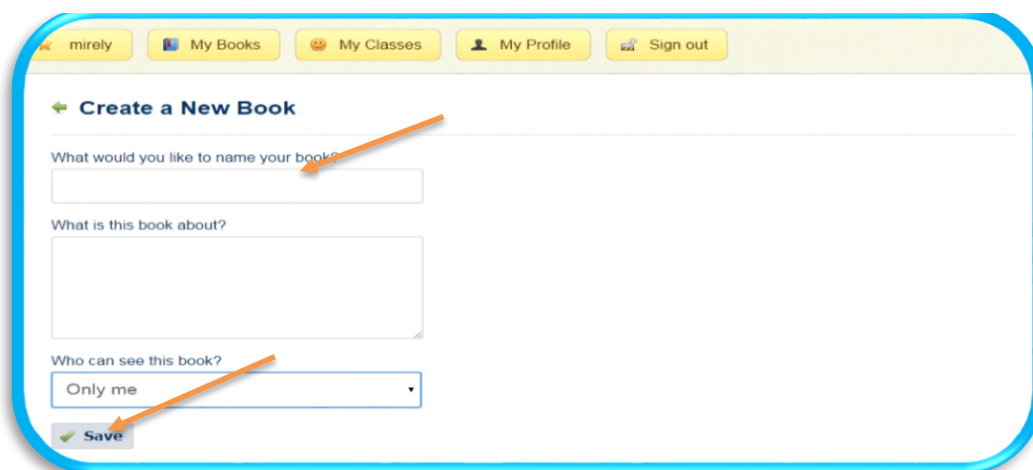
GRAPHIC 25 : CREATING A NEW BOOK
Author: Mercedes Galdea González
Source: http://www.zooburst.com

When the new book has been added in ZooBurst a page will appear with different icons to work for example: upload pictures from computer, create the activities in each page, change color can modify size, rotation and angle of pictures. In each page you can write words or texts because each book has more than five pages. Finally, click on the button to save a new page. It has advantages to work with more than 6 books.
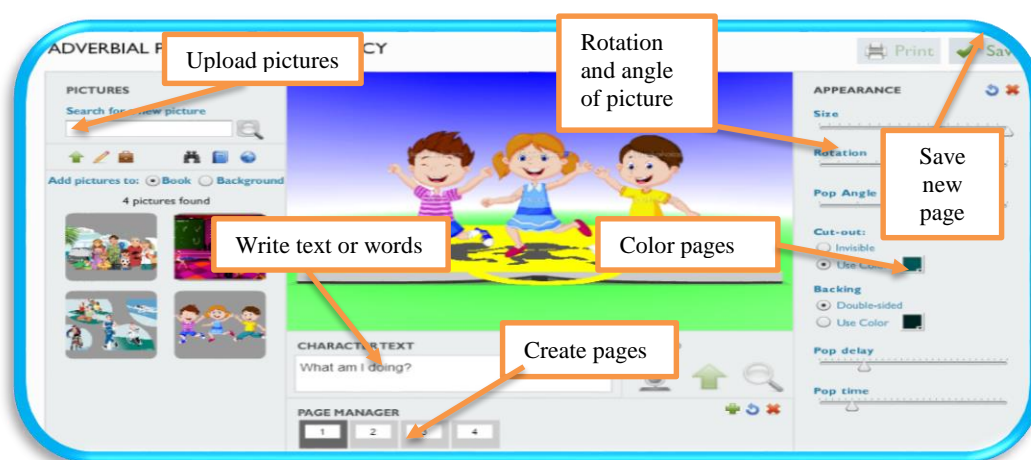
GRAPHIC 26: WORKING WITH ZOOBURST

Author: Mercedes Galdea González
Source: http://www.zooburst.com

Once finished each book in "ZooBurst", click on the button "support" you can find general information about the use of "ZooBurst".
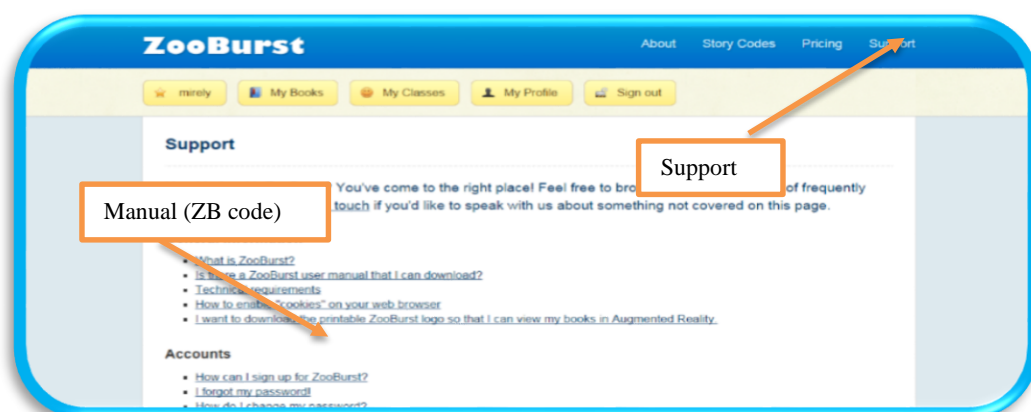
GRAPHIC 27: ACCESSING TO MANUAL (ZB CODE)
Author: Mercedes Galdea González
Source: http://www.zooburst.com

Click in (Is there a ZooBurst user manual that I can download?) to print ZB code on a sheet paper, the code will identify each ZooBurst book.

GRAPHIC 28: ZB CODE
Author: Mercedes Galdea González
Source: http://www.zooburst.com

Open the new book, click in "camera" then a page similar to the following will appear, click in "permitir".
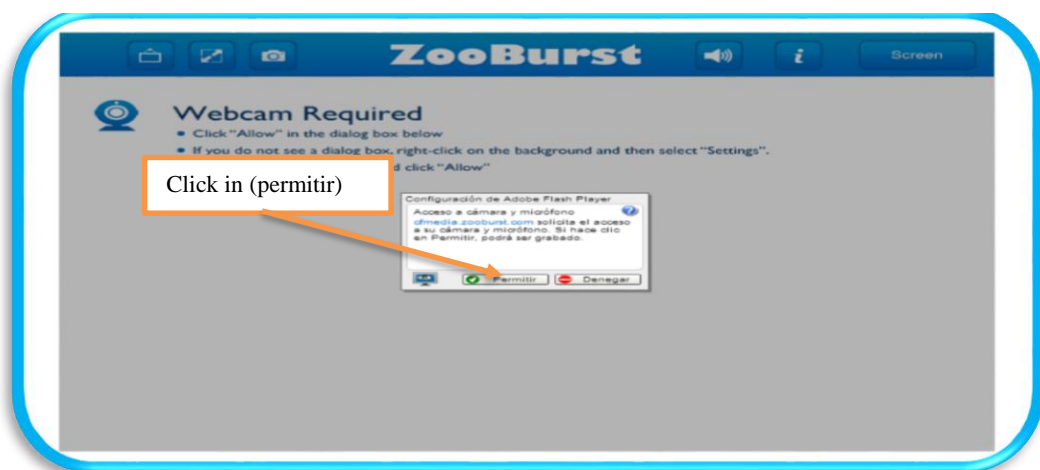
GRAPHIC 29: OPEN THE WEBCAM REQUIRED
Author: Mercedes Galdea González
Source: http://www.zooburst.com

Once actived webcam on the computer the Code ZB will appear. In addition, Augmented Reality mode also allows to interact with books using simple gestures, click on the "Always on Screen" button on the left side of the scree. The books will fly down from the top of the screen and will appear without the need to hold up the printed Code ZB.

GRAPHIC 30: ACTIVATION WEBCAM ON THE COMPUTER
Author: Mercedes Galdea González
Source: http://www.zooburst.com

The book and its use will appear in the computer screen. Point the code ZB printed on a sheet paper in front of the webcam, the book will appear to pop off around the use generating augmented reality.

Graphic 31: WORKING WITH AUGMENTED REALITY BOOK

Author: Mercedes Galdea González
Source: Http://Www.Zooburst.Com

To turn to another page the teacher uses his/her hand to left or right interacting with book using simple gestures.

GRAPHIC 32: INTERACTING THROUGH SIMPLE GESTURES
Author: Mercedes Galdea González
Source: http://www.zooburst.com

4.7. BLOOM´S TAXONOMY

The use of Bloom´s Taxonomy in this research paper is to take into consideration the recent developments the levels of students. The goal of this educational taxonomy is to move from lower level learning to higher level learning, the author included a variety activities and lessons forcing the students to think and function at each level of the taxonomy that start at the basic level and move to a more advanced (Lorin, 2013). In this process students riched three levels of the taxonomy: remembering, understanding and applying. Students started recalling information in basically the same form it was presented, followed by understanding of information and explaining their ideas, finally, once new material has been understood it should be applied. Students used the information in another familiar situation or in a new way.

Creating — Putting information together in an innovation way.

Evaluating — Making judgements based on a set of guidelines.

Analyzing — Breaking the concept into parts and understand how each part is related to one another.

Applying — Use the knowledge gained in new ways.

Understanding — Making sense of the material you have learned.

Remembering — Recalling relevant knowledge from long term memory.

GRAPHIC 33: BLOOM´S TAXONOMY
Author: Mercedes Galdea González

CHART 26: DIGITAL LEARNING MATRIX

In the following matrix, the five categories of digital technology use are matched with levels of learning

Level of learning	Doing	Thinking about connections	Thinking about concepts	Critiquing and evaluating	Creating knowledge	Sharing Knowledge
Explanation of level of learning	Isolated information. Focus on completing a measurable task.	Connecting thinking. Simple connections made within a context. Compare and share.	Develop conceptual understanding of 'big ideas'	Evaluating and critiquing to explore the limitations and potential of information, sources or process.	Creativity-Applying ideas, processes and/or experiences to develop a new reality.	Sharing the new knowledge through authentic contexts and gaining feedback to measure value.
Digital technology use						
Accessing information	Accessing: Pictures Graphs Movies Data Information	Information from more than one source is connected or compared in analysis.	Information explicitly develops conceptual understanding.	Information and sources are critiqued and evaluated.	New conceptual understanding is developed. Building on or linking accessed information.	**The value of the product is determined by the quality and quantity of feedback from beyond the classroom environment.** **Learning occurs when**
Presenting	Present information using: Sound Pictures	Presented information has clear connections across formats or ideas.	Presentation (or explanation of presentation) has explicit conceptual underpinning.	The presentation, methods and results are critiqued and evaluated.	Critiqued and developed ideas or new knowledge is presented.	

						the feedback is considered and analysed.
	Words Video					
Processing information	Information is processed or data/images are manipulated in isolation.	Connections are made between or within processed information/data or images and relevant concepts.	Processed data or information has clear conceptual underpinning.	Process and product are critiqued and evaluated.	Ideas and new knowledge are developed.	
Gaming	Play a game Take a quiz Enter a virtual world	Links made between the game/ quiz/ virtual world and other knowledge.	The relevant concepts within the game, quiz or virtual world are identified and explained.	The game, quiz or virtual world is critiqued and evaluated within a conceptual context.	Original ideas are used to create a knowledge product in any medium.	
Communicating	**Send a communication Receive a communication Read a communication**	**Ideas compared and shared with other learners through a two way conversation (written or verbal)**	**Communication explicitly develops conceptual understanding.**	**Critique other peoples' work or ideas.**	**Through interaction and communication new knowledge is constructed.**	

 Digital Age Learning Matrix- Louise Starkey: Victoria University of Wellington from
"**Evaluating Learning in Classroom Activities using Digital Technologies" ACEC 2008.**

The digital learning matrix was developed to be used as a research tool to examine the types of teaching activities that incorporate the use of digital technologies in the classroom. It is used as the basis to know that "ZooBurst" has a potential use how digital technology. In addition, six different aspects of learning using digital technologies were identified in this matrix: doing, thinking about connections, thinking about concepts, critiquing and evaluating, creating knowledge and sharing knowledge. The first aspect implies looking on the internet for some information, uploading pictures or posting a comment on a blog, the second aspect is to share activity or how to do something in different contexts, the third aspect requires to demonstrate conceptual understanding of "big ideas", the fourth aspect explore the limitations and potential of information, in the fifth aspect should develop an original product using ideas or processes, the final aspect implies to share knowledge through authentic contexts and gain feedback. The author used "ZooBurst" for a range of purposes: teachers can design activities and also students can access, process or present information, interact in a gaming situation or communicate through digital technologies. To conclude the digital learning matrix will be used to examine teaching activities and know level of learning with the use of digital technology.

Oral skills activities to work with students

"ZooBurst" has nine 3D books with some oral skills activities according to level of students.

These are oral skills activities in each 3D Book.

Activity 1: Regular and Irregular Verbs

Activity 2: Simple Present

Activity 3: Simple Present – Adverbs of frequency

Activity 4: Regular and Irregular Verbs

Activity 5: Simple Past

Activity 6: Vocabulary

Activity 7: Like and dislike movies

Activity 8: Word Bank: Movie

Activity 9: Adjectives
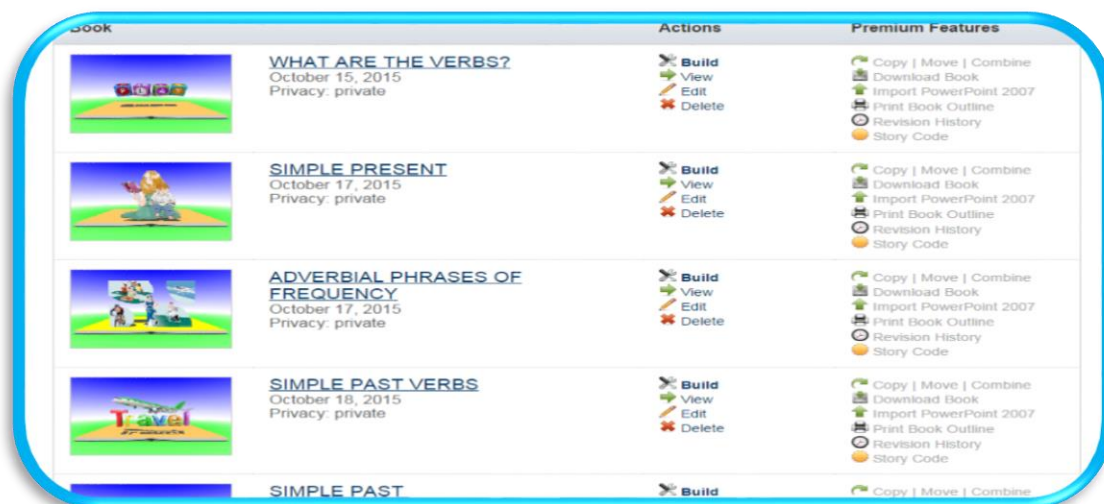
GRAPHIC 34: ORAL SKILLS ACTIVITIES IN 3D BOOK
Author: Mercedes Galdea González
Source: http://www.zooburst.com.

Author developing activities with students

Activity 1: Regular and irregular verbs

Topic: Guess, What are the verbs?

Objective: To use verbs orally.

Procedure: Teacher points the web browser to http://www.zooburst.com and sign in to ZooBurst tool. Teacher activates webcam and uses ZB code to show 3D pop-up book with jumbled verbs. Teacher gives clues for students to guess the verbs.

GRAPHIC 35: REGULAR AND IRREGULAR VERBS
Author: Mercedes Galdea González
Source: http://www.zooburst.com

.

Once, students have guessed unscramble verb orally, teacher waves her hand to the left to go the next page.

GRAPHIC 36: STUDENTS GUESS UNSCRAMBLE VERB
Author: Mercedes Galdea González
Source: http://www.zooburst.com

Teacher shows 3D book for the correct verb. Teacher modeling the activity
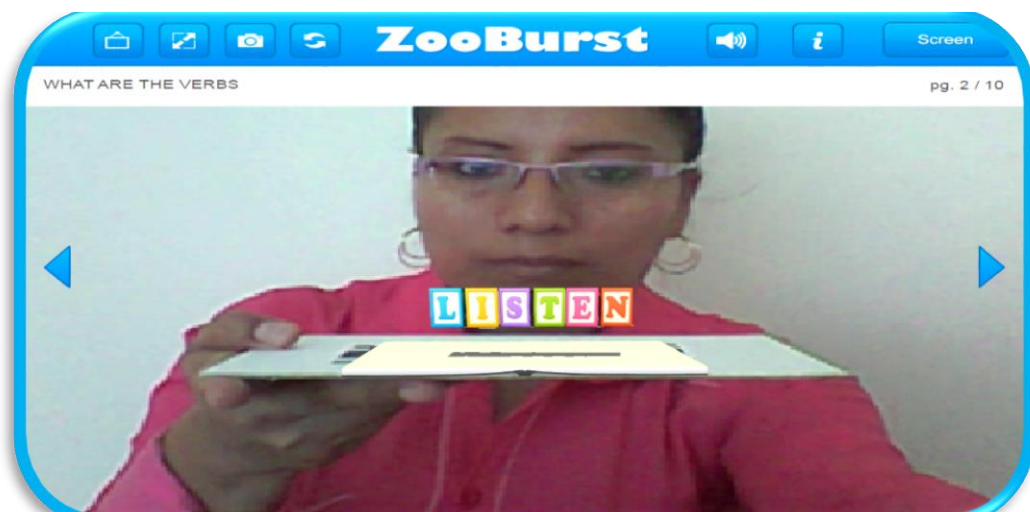
GRAPHIC 37: TEACHER MODELING THE ACTIVITY
Author: Mercedes Galdea González
Source: http://www.zooburst.com

Students working orally sentences using verbs images in 3D book.

GRAPHIC 38: STUDENTS USE IMAGES IN 3D BOOK
Author: Mercedes Galdea González
Source: http://www.zooburst.com

Assessment: Teacher measuring fluency in students using a rubric.

GRAPHIC 39: ASSESSMENT WITH DIGITAL TOOL ZOOBURST
Author: Mercedes Galdea González
Source: http://www.zooburst.com

Activity 2: Simple present

Topic: What do they do?

Procedure: Teacher opens up the new book, teacher activates webcam and uses ZB code to show 3D pop-up book with pictures. Teacher asks students to describe pictures for making them to participate.

Objective: To describe pictures using verbs in present tense.
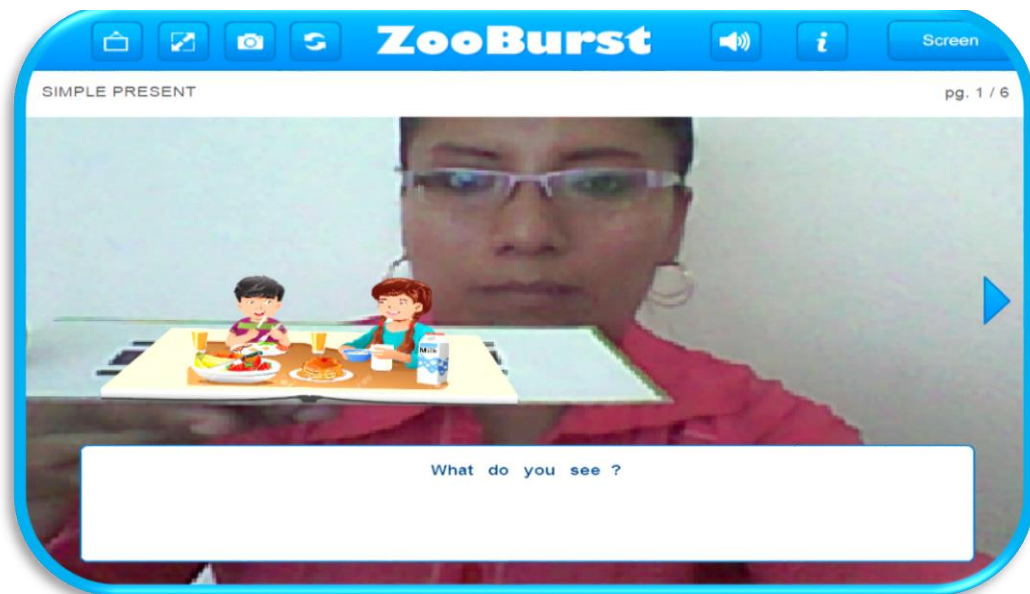
GRAPHIC 40: SIMPLE PRESENT
Author: Mercedes Galdea González
Source: http://www.zooburst.com

Teacher shows a picture and asks questions for example: What does she do? What kind of the music does she listen?

GRAPHIC 41: TEACHER ASKS QUESTIONS FOR STUDENTS
Author: Mercedes Galdea González
Source: http://www.zooburst.com

Assessment: Teacher measures fluency asking questions.

Graphic 42: ASSESSMENT WITH ZOOBURST
Author: Mercedes Galdea González
Source: Http://Www.Zooburst.Com

Activity 3: Simple present – adverbs of frequency

Topic: How often do you go to the mall, movies..?

Objective: To talk about activities in order to use adverbial of frequency

Procedure: Teacher opens up the new book, teacher activates webcam and uses ZB code to show 3D pop-up book with pictures. Teacher asks questions to students for example: what is happening on this page? Where are they?, etc. Students look up the pictures and give brainstorming about them. Teacher asks questions to them. How often do you go to the movies?. Students use adverbial of frequency on the box.
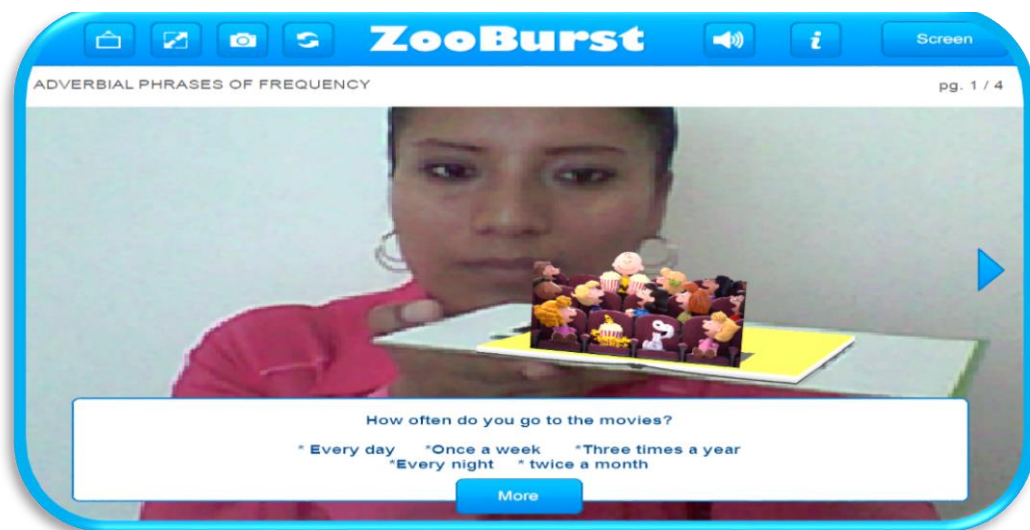
GRAPHIC 43: ADVERBS OF FREQUENCY
Author: Mercedes Galdea González
Source: http://www.zooburst.com

Students choose one picture to describe the activity. Teacher asks What activities do they do in their speartime? How often do you practice exercises or sport?
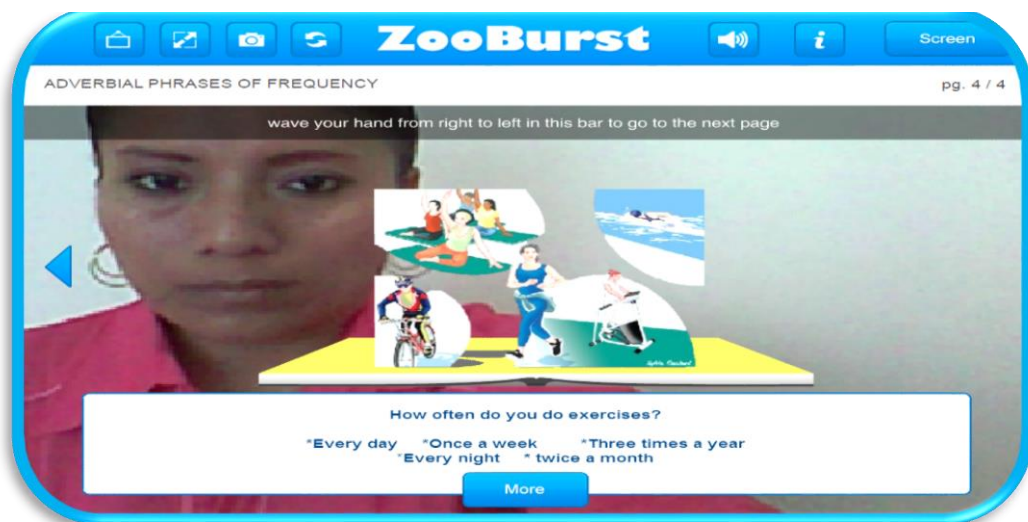
GRAPHIC 44: DESCRIBING ACTIVITIES
Author: Mercedes Galdea González
Source: http://www.zooburst.com

Assessment: Teacher measures fluency in students making questions.

GRAPHIC 45: ASSESSMENT
Author: Mercedes Galdea González
Source: http://www.zooburst.com

Activity 4: Regular/irregular verbs

Topic: Past verbs

Objective: To use past verbs.

Procedure: Teacher opens up the new book, teacher activates webcam and uses ZB code to show 3D pop-up book with past verbs.
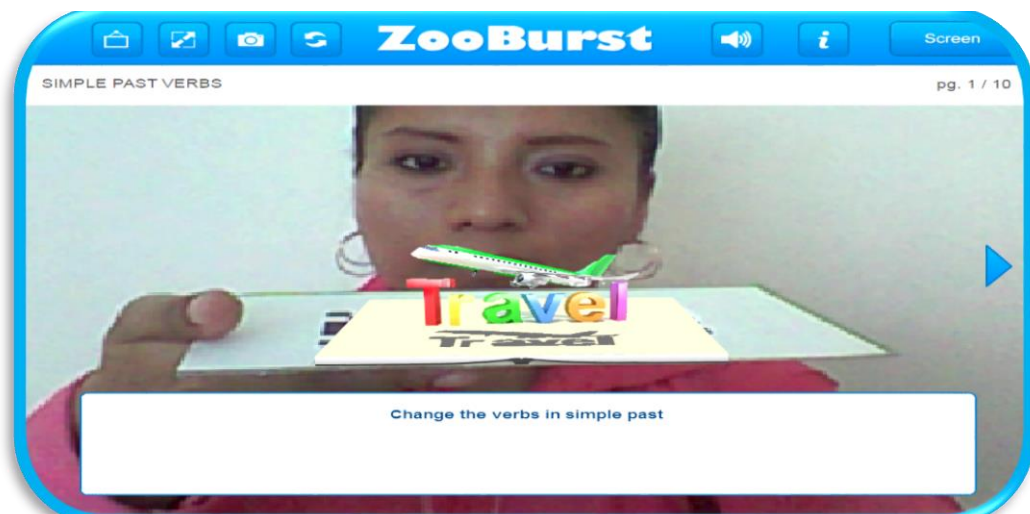
GRAPHIC 46:REGULAR/IRREGULAR VERBS
Author: Mercedes Galdea González
Source: http://www.zooburst.com

Teacher explains students they chage the verbs in past. Teacher show the correct form of the verb.

GRAPHIC 47: CHANGING VERBS IN PAST
Author: Mercedes Galdea González
Source: http://www.zooburst.com

Assessment: Students use past verbs to tell past experience. Teacher uses a rubric.

GRAPHIC 48: TELLING PAST EXPERIENCE
Author: Mercedes Galdea González
Source: http://www.zooburst.com

Activity 5: Simple past

Topic: Describe past events

Objective: To complete a story.

Procedure: Teacher opens up the new book, teacher activates webcam and uses ZB code to show 3D pop-up book about Melissas´vacation.
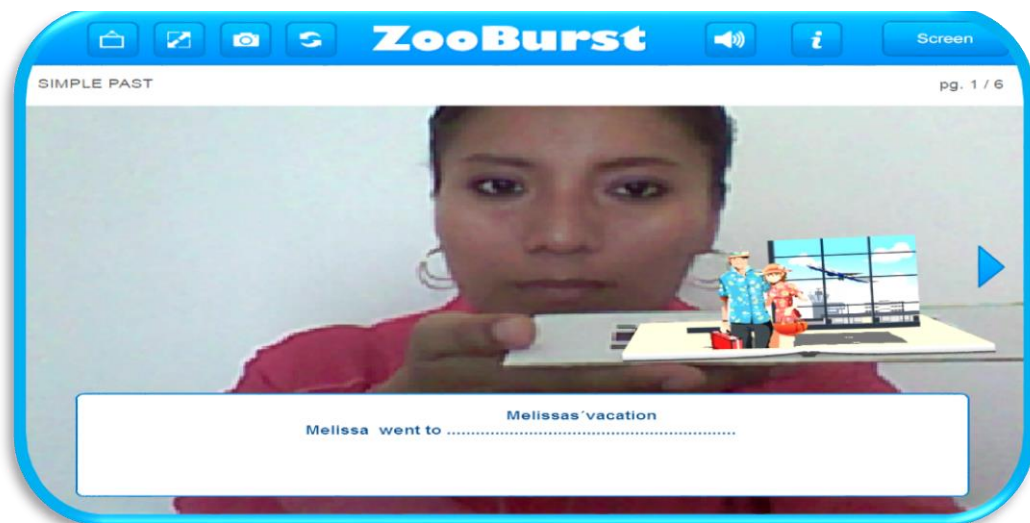
GRAPHIC 49: SIMPLE PAST
Author: Mercedes Galdea González
Source: http://www.zooburst.com

Students complete the story using clues.
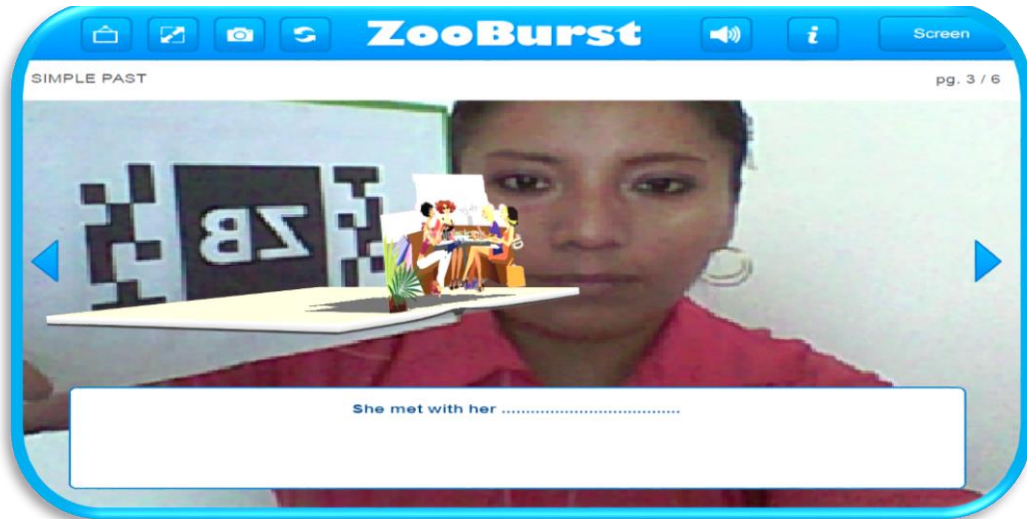
GRAPHIC 50: COMPLETING THE STORY
Author: Mercedes Galdea González
Source: http://www.zooburst.com

Assessment: Teacher asks questions, students tell what they did in their last vacation.

GRAPHIC 51: TELLING LAST VACATION
Author: Mercedes Galdea González
Source: http://www.zooburst.com

Activity 6: Vocabulary

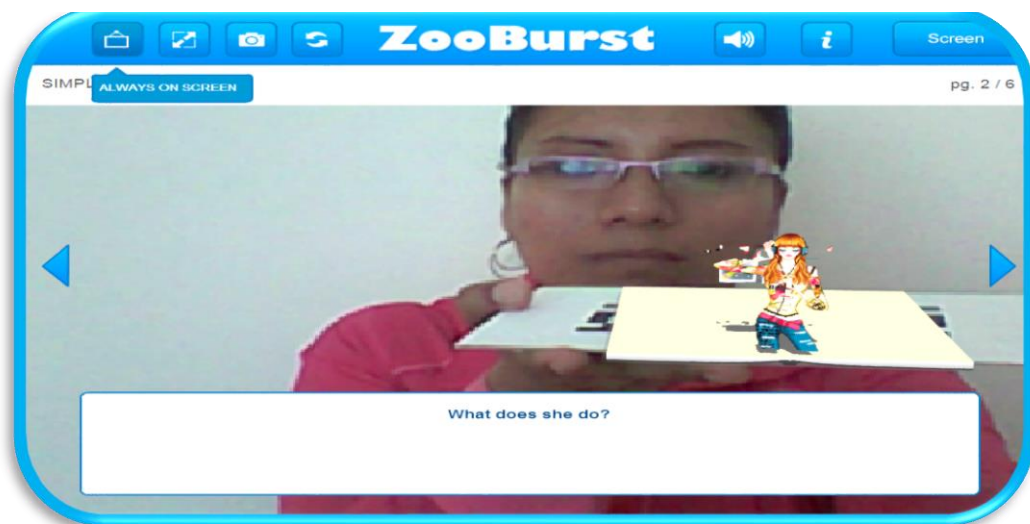**Topic:** Adjectives for describing feelings

Objective: To use adjectives for feelings.

Procedure: Teacher opens up the new book, teacher activates webcam and uses ZB code to show 3D pop-up book with adjectives to express feelings.
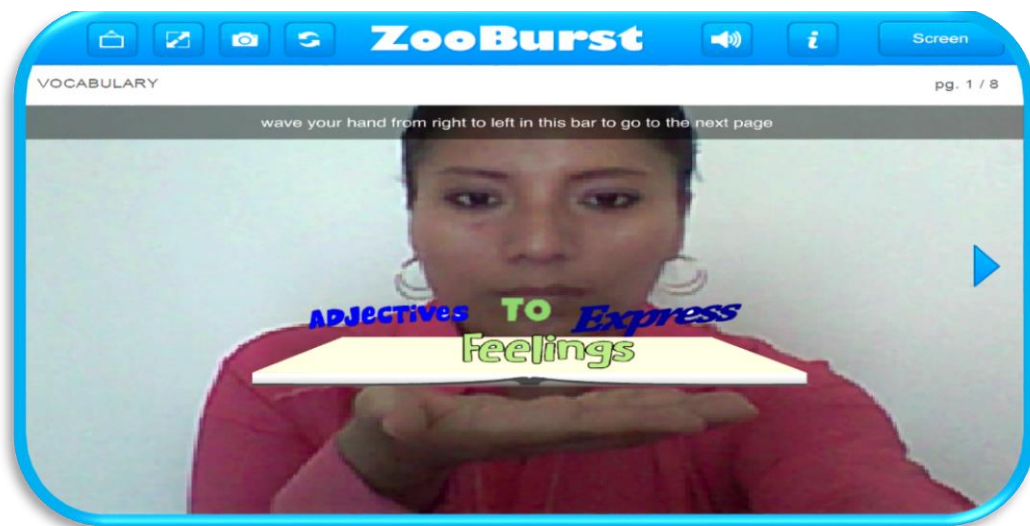
GRAPHIC 52: VOCABULARY
Author: Mercedes Galdea González
Source: http://www.zooburst.com

Students look up the picture and teacher tells students to describe how people felt.
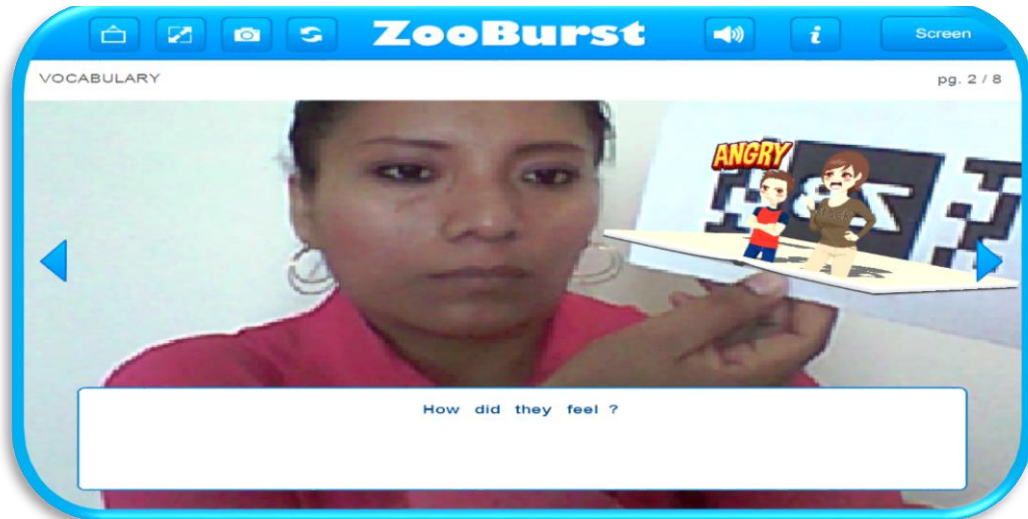
GRAPHIC 53: DESCRIBING HOW PEOPLE FELT
Author: Mercedes Galdea González
Source: http://www.zooburst.com

Assessment: Students tell when, why and how they felt. Teacher measures verbal fluency through questions.
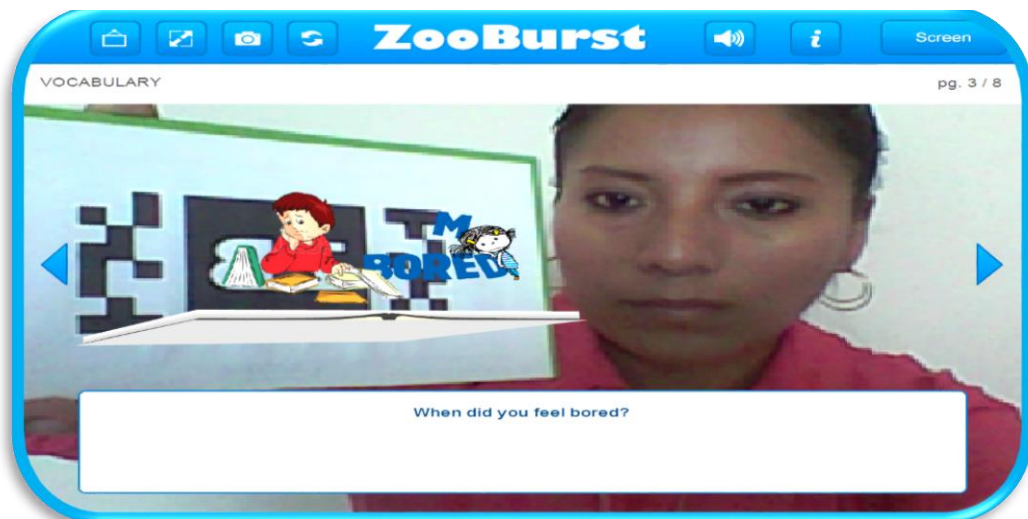
GRAPHIC 54: TEACHER MEASURES VERBAL FLUENCY
Author: Mercedes Galdea González
Source: http://www.zooburst.com

Activity 7: Like and dislike movies

Topic: Have you ever seen one of these movies?

Objective: To talk about movies in order to express how much they know.

Procedure: Teacher opens up the new book, teacher actives webcam and use ZB code to show 3D pop-up book with interesting movies.
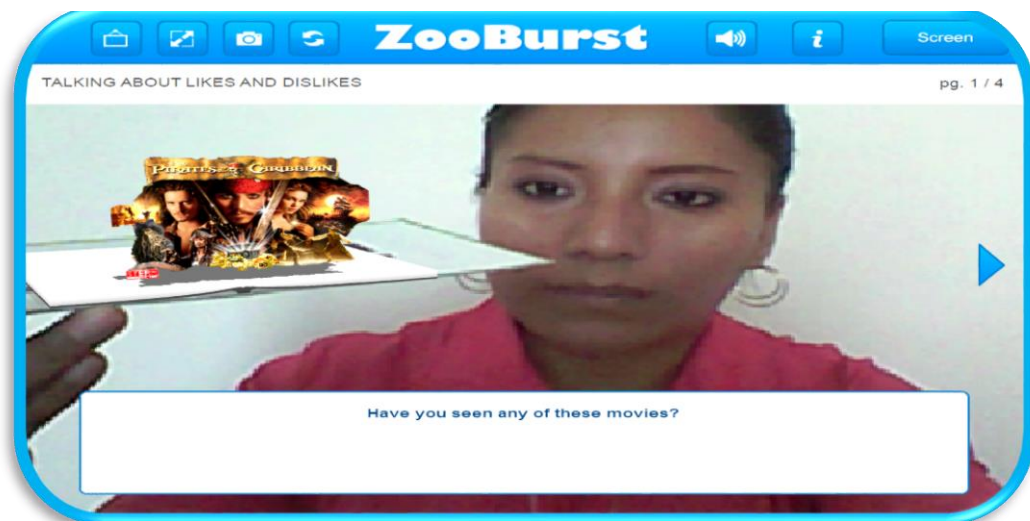
GRAPHIC 55: LIKE AND DISLIKE MOVIES
Author: Mercedes Galdea González
Source: http://www.zooburst.com

Students look up the picture and teacher asks students what is the movie about? Who are the characters in the movie?
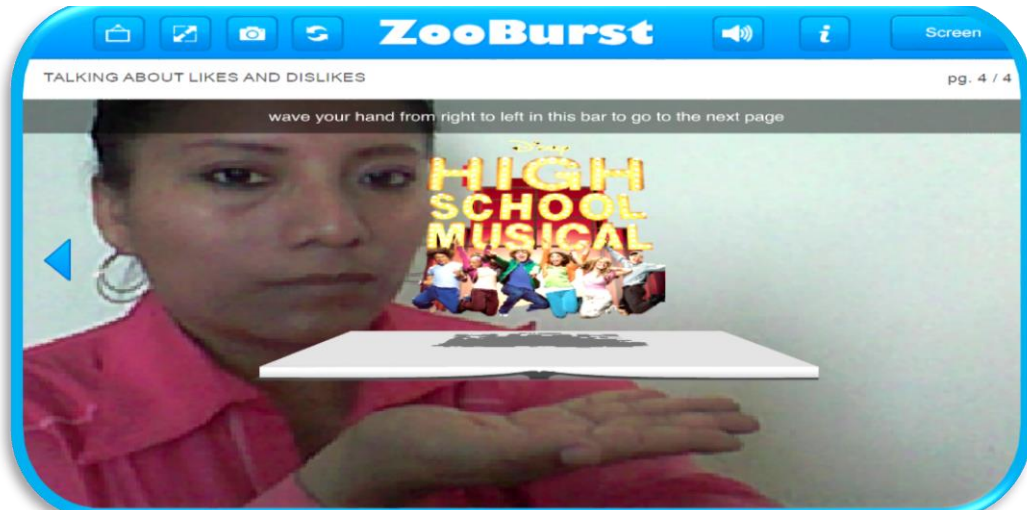
GRAPHIC 56: TALKING ABOUT LIKES AND DISLIKES
Author: Mercedes Galdea González
Source: http://www.zooburst.com

Assessment: Teacher asks questions about famous movies and students give opinions about their preferences

GRAPHIC 57: TALKING ABOUT FAMOUS MOVIES
Author: Mercedes Galdea González
Source: http://www.zooburst.com

Activity 8: Words bank: movies

Topic: What kind of movies are they?

Objective: To answer questions in order to use word bank: movies.

Procedure: Teacher opens up the new book, teacher activates webcam and use ZB code to show 3D pop-up book with words are releated with movies for example: if the movie is a musical, comedy or drama, etc.
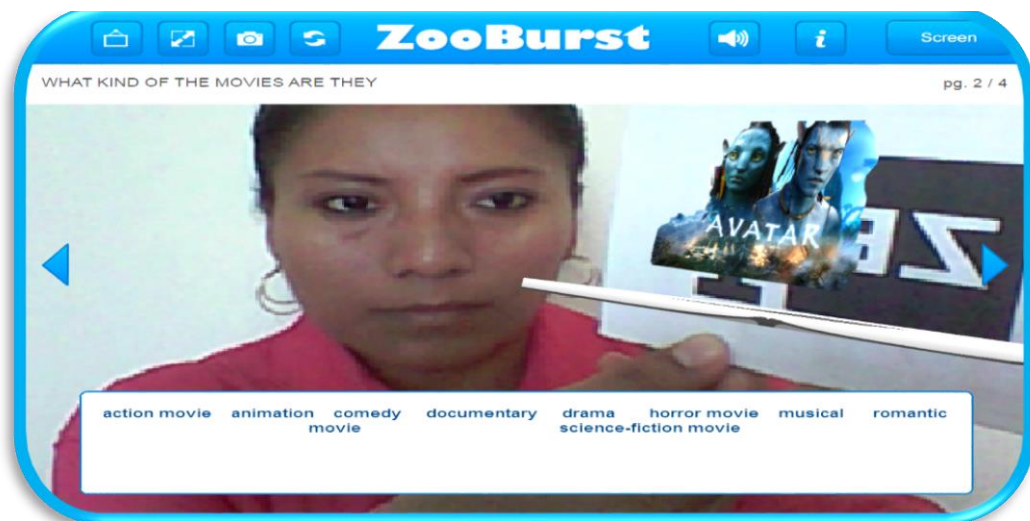
GRAPHIC 58: WORDS BANK: MOVIES
Author: Mercedes Galdea González
Source: http://www.zooburst.com

Students choose a word that best describes movie.
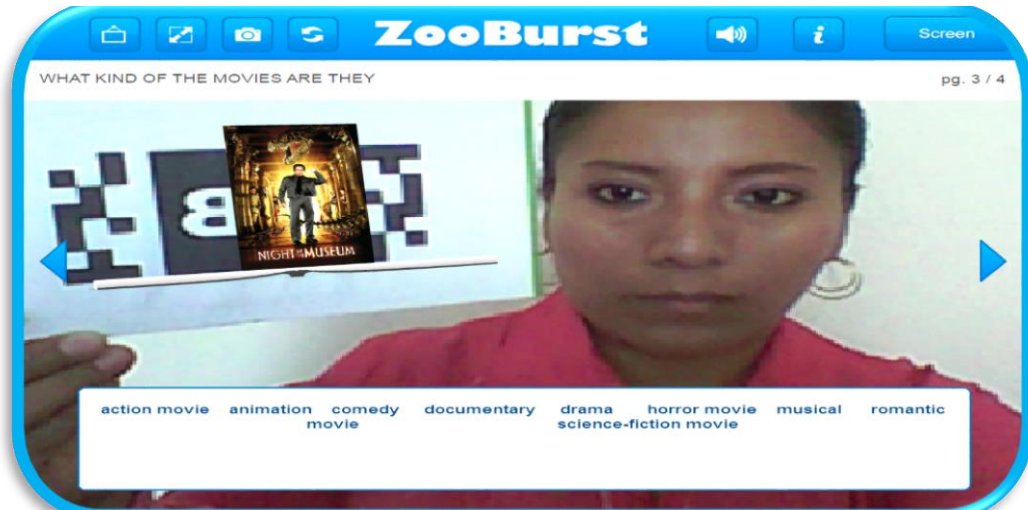
GRAPHIC 59: DESCRIBING MOVIES
Author: Mercedes Galdea González
Source: http://www.zooburst.com

Teacher asks questions. For example: Is the movie documentary or comedy?
What movie would you like to see? and Why? Where do you prefer to watch the
movie at home or cinema?

GRAPHIC 60: TALKING ABOUT PREFERENCES
Author: Mercedes Galdea González
Source: http://www.zooburst.com

Activity 9: Adjectives

Topic: Adjectives for movies

Objective: To express opinions about movies using adjectives.

Procedure: Teacher opens up the new book, teacher actives webcam and use ZB code to show 3D pop-up book with pictures and adjectives for example: boring, amazing, etc.
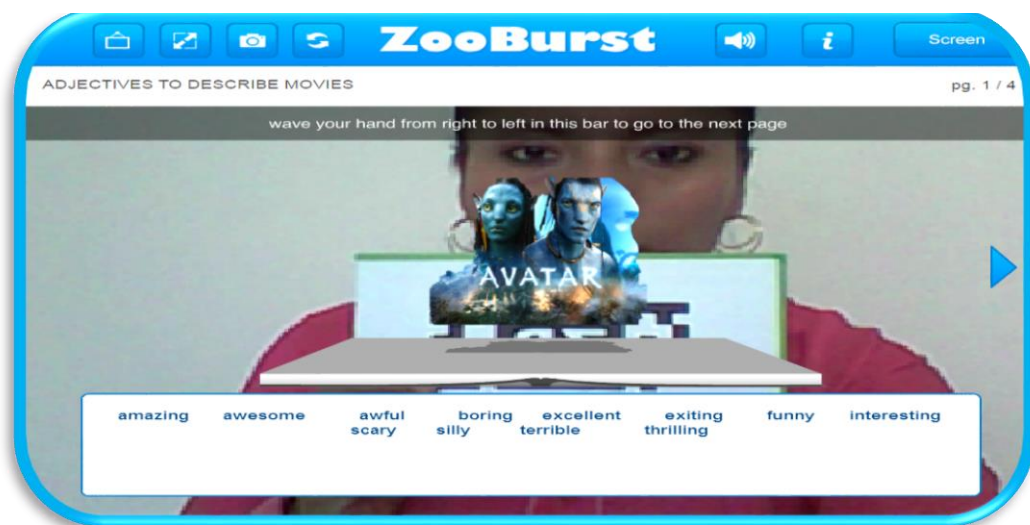
GRAPHIC 61: ADJECTIVES
Author: Mercedes Galdea González
Source: http://www.zooburst.com

Students describe the movie, students can use movies they have seen giving personal opinion or past experiences using adjectives**.**
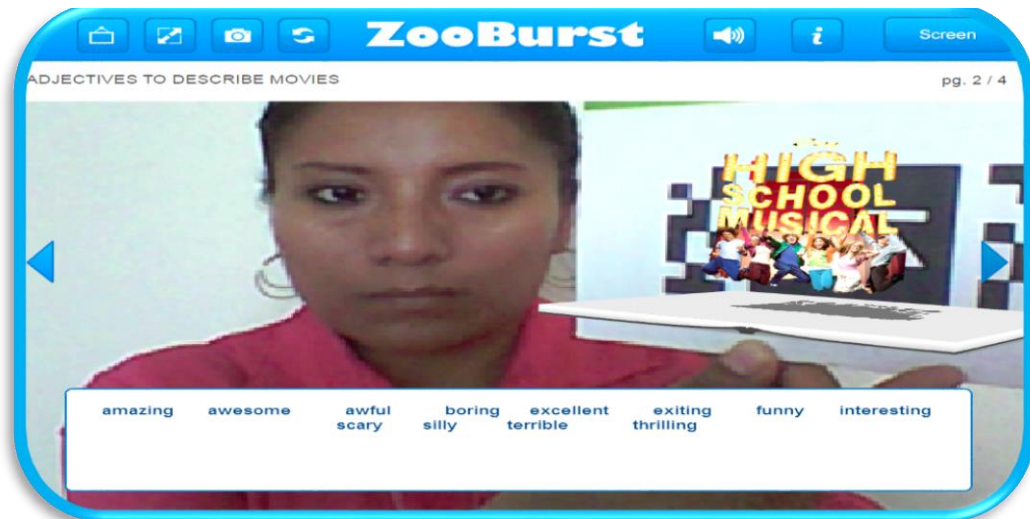
GRAPHIC 62: PAST EXPERIENCES USING ADJECTIVES
Author: Mercedes Galdea González
Source: http://www.zooburst.com

Assessment: Teacher assesing verbal fluency using a rubric making questions.

GRAPHIC 63: TEACHER ASSESING VERBAL FLUENCY
Author: Mercedes Galdea González
Source: http://www.zooburst.com

4.7.1 Rubric to assess oral skills in the diagnostic test and after the proposal

CHART 27: RUBRIC TO ASSESS ORAL SKILLS

CATEGORY	EXCELLENT	GOOD	ACCEPTABLE	INSUFFICIENT	SCORE
VOCABULARY	USE APPROPIATE VOCABULARY DURING THE DIALOGUE.	USE APPROPIATE VOCABULARY DURING THE MOST OF THE DIALOGUE TIME	USE APPROPIATE VOCABULARY IN SOME CASES.	DO USE OF APPROPIATE VOCABULARY.	3
GRAMMAR	USE CORRECT GRAMMAR STRUCTURES DURING THE DIALOGUE.	USE GRAMMAR STRUCTURES DURING MOST OF THE DIALOGUE TIME.	USE CORRECT GRAMMAR STRUCTURES OCCASIONALLY.	RARELY USES OF AN APPROPIATE WAY OF THE GRAMMAR STRUCTURE	3
PRONUNCIATION	CLEARLY SPEAKING ALONG THE DIALOGUE AND GOOD PRONUNCIATION	CLEARLY SPEAKING DURING MOST OF THE TIME AND SHOWS A PROPER LEVEL OF PRONUNCIATION	AN UNDERSTANDABLE PRONUNCIATION NOT BEING COMPLETLY CLEAR.	DIFFICULT UNDERSTANDING OF PRONUNCIATION	2
INTONATION	USE OF AN INTONATION ACCORDING TO WHAT WOULD WANT TO COMMUNICATE DURING THE TERM OF THE DIALOGUE.	USE OF AN INTONATION ACCORDING TO WHAT WOULD WANT TO COMMUNICATE MOST OF THE TIME.	USE OF AN INTONATION ACCORDING TO WHAT WOULD WANT TO COMMUNICATE IN SOME OCCASSIONS.	THE INTONATION IS NOT ACCORDING TO WHAT WOULD WANT TO COMMUNICATE AND MAKES THE MESSAGE TO BE CONFUSING.	2

Source: Students of second year BGU "UPSE" high school
Author: Mercedes Galdea González

4.8. DIAGNOSTIC TEST

Students started with a low level in oral skills, it was reflected in the diagnostic test. Below the charts show the results before and after applying the "ZooBurst" digital tool.

COLEGIO MIXTO PARTICULAR

"UPSE"

Resolución N° 0000002 del 20 de Febrero de 2009 y Resolución N°0000004

del 9 de marzo de 2009

Dirección Provincial de Educación de Santa Elena

La Libertad – Santa Elena- Ecuador

ORAL TEST

Students: _____

Course: _____

Teacher: Mercedes Galdea Gozález

1. **Answer the questions and practice with your classmate (Pronunciation and fluency) 5 Points**

   Introductory questions

   Hello. How are you?

   ……………………...

   What is your name? How do you spell your surname?

   …………………………………………………….....................................

   Where are you from?

   ……………………...

Did you learn English at school? For how many years?

…………………………………………………….....................................

2. **Asks to get additional information. 5 Points**

What do you do? Do you work or is you a student?

…………………………………………………….....................................

Tell me about your family

………………………………...

What do you do in your free time? (Do you play football or any sports?)

………………………………………………………………………....

What do you do every day?

…………………………...

3. **Look at the pictures and describe them. 5 Points**

4. **Look at the pictures using verbs on the box to tell what happen in each scene? 5 Points**

| Take | Get up | Eat |
| Go | Play | Do |

CHART 28: DIAGNOSTIC TEST RESULTS

STUDENTS	VOCABULARY	GRAMMAR	PRONUNCIATION	INTONATION	TOTAL
Arana Fabiana	2	1	2	1	6
Avelino Diana	1	2	2	1	6
Bailon Stefania	1	1	2	1	5
Bello Juliana	3	1	1	1	6
Bernabe Laura	2	1	2	1	6
Catuto Genesis	2	2	1	2	7
Cevallos Brayan	2	1	1	1	5
De La A Rachell	1	1	2	1	5
Del Pezo Melina	1	1	1	1	4
Floreano Albert	2	2	1	1	6
González Elvis	1	1	1	1	4
González Cesar	2	1	2	1	6
Guale Maria	1	1	2	1	5
Lainez Genesis	2	1	1	1	5
Lainez Julissa	2	1	2	1	6
Medina Isaias	1	1	1	1	4
Muentes Kenneth	2	1	1	1	5
Neira Madeline	2	1	1	1	5
Ortiz Geovanny	1	1	1	1	4
Peralta Pedro	2	1	1	1	5
Perero John	2	1	1	1	5
Pin Mayrene	1	1	1	1	4
Reyes Marvelle	2	1	2	1	6
Reyes Alexandra	2	1	1	1	5
Ricardo Diego	1	1	1	1	4
Roca Camila	2	1	2	1	6
Rodríguez Ronny	2	2	1	2	7
Rodriguez Michael	2	1	1	1	5
Rodriguez Angela	2	1	2	1	6
Rodriguez Jean	2	1	2	1	6
Sanchez Alex	1	1	1	1	4
Suarez Damian	2	1	1	1	5
Suarez Ronny	2	1	2	1	6
Suarez Karen	2	1	2	1	6
Suarez Jordan	2	1	1	1	5
Suarez Bryan	2	1	1	1	5
Tomala Jimmy	2	1	2	1	6
Tomala Elvis	2	1	2	1	6
Villao Cristopher	2	2	1	2	7
Villon Byron	2	1	2	1	6

Source: Students of second year BGU at Colegio Mixto Particular "UPSE
Author: Mercedes Galdea González

4.9 TEST USING "ZOOBURST" DIGITAL TOOL

Teacher assesses to student using "ZooBurst, student describes picture and teacher measures her level using a rubric.

GRAPHIC 64: TEACHER MEASURES LEVEL USING A RUBRIC
Author: Mercedes Galdea González
Source: http://www.zooburst.com

Teacher shows one verb and student uses the verb making sentence orally.

GRAPHIC 65: STUDENTS MAKE SENTENCES ORALLY
Author: Mercedes Galdea González
Source: http://www.zooburst.com

CHART 29: TEST RESULTS AFTER USING ZOOBURST

STUDENTS	VOCABULARY	GRAMMAR	PRONUNCIATION	INTONATION	TOTAL
Arana Fabiana	2	2	2	2	8
Avelino Diana	2	2	2	2	8
Bailon Stefania	2	2	1	2	7
Bello Juliana	2	2	2	2	8
Bernabe Laura	2	2	2	2	8
Catuto Genesis	2	2	1	3	8
Cevallos Brayan	2	2	1	2	7
De La A Rachell	2	1	2	2	7
Del Pezo Melina	2	1	2	2	7
Floreano Albert	2	1	2	2	7
González Elvis	2	2	2	2	8
González Cesar	3	2	1	2	8
Guale Maria	2	2	1	2	7
Lainez Genesis	2	2	2	2	8
Lainez Julissa	2	1	2	2	7
Medina Isaias	2	2	1	2	7
Muentes Kenneth	2	2	2	2	8
Neira Madeline	2	2	1	2	7
Ortiz Geovanny	2	2	2	2	8
Peralta Pedro	2	2	2	2	8
Perero John	2	1	2	2	7
Pin Mayrene	2	2	1	2	7
Reyes Marvelle	3	2	2	2	9
Reyes Alexandra	2	1	2	2	7
Ricardo Diego	2	1	2	2	7
Roca Camila	3	2	1	2	8
Rodríguez Ronny	2	2	1	2	7
Rodriguez Michael	2	2	2	2	8
Rodriguez Angela	2	2	2	2	8
Rodriguez Jean	2	2	1	2	7
Sanchez Alex	2	2	1	2	7
Suarez Damian	2	2	1	2	7
Suarez Ronny	3	2	2	2	9
Suarez Karen	2	2	2	2	8
Suarez Jordan	2	2	1	2	7
Suarez Bryan	2	2	1	2	7
Tomala Jimmy	2	2	2	2	8
Tomala Elvis	2	2	2	2	8
Villao Cristopher	3	2	2	2	9
Villon Byron	2	2	2	2	8

Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

CHART 30: Results of the diagnostic test and final test with "ZooBurst"

STUDENTS	FIRST TEST SCORE	FINAL TEST SCORE
Arana Fabiana	6	8
Avelino Diana	7	8
Bailon Stefania	5	7
Bello Juliana	6	8
Bernabe Laura	6	8
Catuto Genesis	7	8
Cevallos Brayan	5	7
De La A Rachell	5	7
Del Pezo Melina	4	7
Floreano Albert	6	7
González Elvis	4	8
González Cesar	6	8
Guale Maria	5	7
Lainez Genesis	5	8
Lainez Julissa	6	7
Medina Isaias	4	7
Muentes Kenneth	5	8
Neira Madeline	5	7
Ortiz Geovanny	4	8
Peralta Pedro	5	8
Perero John	5	7
Pin Mayrene	4	7
Reyes Marvelle	6	9
Reyes Alexandra	5	7
Ricardo Diego	4	7
Roca Camila	6	8
Rodríguez Ronny	7	7
Rodriguez Michael	5	8
Rodriguez Angela	6	8
Rodriguez Jean	6	7
Sanchez Alex	4	7
Suarez Damian	5	7
Suarez Ronny	6	9
Suarez Karen	6	8
Suarez Jordan	5	7
Suarez Bryan	5	7
Tomala Jimmy	6	8
Tomala Elvis	6	8
Villao Cristopher	7	9
Villon Byron	6	8

Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

Analysis of the students´results

COMPARISON BETWEEN THE FIRST AND FINAL TEST
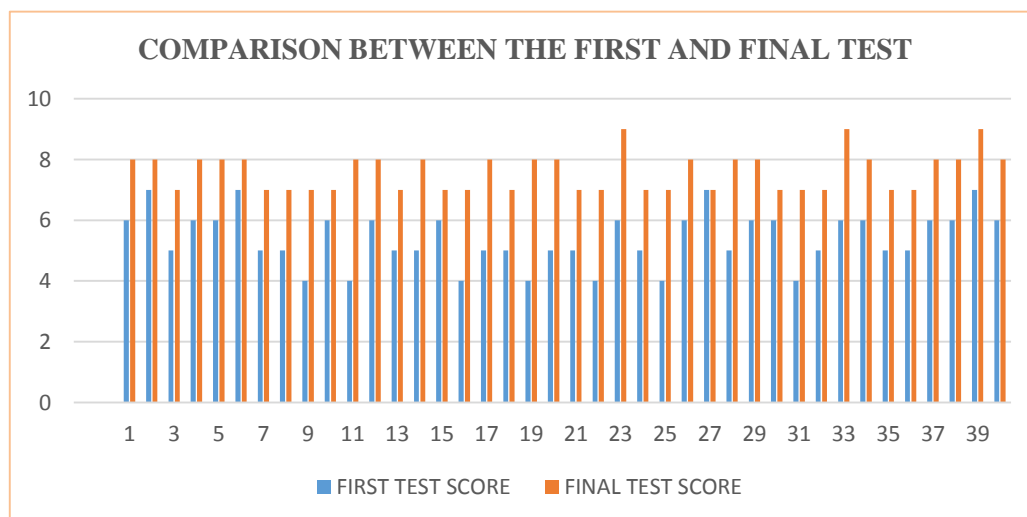
GRAPHIC 66: COMPARISON BETWEEN THE FIRST AND FINAL TEST
Author: Mercedes Galdea González

CHART 31: RESULTS BEFORE AND AFTER THE PROPOSAL

BEFORE	AFTER
Students spoke a little English.	Students can communicate with more than simple sentences.
Students were shy to speak.	Students became self- confident while speaking.
Students were not interested to speak English.	Students were motivated to speak English.
The participation of students was little in the develop of activities.	Students were encouraged to participate more in class.
Classes without the use of technological tools	Students acquired knowledge with the use of digital tool ZooBurst.
Diagnostic test was taken on paper	Evaluations are made using the digital tool Zooburst

Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

4.10. Conclusions and recommendations

4.10.1 Conclusions

- It was determined that the use of Digital tool "ZooBurst" showed initial interest and attention in lesson for students to learn in a new way.

- The Digital tool "ZooBurst" let students to be able to apply their knowledge in the classroom and able to enhance their oral skill with the use of technology.

- The use of Digital tool "ZooBurst" showed experiences satisfaction in students when lesson was completed.

- Students felt Augmented Reality with the use of Digital tool "ZooBurst" assisted them in the learning session. They felt more confident.

4.19.2 Recommendations

- Teachers should use Digital tool "ZooBurst" to stimulate positive attitude in students using innovative technology.

- Teachers should integrate Digital tool in class motivating participation in students during the lessons.

- Teachers should use Digital tool to give students opportunities to speak English after the learning session and become intrinsically motivated to improve their oral skill.

- Teachers should integrate the use of Digital tools "ZooBurst" to generate more confidence in students and achive success through the personal control during the lesson.

CHAPTER V
ADMINISTRATIVE FRAMEWORK

5.1 RESOURCES

5.1.1 Institutional

"UPSE" High School, La Libertad, Province of Santa Elena, 2015-2016

5.1.2 Humans

Principal, teachers, students, tutor, researcher.

5.1.3 Materials

5.1.3.1 Teaching Materials

Web resources
Digital tool "ZooBurst"

5.1.3.2 Technological Materials

Computer
 Printer

5.1.3.3 Technical Materials

Survey

5.1.4 Finantial (Budget)

CHART 32: Equipment

No	Item	Unit Cost	Total
EQUIPMENT			
1	Computer	$ 400.00	$ 400.00
1	Printer	$ 200.00	$ 200.00
1	Camera	$ 100.00	$ 100.00
1	Pen drive	$ 10.00	$ 10.00
	Total		$ 710.00

Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

CHART 33: Finances

N°	ITEMS	Unit Cost	Total
FINANCES			
6	Internet service(month)	$ 30.00	$ 180.00
6	Transport (month)	$ 2.00	$ 48.00
1	Others	$ 50.00	$ 50.00
	Total		$ 278.00

Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

CHART 34: Materials

N°	ITEMS	Unit Cost	Total
MATERIALS			
6	Paper (block)	$ 4.20	$ 25.20
100	Photocopies	$ 0.03	$ 3.00
6	Booklet	$ 2.00	$ 12.00
4	CD´S	$ 1.00	$ 4.00
4	Ink	$10.00	$ 40.00
	Total		$ 74.20

Source: Students of second year BGU at Colegio Mixto Particular "UPSE"
Author: Mercedes Galdea González

CHART 35: BUDGET

ITEMS	PRICE
Equipment	$ 710.00
Financial	$ 278.00
Materials	$ 74.20
Total	**$ 1062.20**

Source: Students of second year BGU "UPSE" high school
Author: Mercedes Galdea González

5.2 TIMETABLE

CHART 36: Timetable

ACTIVIDADES	JUNE				JULY				AUGUST				SEPTEMBER				OCTOBER				NOVEMBER				DICEMBER				FEBRUARY			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Approval of Proporsal Project	X																															
Designation of Tutor		X																														
Meeting with Tutor			X																													
Meeting with Graduates			X																													
1st. Tutorial of Graduation Research Work				X																												
Development of Chapters I – II				X	X	X	X	X																								
Checking and Correction									X																							
2nd. Tutorial of Graduation Research Work									X																							
Identification of Sample										X																						
Elaboration and Application of Instruments										X	X																					
Collection and Analysis of Result												X	X																			
Determination of Conclusions and Recommendations														X	X																	
Development of Proposal																X	X	X														
Checking and Correction																			X	X												
Presentation - Reception of the report																				X												
3rd. Tutorial of the Graduation Research work																					X											
Elaboration of Chapter V																						X	X									
Checking and Correction																							X									
4th. Tutorial Graduation Research Work																									X							
Distribution of Members of Tribunal																										X						
Predefense of the Graduation Research Work																											X					
Delivery of the Final Report																													X			
Thesis Defense																															X	
Graduation																																X

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Web Resource

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UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

FACULTY OF SCIENCES OF THE EDUCATION AND LANGUAGE
ENGLISH CAREER.
SURVEY FOR TEACHERS

Read the questions carefully in order to answer this survey. Mark with an **x** which you consider correctly. Your answers will be so important for this research.

	Yes	No
1. Have you ever heard about Augmented Reality in English education?		
2. Do you consider that Augmented Reality will help students to develop their oral skills?		
3. Do you use technology in your classroom?		
4. Do you think technological games may motivate students to improve their oral skills?		
5. Do you think Augmented Reality will help the process of English learning?		
6. Do you consider oral fluency an important skill to improve student´s competences?		
7. Do you think that digital tools should be used in the field of English education?		
8. Do you agree that the use of digital tool will help to increase the verbal fluency of your students?		
9. Do you think teachers at Colegio Mixto Particular "UPSE" would you like to have a new proposal for teaching English using Augmented Reality?		
10. Do you consider the use of Augmented Reality will intensify the attention of your students?		

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

FACULTY OF SCIENCES OF THE EDUCATION AND LANGUAGE ENGLISH CAREER.

SURVEY FOR STUDENTS

Read the questions carefully in order to answer this survey. Mark with an **x** which you consider correctly. Your answers will be so important for this research.

	Yes	No
1. Have you ever heard about Augmented Reality in English learning?		
2. Do you consider that Augmented Reality will improve your oral skills?		
3. Do teachers use technology into the classroom?		
4. Do teachers use different activities and games to estimulate English learning?		
5. Do you think the use of Augmented Reality will provide feedback in your English learning process?		
6. Do you consider oral fluency an important skill to improve your level of competence?		
7. Do you agree that the use of digital tools will help to increase your verbal fluency?		
8. Do teachers use adequate activities to develop oral skills?		
9. Do you think teachers should use innovative technology to improve oral skills?		
10. Do you consider the use of Augmented Reality positive?		

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTY OF SCIENCES OF THE EDUCATION AND LANGUAGE
ENGLISH CAREER

INTERVIEW DIRECTED FOR THE PRINCIPAL
AT COLEGIO MIXTO PARTICULAR "UPSE"

Question 1: What are the positive effect about the use of new ICT in class especially at Colegio Mixto Particular "UPSE"?

Question 2: How do you promote the use of technology in order to develop student's digital competence?

Question 3: How do you promote the use of technology in order to develop student's English competence?

Question 4: What kind of polities do you apply in the English department in order to promote the use of technology in English Area

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

FACULTY OF SCIENCES OF THE EDUCATION AND LANGUAGE

ENGLISH CAREER
INTERVIEW DIRECTED FOR ENGLISH TEACHERS
AT COLEGIO MIXTO PARTICULAR "UPSE"

1. Which strategies or techniques do you use to improve oral skills in your students?

2. How do you motivate your students to learn English?

3. What do you know about Augmented Reality in education?

4. What would you expect about the use of Augmented Reality in your classroom?

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

FACULTY OF SCIENCES OF THE EDUCATION AND LANGUAGE ENGLISH CAREER

INTERVIEW DIRECTED FOR ENGLISH SPECIALISTS

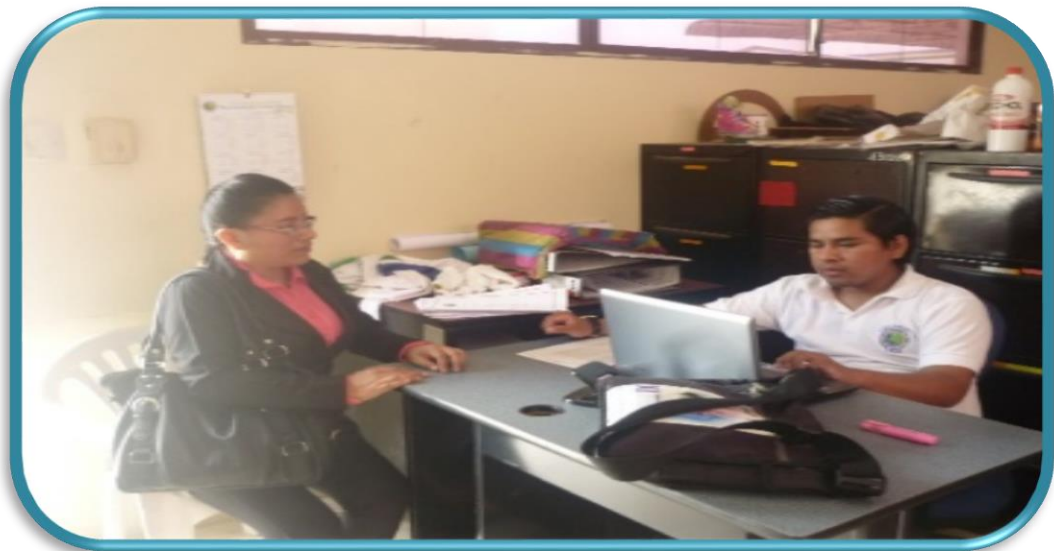**Question 1:** What do you know about Augmented Reality in education?

Question 2: What would you expect about the use of Augmented Reality in English education?

Question 3: Which strategies or techniques do you use to improve oral skills in your students?

Question 4: How do you motivate your students to learn English?
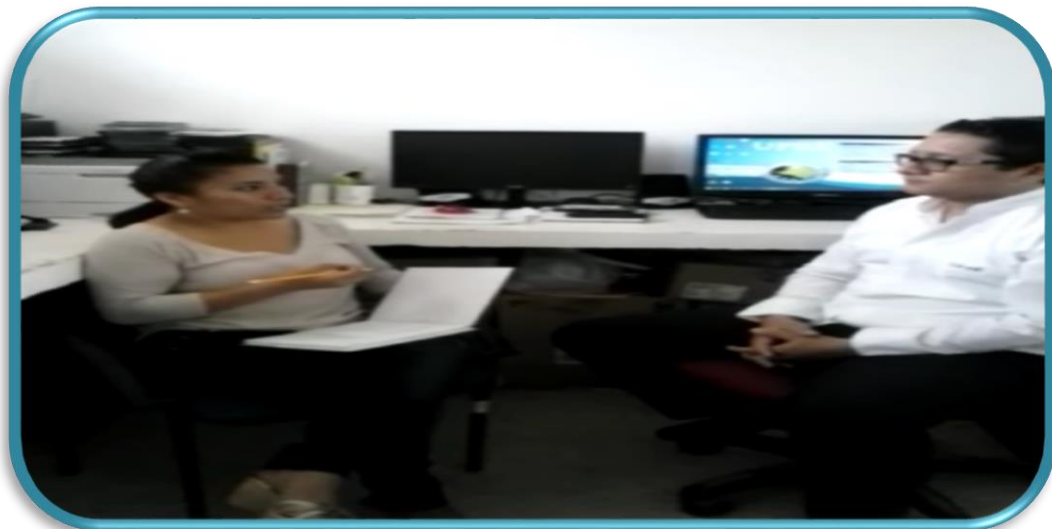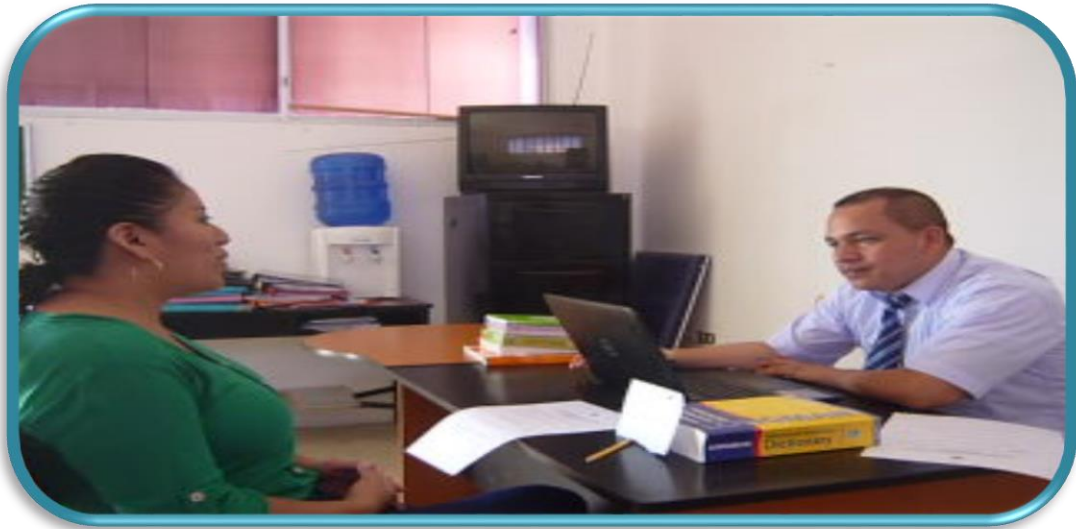
PICTURE 1 INTERVIEW TO THE PRINCIPAL

PICTURE 2 TEACHERS DOING A SURVEY

PICTURE 3 STUDENTS DOING A SURVEY

PICTURE 4 INTERVIEW DIRECTED TO SPECIALIST

PICTURE 5 INTERVIEW DIRECTED TO SPECIALIST AT UNIVERSITY

PICTURE 6 INTERVIEW TO THE ENGLISH TEACHER

PICTURE 7 SOCIALIZATION DIGITAL TOOL "ZOOBURST"

PICTURE 8 STUDENTS PAYING ATTENTION THE USE OF ZOOBURST

PICTURE 9 PARTICIPATION IN ACTIVITIES USING ZOOBURST

COLEGIO MIXTO PARTICULAR
"UPSE"
Resolución N° 0000002 del 20 de febrero de 2009 y Resolución N° 0000004 del 9 de marzo de 2009
Dirección Provincial de Educación de Santa Elena
La Libertad – Santa Elena - Ecuador

Oficio No. 046– COLEGIO MIXTO PARTICULAR UPSE - 2015

La Libertad, 2 de septiembre de 2015

MAD
Glenda Pinoargote Parra
DIRECTORA DE LA ESCUELA DE IDIOMAS
UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA
Presente

Distinguida Directora:

Tengo a bien dirigirme a usted para enviarle un cordial y afectuoso saludo, de parte de la institución que me honro en dirigir, a la vez para comunicar lo siguiente:

La Señorita **MERCEDES MIREYA GALDEA GONZÁLEZ**, portadora de la cédula No. 0927265777, ha solicitado realizar la investigación y ejecución de la Tesis en este plantel con el Tema: **"AUGMENTED REALITY TO IMPROVE ENGLISH ORAL SKILLS TO STUDENTS OF SECOND YEAR BGU AT COLEGIO MIXTO PARTICULAR "UPSE", LA LIBERTAD, PROVINCE OF SANTA ELENA, 2015-2016",** por lo que no tengo ningún inconveniente en dar mi debida aceptación.

Particular que comunico a usted, para fines pertinentes.

Atentamente,

MSc. Emilio Bernabé Rodríguez
RECTOR

Con copia: Archivo

Mercy

COLEGIO MIXTO PARTICULAR
"UPSE"
Resolución N° 0000002 del 20 de febrero de 2009 y Resolución N° 0000004 del 9 de marzo de 2009
Dirección Provincial de Educación de Santa Elena
La Libertad – Santa Elena - Ecuador

Oficio No. 047– COLEGIO MIXTO PARTICULAR UPSE - 2015

La Libertad, 30 de octubre de 2015

MAD
Glenda Pinoargote Parra
DIRECTORA DE LA ESCUELA DE IDIOMAS
UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA
Presente

Distinguida Directora:

Tengo a bien dirigirme a usted para enviarle un cordial y afectuoso saludo, de parte de la institución que me honro en dirigir, a la vez para comunicar lo siguiente:

La Señorita **MERCEDES MIREYA GALDEA GONZÁLEZ**, portadora de la cédula No. 0927265777, ha culminado la investigación y ejecución de la Tesis en este plantel con el Tema: **"AUGMENTED REALITY TO IMPROVE ENGLISH ORAL SKILLS TO STUDENTS OF SECOND YEAR BGU AT COLEGIO MIXTO PARTICULAR "UPSE", LA LIBERTAD, PROVINCE OF SANTA ELENA, 2015-2016"**, a quien se le brindó todas las facilidades para realizar conjuntamente con los estudiantes del Segundo Año BGU.

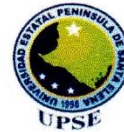Particular que comunico a usted, para fines pertinentes.

Atentamente,

MSc. Emilio Bernabé Rodríguez
RECTOR

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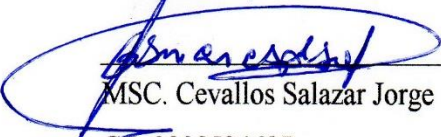
La Libertad, 12 de noviembre del 2015

CERTIFICADO ANTIPLAGIO

MSC. Jorge Esteban Cevallos Salazar

En calidad de tutor del trabajo de titulación denominado **"AUGMENTED REALITY TO IMPROVE ENGLISH ORAL SKILLS TO STUDENTS OF SECOND YEAR BGU AT COLEGIO MIXTO PARTICULAR "UPSE" , LA LIBERTAD, PROVINCE OF SANTA ELENA, 2015-2016".** Elaborado por la estudiante Mercedes Mireya Galdea González, egresada de la Carrera Licenciatura en Ingles, de la Facultad de Ciencias de la Educación de Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciada en Ingles, 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 3% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

MSC. Cevallos Salazar Jorge

C.I.:0908524697

DOCENTE TUTOR

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IAPTER IV

ROPOSAL 1. 4.1 Informative Data 4.1.1 Title of Proposal "Augmented Reality to improve English Oral Skills to udents of second year at BGU "UPSE" High School, La Libertad, Province Of Santa Elena, 2015-2016" 4.1.2 stitution "UPSE" High School 4.1.3 Beneficiaries Students of second year at BGU 4.1.4 Location La Libertad, ovince Of Santa Elena 4.1.5 Period of research From August to October 4.1.6 Responsible of research Autor: ercedes Mireya Galdea González Advisor: Msc. Jorge Cevallos Salazar 4.2 Background of the Proposal The aching English has became the main language in education and the implication of English at secondary ucation has generated changes in teaching of some teachers because they need to be updated in their owledge, have an excellent performance in the teaching English subject and use effective strategies. To quire a new language as English, teachers consider students need to develop the four skills: listening, iting, speaking and reading, but teachers think that oral skills should be developd more because oral skills e the bridge to communicate and kiow what others say or think. Teachers consider that like the other skills, al is the most complicated skill to learn because it involves more than pronounce words. For this reason achers focused in the practice of oral skills into the classromm using interactive activities to promote sitive attitudes. Despite of teaching English Language in educative institutions, studies have demonstrated condary education has not develop English skills and specially the oral skills obstructing competences levels students. The research paper focused in the same problem, at "UPSE" High School survey has showed idents have deficiency and low level in the oral skills taking in consideration some factors that affected the al skills. These factors that affected one of the variable of study are: teachers do not use adequate materials, sources, activities and implementation of new technology. Therefore, it is necessary to use digital tool. ooBurst" for developing and improving oral skills in students of second year BGU at "UPSE" High School

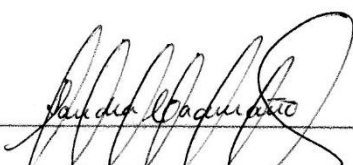Sandra Caamaño López
scaamano@upse.edu.ec

La Libertad, 26 de Noviembre de 2015

CERTIFICADO DEL GRAMATÓLOGO

CERTIFICO

Yo, SANDRA CAAMAÑO LÒPEZ, certifico que he revisado la redacción y ortografía del trabajo de titulación con el tema: **AUGMENTED REALITY TO IMPROVE ENGLISH ORAL SKILLS TO STUDENTS OF SECOND YEAR BGU AT COLEGIO MIXTO PARTICULAR " UPSE" LA LIBERTAD, PROVINCE OF SANTA ELENA, 2015-2016.**

Perteneciente a la egresada Mercedes Mireya Galdea González ,que he realizado las correcciones correspondientes al trabajo de titulación mencionado. Por lo expuesto, autorizo a la interesada, hacer uso de este certificado, como considere conveniente.

Ing. Sandra Caamaño López. MSc.

CI. 0915573539