



**PENINSULA OF SANTA ELENA STATE UNIVERSITY**

**FACULTY OF EDUCATION AND LANGUAGES**

**ENGLISH TEACHING CAREER**

**WEB-BASED ANIMATION SOFTWARE TO IMPROVE THE SPEAKING  
SKILLS IN PRESCHOOLERS AT ESCUELA DE EDUCACIÓN BÁSICA  
EDUCA. SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR  
2016-2017.**

**RESEARCH PAPER**

As a prerequisite to obtain a:

**BACHELOR'S DEGREE IN ENGLISH**

**AUTHOR: MERCEDES FERNANDA TUMBACO TOMALA**

**ADVISOR: LIC. JANNETTE CEVALLOS ALCIVAR MSC.**

**LA LIBERTAD – ECUADOR**

**2016-2017**



**UNIVERSIDAD ESTATAL PENINSULA OF SANTA ELENA°**  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS**  
**CARRERA LICENCIATURA EN INGLÉS**

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**2016-2017**

La Libertad, February 10th, 2017

**ADVISOR'S APPROVAL**

In my role as Adviser of the research paper under the title “**WEB-BASED ANIMATION SOFTWARE TO IMPROVE THE SPEAKING SKILLS IN PRESCHOOLERS AT ESCUELA DE EDUCACIÓN BÁSICA EDUCA. SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016-2017**” prepared by Mercedes Fernanda Tumbaco Tomalá, undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having 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,**

.....

**LCDA. JEANNETTE CEVALLOS MSC.**

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## STATEMENT OF AUTHORSHIP

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## **DEDICATION**

I dedicate my work to God, who guides me all time, thanks for being the blessing on my life.

To my parents, the strongest of my life. Thanks for always taking care of me in all aspects...

To my husband, for letting me continue with my dream, thanks!!

To my babies for waiting me all long nights of study, thank for all...

Mercedes.

## **ACKNOWLEDGMENT**

To God, who helps us all time, if he is not in my life, it couldn't be possible

To MSc. Dahiana Barzola Chávez, who gave me the opportunity for applying my project in her school, without her help I could not have achieved this dream.

To my tutor MSc. Jeannette Cevallos Alcívar for her assistance and expert guidance.

To the English director for her excellent instruction and leadership.

Mercedes.



## **DECLARATION**

“THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY; THE INTELLECTUAL PROPERTY BELONGS TO THE PENINSULA DE SANTA ELENA UNIVERSITY.”

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Mercedes Fernanda Tumbaco Tomalá

C.I. 0927515619

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**Author: MERCEDES TUMBACO TOMALA**

**Advisor: MsC. JEANNETTE CEVALLOS ALCIVAR**

**ABSTRACT**

The objective of this research work was to improve the speaking skills in preschoolers at Escuela de Educación Básica “Educa”. Salinas, Province of Santa Elena. School year 2016-2017, through a web-based animation software. In This research work was applied the qualitative and quantitative methods. The researcher worked collaboratively with specialist, principal, English teachers and the preschoolers in order to improve the deficiency of the speaking skills that was the main issue during this research. The participants of this research object were 15 preschoolers of Escuela de Educación Básica “Educa”. The data collections of this study were qualitative and quantitative. The qualitative data were obtained by observing the teaching learning process during and interviewing the specialists, principal and English teachers about the implementation of a web based animation software in English classes. Furthermore the quantitative data were gained by assessing the students’ speaking skills through the pre and post-test which contributed to identify how the preschoolers increase their proficiency of the English language focus on the speaking ability. Moreover, the application of this strategy in education seems to be a good pedagogical tool for English teachers who seek how to teach English with technology in an easy and fun way. The research results showed that the implementation of a web based animation software was effective to improve the speaking ability and also it contributed to increase the motivation to learn the English language in preschoolers at Escuela de Educación Básica “Educa”. Salinas, Province of Santa Elena, School year 2016-2017.

**Key words:** technology, web based animation software, speaking skills, qualitative method, quantitative method.

## INTRODUCTION

Nowadays, the English language is an important part of people's life; thus, developing a language is an acquisition process focus on practice. In that way the English Language is described as communication rule, which includes many components to identify the correct use and pronunciation of this language, the language is a primary means of accessing important knowledge and skills.

Therefore, the technology is too necessary in these innovative projects, since the implementation of technological tools with verbal direction in class can help the students to improve their speaking ability, the acquisition of knowledge and make learners see the English classes just as an easy and interactive process in their life. Since developing the speaking ability is important in our society to communicate with foreign people, for business and to open doors in this globalized world.

Teaching English in preschoolers is the best age in which learners can obtain all the knowledge that the teachers want to teach. It is why the children should learn English at these ages. That the reason of the implementation of technological tools in education; thus a web based animation software seems to be a good resource that can contribute to decrease the deficiency of the speaking skills in preschooler at Escuela de Educación Básica "Educa".

The overall explanation about what this research paper contains is the following:

**Chapter I:** In this chapter is located the problem that is “the deficiency of the speaking skills in preschoolers at Escuela de Education Básica Educa”, research object, action research, and the general objective is recognized.

**Chapter II:** This chapter includes the theoretical basis in which there are bibliographies, opinions of the other authors which contributed for this kind of research work.

**Chapter III:** It contains the useful methodology, the instruments, and techniques of data collection use during the research process, and the instruments which were applied such as interviews, surveys and the focus group which contributed to obtain relevant data for this research work.

**Chapter IV:** It embraces the beneficiaries who are the preschoolers of Escuela de Educación Básica “Educa” and how they really improved their speaking skills with the application of technology focus on web based animation software.

## **CHAPTER I**

### **THE PROBLEM STATEMENT**

#### **1.1 TITLE**

**WEB-BASED ANIMATION SOFTWARE TO IMPROVE THE SPEAKING SKILLS IN PRESCHOOLERS AT ESCUELA DE EDUCACIÓN BÁSICA EDUCA. SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016-2017.**

#### **1.2 PROBLEM STATEMENT**

English around the World is getting higher nowadays and becomes a requirement to level training staff in order to achieve a complete development in many fields of life, whether the professional, academic and even the staff.

English is the language most often used as a first or second language, being the first case of some 400 million people around the world, while estimates of the British Council, about 2,000 million people will be learning as a second language. In this century, English will be spoken by 3,000 million people, almost half of the total population of the earth. In this sense, there is no doubt that it will become (if it is not already) in a fundamental requirement for access to a large amount of offers of employment published in the medium term. (Crystal, 1997).

The importance of English is evident even at a personal level: approximately 80% of electronically stored information is available in English, while that of the 40

million Internet users near 80% communicate in English. If you do not want to stay out of the game in the field of new technologies and web 2.0, sooner or later you'll have to "get the batteries" and learn the language of Shakespeare.

### **English in Latin-American.**

According to (Hall, Hellermann, & Doehler, 011-Jul-18) the publication made by EF English Proficiency Index which classified 60 countries and territories depending on the level of English of their adult citizens; there is a deficit of knowledge of this language in the majority of the countries classified. As data to highlight, the region that most problems presented was Latin America, which is notable for having a poor level of English. (Hall, Hellermann, & Doehler, 011-Jul-18)

In the case of Latin America, the results of the EF English Proficiency Index show one of the most important competitive weaknesses in the region. It is that why learning a language is not only a matter of taste and preferences. Nowadays the knowledge of a language, especially English, has become a necessity.

The world is globalizing in such a way that it is necessary the communication with individuals from other latitudes, because the information is more decentralized, and labor is less localized, generating a global expansion due to the level of development of the societies of the third millennium product of its economic and cultural integration.

For this reason, English is the universal language and the official language of many international organizations, such as the European Union, United Nations or UNESCO. In addition to being an essential tool when transmitting any type of information, whether professional, cultural or social.

The benefits of learning English have marked a world of difference between those kind of students, who know the language and people do not understand it. It is a factor of inequality of opportunity, and for these reasons the extreme importance of learning it, it is a part of the work.

### **English in Ecuador**

In Ecuador the interest in studying the English language continues to increase; but it has not yet reached the level really necessary; the Government should give more support in different areas:

- Hours of English in schools and/or schools.
- Training for teachers of English.
- In the handling of the language. (Mandatory level B2)

At Escuela de Educación Básica “Educa”, as a English teacher, it was observe that most of the children of three years do not have the correct pronunciation in their natural languages, this is the reason when they begin to learn a new language have some difficulty to start with a good pronunciation and recognizing a new language as English. They need or teacher needs to catch the attention with something like colors and sounds, this part is important when they are learning; also the visual aids are the main point.



### **1.3 CONTEXT OF THE PROBLEM**

English is an important part of people's life that all people need to have access, nowadays education offers many subjects in "MALLA CURRICULAR", English as a class in high school, obviously this is in public school, on the other hand in private schools, it can be observed that they implement English in low levels, Younger learners. That is good and excellent opportunity for their students, because in preschool levels it is important to acquire this knowledge.

Developing a language is a process acquisition in a home language. Children do not have the language knowledge, but they learn it through experience and practice of a native language. Language is described as communication rule, where are included many components to help the correct use and pronunciation.

Skills is one of the significant parts to germination of procedure in the speaking, it develops in order to practice day by day, but the resources in a class are just the books and songs. It could be good, although the teacher needs to be constructivist, also if the students are children because they need to see something interesting.

Another important aspect is the psico - evolution developmental process that the students have to involve the new step in a comfortable and safe way. In order to know in depth the methodologies and approaches for the teaching of a second language that gives a global perspective of the teaching-learning process and that involves not only aspects of the reflection and communicative use of the language, but also the human aspect that includes its affective part, emotional and social.

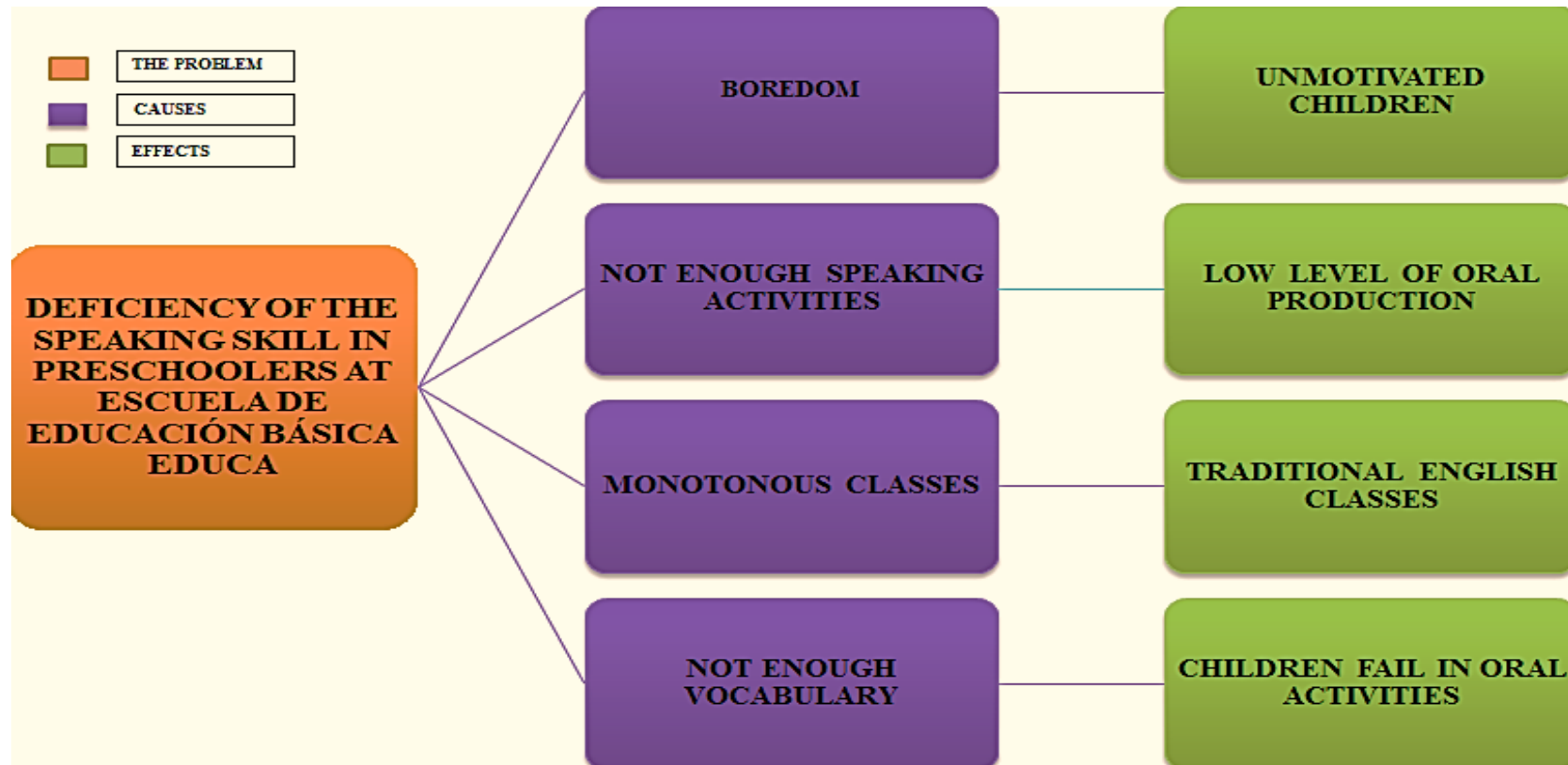
Which involves to know the differences between the two languages, as well as their culture and ideologies, in order to depend the immersion and understanding of it.

Therefore, the activities are meaningful and progressive, which makes the student find meaning and application to what children learn. (Birdsong, 1999)

On the other hand, teaching in preschoolers is the best ages where the students can obtain all the knowledge that the teacher wants to teach. It is why the children should learn English in these ages.

Catching children`s attention is not easy for teachers, it is the reason that many studies demonstrated that to teach by visual resources the best way. Visual resources that teachers find in YouTube or other websites are the same, but it is not just a style around the world there are many kinds of creators that can help if teachers want to change the same videos to others that will be created for them.

Chart 1: Problem Tree Analysis



**Author:** Mercedes Fernanda Tumbaco Tomalá  
**Source:** Escuela de Educación Básica “EDUCA”

#### **1.4 RESEARCH QUESTION**

- a) What is the impact of a web-based animation software has in teaching English?
- b) How can the use of a web-based animation software contribute to improve the speaking skills in preschoolers?

#### **1.5 RATIONALE**

The purpose of this investigation is to develop the speaking skill in students of preschoolers at Escuela Educación Básica “Educa”, it is to make them speak and motivate through this web based animation software, for this reason, it will be applied this tool to develop their communicative abilities and increase their acquired vocabulary knowledge. Most of us know the animation as a form of entertainment through cartoons. But the animation is also presented as a multimedia technology with great educational potential, that goes far beyond simply create figures of plastic.

A detailed study "Animation as an aid to Multimedia Learning" That was published by the "Educational Review Psychology" showed the effectiveness of the animation in students, and the time to memorize, care for, store and retrieve information gained. (MAYER, 2000)

From the art, science and mathematics, the animation in the classroom can promote a better understanding of the materials, if it compares into a format of

oral presentation (dominant in our classrooms) and provided that it is used under certain conditions, it says this research.

The conclusions are clear and simple. The animation improves learning when it is accompanied by a narration and animation, they are presented simultaneously. On the other hand, the music, the sounds and the written text appears to reduce the learning to divert the mind of the student. Also the impact is greater than in the learning, when the goal of animation is to explain a complex issue that requires a deep understanding.

For those teachers who wish to experiment with their students, the technique of stopping motion animation is available to all kind of devices such as Tablet, Smartphone, digital cameras and software applications that will greatly facilitate the creation.

The Stop Motion animation is a technique that consists in creating a simulated movement of static objects (Lego, dolls of plasticine, a bottle, etc. ) or drawings made by ourselves, through the projection of a successive series of still images.

It can be a complicated process, from a technical point of view, it is easier to apply through a computer, animation software and a digital camera or just a smartphone or tablet with an installed application.

To create an animation's has been developed a detailed explanatory sequence (approximately 12 photos for each second of film) and a narrative associated to the sequence.

## **1.6 RESEARCH OBJECTIVE**

To improve the speaking skills in preschoolers at Escuela de Educación Básica Educa, using Web-based animation software. Salinas, Province of Santa Elena, school year 2016-2017.

## **1.7 IDEA TO DEFEND**

A web-based animation software will improve the speaking skills in preschoolers at Escuela de Educación Básica Educa. Salinas, province of Santa Elena. School year 2016-2017

## **1.8 SCIENTIFIC TASKS**

1. To review of the Theoretical framework animation software to improve speaking skills in students.
2. To identify of the current methodological process focused on the Speaking Skills among students of preschoolers at EDUCA School.
3. To implement and design a Web-based animation software to improve the Speaking Skills among students of preschoolers at EDUCA School.

## CHAPTER II

### LITERATURE REVIEW

#### 2.1 PREVIOUS RESEARCH

Definitely, there are a lot of works, methodologies and techniques used in the improvement of the speaking skill; however, there is a lack of instruction on its important study part called speaking, which is very useful in order to express knowledge and oral proficiency adequately.

This research paper will take a lot at a wide variety of information as books, magazines, digital textbooks, dictionaries, educational websites, audio-visual material, online valuable information and the consultation of professionals.

The main objective of this research is to consult as many references as possible in order to find out how to improve speaking using animation videos, so this project can help the educational community and specifically learners studying at Escuela de Educación Básica “Educa”.

Experts have proposed various aspects of speaking skills. (BROWN, 2001), he proposed four aspects of speaking skills namely fluency, accuracy, pronunciation, and vocabulary.

**Fluency:** The first aspect is related to fluency. It is the ability to speak quickly and automatically that has signs including the speed of speaking and few pauses which are used to characterize a person’s level of communication proficiency

(Harris and Hodges, 1995:14; Brown, 2001:10; Richards, 2006:108-109). In this definition, a person is said to be a fluent speaker of a language if he/she can use the grammatical structures and patterns accurately, quickly, and automatically at the normal conversation speed when they are needed.

**Pronunciation:** The second aspect is related to pronunciation. Having a good pronunciation of the language can be helpful in a normal communication, particularly for intelligibility (Derwing and Munro, 2005). Pronunciation deals with phonemes, phonemic patterns, intonation, rhythms, and stresses. It is the way for speakers to produce clearer language when they speak.

**Vocabulary:** The third aspect is related to vocabulary. It is one of the important aspects in learning a foreign language. With limited vocabulary, anyone will also have a limited understanding in terms of listening, speaking, reading, and writing. Willis (1990: 42) stated that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Vocabulary has to do with the appropriate diction which is used in 10 conversations. Without having a sufficient vocabulary, someone cannot communicate effectively to express ideas in both oral and written forms. At the time of using GoAnimate for animation videos in the classroom. It should also reflect how important this tool in class, and the potential challenges that teachers must face when this tool is used in class.

Since learning of foreign languages it is not only perfect, but to talk and interact with people who are in their social environment.



It has been used GoAnimate in Semillero de Investigación Hardware Libre, this institution was honored for its technological learning to improve teaching and speaking with good pronunciation. This study help students to interact and fell confidence with this tool. (R. M. , 2011)

Revista Iberoamericana de Producción Académica y Gestión Educativa , Veracruzana University, GoAnimate was used to develop academic training of students, to take of all the potential advantages of the use of information. (Jorge Martínez Cortés, 2014)

## **2.2 PHILOSOFICAL BASIS**

Guide and Duckworth (2012) established that speaking is a skill that many people are not good at. And even in their own language. However Thornbury (2007) asserted that the speaking skills need to be practiced in conjunction with other skills which suggests an integrated skill approach. Nor is listening the only other skill that is implicated. Thus many real-world tasks that involve speaking may also involve writing and reading as well.

It means that the four language skills are important to learn English as a second language each of them has a vital significance in the process of acquisition of a new language that in this case is the English language. Additionally, Tanka and Most (1994) mentioned that speaking activities such as role-plays, small-group activities and class discussions are the best to make students increase their proficiency in their oral skill.

Thus each of those activities can contribute so that learners practice in classes the speaking skills with their English teacher and their classmate, making the whole class regularly improve their oral production.

The practical improvement of educational process has an important precedent of critical reflection and settlement on the solid and multidisciplinary scientific bases for the work of the teachers, principals and the rest of the subjects involved in this process.

This study and the scientific reinforcement of the educational practice can take place from various disciplinary perspectives and optical, as are the economics of education, educational psychology, sociology of education, educational teaching, the history of education, the methodology of educational research and the philosophy of education, among others.

Thus, for example, it is currently displayed positions considering that the philosophy of education has ceased to be a reflection within the philosophy on education or an application of the first over the second to become study from inside the practice and research of education made by the educators themselves.

Follari, R. (1996) examines, "the conceptual apparatus used by teachers and theorists, in order to discover the exact meaning of the language education"

Moore T. W. (1998), argued that: "The philosophy of education today, in the United States and any other place, is actually a hybrid of educational philosophies

and theories, who argue that the philosophy and the theory cannot and should not be separated"

Burbules N. (2002); states that: "the same is "a way Ramos, G.: the philosophical foundations of education as critical review. Ibero-american Journal of Education (ISSN: 1681-5653) think and act around the world, as well as to help overcome the forms of structural inequality and oppression"

Such as discipline is the guiding compass and the theoretical guidance required that offers "the unity of thought that has to give coherence to the different responses are offered to all areas of the educational process"( Chavez, J. (2003).

It's impossible to coincide with the critical assessments about "the philosophy of education handles categories and philosophical concepts without the intrinsic link between the theoretical body of philosophy and education"

(Wilson, J. 2003). "philosophers of education have not given us a clear account of how their discipline really is supposed to work: in the types of arguments that she uses, of the evidence, she takes to be relevant, their evidence for the truth and falsehood, their criteria for success or failure, the status of their own proposals and statements, and its internal logic in general"

For some: "The philosophy of education seems to be experiencing increasing marginalization today. The central dilemma facing this field is to find a way to be both academically good as important for practitioners".

(Bredo, E. 2002), asserts that: "Today, the philosophy of education enjoys global recognition, what does not exclude that there is a strong debate on this theoretical discipline"

(Chavez, J.2003). The distinctive way in which the philosophical study of the educational activity can be contributed to the improvement of the speaking skills is through the basics of visual film cosmos, genealogical, and sociological that belongs to it.

### **2.2.1 What is the CEFR?**

The Common European Framework of Reference for Languages (CEFR) is a standard for measuring the level of comprehension and oral expression and written in a language, that should be implemented in all educational institutions. It is part of the draft language policy of the Council of Europe that has unified the guidelines for the language learning and teaching within the European context?

The CEFR is defined by the following characteristics:

- To provide a common basis for the elaboration of language programs, curricular guidelines, manuals and reviews throughout Europe.
- To describe what they have to learn how to do the students in order to use a language to communicate, as well as the knowledge and skills that need to develop to be able to act effectively.

- To define levels of mastery of the language that allow you to check the progress of the students in each phase of learning and throughout its life.
- To overcome the barriers produced by the different European educational systems, providing educational institutions and teacher's appropriate means to coordinate their efforts and meet the needs of their students.
- To favor the transparency of the courses, programs and qualifications, by promoting international cooperation in the field of modern languages and the mutual recognition of qualifications obtained in different learning contexts.

All the approved official titles that can be obtained after developing languages courses are classified within any of the levels of the frame of reference. If someone is looking for a language academy approved with the Framework, they can see the frame of reference info languages:

### **2.2.2 Levels of the European frame of reference:**

The frame of reference defines the four skills that students should acquire for each level, unifying criteria of learning for all languages.

**Level A1:** It produces words and expressions which are very basic that are commonly used, relating to them, their families and their environment when speaking slowly and clearly.

**Level A2:** it assembles phrases and vocabulary more usual on topics of personal interest (very basic personal and family information, shopping, place of residence, employment). It is able to capture the main idea of warnings and messages short, clear and simple.

**Level B1:** It expresses the main ideas when the speech is clear and normal with daily activities that take place at work, at school, during leisure time, etc. The main idea of radio or television programs that deal with current issues or matters of personal interest or professional, when the joint is relatively slow and clear.

**Level B2:** It produces speeches and lectures extensively and even complex lines of argument provided the topic is relatively well known.

**Level C1:** It produces speeches extensive even when they are not clearly structured and when relationships are only implied and not explicitly indicate.

**Level C2:** It has no difficulty to handle any type of spoken language, both in live conversation as in speeches broadcast, even if they occur at a speed of native speaker, provided they take the time to familiarize themselves with the accent.

## **2.3 EDUCATIONAL BASIS**

### **2.3.1 The Importance of Teaching English**

Teaching English is important because there are a lot of people want to learn the language, there are a lot of reasons why people need to learn how to speak and

write English, because they want to travel and study or just to chat to foreign people.

Teachers have the necessity to learn new teaching techniques in order to improve their ways to teach the language and also they need to use technology because they are in this era. Kids love technology and using it as a tool will help to do teachers' job much easier.

### **2.3.2 English teaching at general basic education**

The importance to communicate with speakers of other countries today is imminent, for this reason it's necessary to develop a program of English from the level of primary education to contribute to the scope of the goals proposed by the Reform in Primary and Secondary Education in the field of teaching English.

The goal is to consolidate an educational program to ensure an effective learning of the English, attached to international standards.

At the same time, it is necessary for the state to incorporate the reforms in the education of English that have been developing in the country, in order to achieve a solid curriculum that covers 10 of the 12 years of basic education for the teaching of English.

On the other hand, the English Program in Elementary Education must provide, through the training to the teachers, the knowledge and the pedagogical tools to ensure the success of its teacher training in order to ensure a quality teaching that has a target of consolidated profile of teachers in the education of children.

This program would be of great benefit to the state, which should help to provide a better profile for future professionals will provide new tools for the development of their lives in personal and professional skills for a good handling of the language is necessary support with international standards that exist in the market such as the European Common Market and its standard for the management of the English language.

### **2.3.3 Teaching Speaking Techniques**

English language should start with the parents, at home, talk to some words in English or only to tell their own children because the English would be important to them when they arrive at college age.

Another thing to have in consideration is the lack of access to the Internet in rural areas. It is known that Internet approaches us to good levels of learning.

There is still a lot to do in order to improve the English language; but it is a joint work, government, teachers, parents and students.

#### **2.3.3.1 Animation Software**

The educational software can treat the different materials (Math languages, Geography, comics, a variety of ways (from questionnaires, providing a structured information to the students, through the simulation of phenomena) and offer a work environment more or less sensitive to the circumstances of the students and more or less rich in possibilities of interaction



The educational software in spite of having some essential basic features and a structure general common are presented with some variety of characteristics: some of them pretend to be a laboratory or a library, others are limited to provide a type of instrumental typewriter, calculator, others are presented as a game or as a book, and the majority are involved to a greater or lesser extent on some of these peculiarities.

#### **2.3.4 Definition of Speaking Skill**

Speaking is an ability of the four skills (Listening, reading, writing, speaking ) that is developed during the process of learning the English language, it is perhaps one of the most difficult to acquire, that is why you need to use good teaching techniques. First, you need a system of clear audio, and if it is accompanied by a video, where it can relate what they are speaking with what is being done, it would a better result. (Bygate, 1990)

Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips.

#### **2.3.5 Types of speaking**

There are three kinds of speaking situations in which teachers and students find themselves:

**Interactive speaking:** Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and

speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner.

**Imitative speaking:** Imitative assignments concentrate on the capacity of the test-taker to just mimic (or parrot) a word, expression, or sentences. This appraisal concentrates on the phonetic level of oral generation (i.e. articulation) not meaning and requires listening only for the provoke.

This kind of appraisal helps educators evaluate the understudy's elocution aptitudes. Beneath I have incorporated a typical imitative appraisal (with scoring criteria) that can be made or adjusted from an asset to oblige any changing capability level. Word and sentence redundancy assignments are normally utilized for evaluating imitative talking.

**Responsive Speaking:** According to Brown(2011), Assessment of responsive errands include brief communications with a questioner, contrasting from serious assignments in the expanded imagination given to the test-taker and from intuitive undertakings by the fairly constrained length of articulations (Douglas-Brown and Abeywikrama, 2011). This part of evaluation helps the instructor understand the understudy's capacity to take an interest in exchanges.

Question and Answer assignments as a rule comprise of two or three inquiries that are straightforward. Inquiries at this level are generally referential inquiries in which the test-taker is given more chances to deliver important dialect reaction. This appraisal is typically one on one (understudy and educator) yet may

incorporate different understudies. This can be tweaked to differing capability levels and understudy/educator needs.

Thornbury S. (2007), emphasized that “the produce of speech it important and it`s important and it is in a real life, word by word, phrase by phrase.” It describes that speaking is necessary to reproduce fluency clearly.

### **2.3.6 English with Preschoolers**

The twenty-first century is present and with the new challenges and lead to higher demands, the education is considered avant-garde and quality must take this commitment. The pre-school education is no exception, the demands of society and its expectations of children in preschool are far greater than those of the last century, for this reason, and for the purpose of responding to the current time is posed by the incorporation of the English language program in early childhood education.

This material has been developed with the purpose of supporting the teaching practice in the implementation of the program of English; considering the characteristics of the children of preschool age to create, explore, build and play with the language, and to be found a series of rhymes, songs, games and activities in English, Spanish, and bilingual language, the intention is that the educator uses the resources every day. The English language; in a more natural way, spontaneous and fun in the daily life of the classroom.

Songs, rhymes, games, and activities set forth in the tutorial are susceptible of being used and enriched in any project or pedagogical situations, even to be modified according to the requirement of the sociocultural context of the child.

However, it is pertinent to clarify they are presented in their original form with the purpose of bringing the school to other different cultural events to their surroundings thus helping to identify and establish the similarities and differences between some and others, promoting the formation of their national identity.

### **2.3.7 ICTs (information and communication technologies)**

Most of the authors who have dealt with the significant characteristics of the information society, knowledge, learning, networking, or third environment, as have been defined.

Within these authors it necessary to point out the following context: Marchesi and Martin, (1998); Tezano, (2001); Majo and Marques, (2002); Area, (2004). Who take part of the world of the ICTs and how apply them in different context such as education, and also an analysis of their most significant features in a series of works.

( Cabero, J. 2007), states that it is taking into account all those features of applying technology in education an English teacher will be able to present some significant events in this knowledge-based society, by the significance learners might have to establish relationships between ICTs and education bodies, these

are primary, secondary or the university studies of nature. It's important to point the following:

**A)** ICTs as a basic element for its development and empowerment. And that this turn is so fast, as it had not happened in the past with no technology. However, this rate of starting, development and destruction, also generates a problem is that many times its lack of time for a critical reflection on their real potential, and the limitations.

At the same time the students come to incorporate, both in teaching with the culture and leisure, more by snobbery, which, its significance to solve problems or bring values added to the availabilities.

**B)** The speed of uncritical adoption of the technology in the field staff (e.g., the cellphones time is changing; due to there are several things people can do with a cellphone that in the past was different. For instance, at the present there are a lot of applications for cellphones available which can be useful for education such as dictionaries, electronic books, and others

**C)** The amplitude and speed with which the information is made available to the users. As ( Bindé, D. 2005), he argued that , in the knowledge society to explain with fluency in the middle of the awesome avalanche of information, and also to develop the critical spirit and the cognitive capacities sufficient information to differentiate the "tool" of information that is not.

We will discuss at the time, one of the aspects in which we will have to train the next generations. The digital literacy becomes so necessary for the knowledge society, as in the time it was the literacy for the reader cope in the industrial society.

**D)** One of the characteristics of the information society is the "learning to learn".

Teachers and students are therefore speaking of a learning society; that is to say, in a society in which the acquisition of knowledge is not relegated to formal institutions of education, as well as the periods of training are not limited to one in particular of the life of the person.

To some extent, this leads us to have that talk of a society of innovation, a society where taking into account the transformation and change, and the challenges that they cause us, has to lead us to try to offer quick and reliable responses to the new.

But the challenge is, in that such answers are, they must be environmentally friendly with the new situations environmental, social, diversity and sustainability with which they face. Such a society of learning, it is a challenge for education, on everything in the lower levels where you must train the student in different capacities to the up to now they have been trained, and this undoubtedly will mark their future.

**E)** Its impact reaches out to all sectors of society, from culture to leisure, and from industry to the economy, and so here we are interested in education, in its different modalities of formal, informal and non-formal; and in their different

educational levels, from the initial to the superiors. At present it would not be possible to understand any human activities without the presence of any ICT.

They themselves are producing new forms of interaction between humans, such as blogs, or new forms of expression such as the virtual museums, or to new dictionaries such as the Wikipedia, without the need to talk about Chat or mobile telephony.

**F)** According to Cabero, (2004) “The incorporation is not being equally in all the places, of way that is producing a digital divide, which is being reason e-conclusion social”.

**G)** The emergence of a new type of intelligence, the so-called environmental that will be the product of the intelligence that will exist in the world as a consequence of exposure to the different tics that maintenance. So that part of information and knowledge.

**H)** Finally, It is related to the previous information society, they are moving from the society of the memory to the knowledge society, a distributed intelligence.

Although this does not mean, human memory does not have to continue to have to be taught and used in our schools, as postmodern positions since the main part of education have been led to believe. At the same time, the use of these new intelligences will be technological, the need to train the students for their uses and join with the physiological memory.

### **2.3.7 Educational Software**

Educational software is one of the pillars of the systems of teaching and learning at a distance that is used as a tool for future generations of students. However, the recent methodologies for the development of educational software has too many problems as the lack of common frameworks which can be used for any project, and the excessive formality of both factors, technical and pedagogical.

The activities for the development of educational software are complex because the process is focused on the developer experience, such as the technical aspects of software engineering and the acquisition and implementation of educational knowledge. This work proposes the introduction of the "effective practices" in an alternative methodology to develop educational software.

The identification of effective practices is focused to ensure that the effective realization of the development process, and oriented to the pedagogical supervision of the project. The effective practices that are proposed here provide the foundation for an alternative methodology to develop educational software with the rigor needed to develop commercial software, this allows us to obtain a process that can be repeated with high levels of success in the area of electronic instrumentation, specifically.

The generic concept of Educational Software as any program whose computational structural and functional characteristics serve to support the process of teaching, learning and managing. A narrower concept of Educational Software



is defined as learning that material specially designed to be used with a computer in the processes of teaching and learning.

According to Lamas, R (2000), it is a computer application, which supported on well-defined educational strategies, directly supports the learning-teaching process remains an effective instrument for the educational development of the man of the next century.

Finally, the Educational Software can be regarded as the pool of compute resources designed with the intention to be used in the context of the teaching-learning process.

It is characterized by highly interactive, beginning with the resources multimedia usages, such as videos, sounds, pictures, specialized dictionaries, explanations of experienced teachers, exercises and instructive games that support the functions of evaluation and diagnostic.

The educational software can treat the different materials (Math, languages), Geography, drawing, a variety of ways (from questionnaires, providing a structured information to the students, through the simulation of phenomena) and offer a work environment more or less sensitive to the circumstances of the students and more or less rich in possibilities of interaction; but all share the following features:

- It allows interactivity with students, feeding them back and evaluating what you have learned.

- It facilitates the animated representations.
- It helps the development of skills through exercises.
- It allows the children to enjoy the complex processes.
- It makes easy for kids to work independently and at the same time a treatment of individual differences.
- It allows the user (children) to be familiarized in the supplementary advanced techniques.

The use of educational software in the teaching-learning process can be:

**Student.-** It is evident when the student operates directly educational software, but in this case is of vital importance that led by action the professor.

**Professor.-**It develops when the professor operates directly with the software and the student acts as receiver of the information system.

The use of the software by the teacher provides many advantages, including:

- To improve the field of teaching, incorporating the latest technology that revolutionizes the methods of teaching and learning.
- To constitute a new, attractive and dynamic rich source of knowledge.
- The software can be adapted to the characteristics and needs of children`s group taking into account the diagnosis in the teaching-learning process.
- To rise the quality of the teaching process - educational.
- To allow the control the teacher tasks individually or collectively.
- To show the inter-behavior subjects.

- To mark the possibilities for a new class.

The educational software in spite of having some essential basic features and a general structure common are presented with some very diverse characteristics: some pretend to be a laboratory or a library, others are limited to provide a function type of instrumental typewriter, calculator, others are presented as a game or as a book, quite a few have a vocation to review, a few experts believe and most participate in greater or lesser extent on some of these peculiarities.

### **2.3.8 Web and the Teaching of the English Language**

While it is true the foreign language, it is a better link in the educational field to access the knowledge, taking into account that at an earlier age the children are immersed in the English, the greater will be the programming, since children from very small acquire knowledge with greater; they know and learn from it the easier it will give them acquire some good skills and communication skills during their growth and learning process.

The reason of teachers should use didactics with multiple strategies that will lead the student to demonstrate greater interest in English using ICT as a complementary strategy for the development of meaningful learning. Therefore education must be designed from the reality, which suggests taking existing resources that will strengthen and give meaning to educational processes.

The Web-based, as part of the ICT's have emerged as a demand that involves the use of various strategies for the guidance that is now developing and little by

little, to the society by the different benefits and forms of application that offers, already that ICTs are technological tools of the information and communication.

With the Web-based software in addition to achieve excellent results in the acquisition of a second language because it favors the development of the autonomy of the student body and constructive process, creative, collaborative and reflective; facilitates the processes of teaching and learning.

The present investigation aims to promote the acquisition of a second language through the use of Web-based software and providing guidelines, viable paths, accurate and current that will help to achieve great goals and better quality of education. So that the students are always able to know what to do, know how to be and learn to live with the society and all the instruments and goods that the culture and the world has to offer to children.

### **2.3.9 Web-Based Animation Software**

Web-Based Application is a application hosted on a web server that does not make processing in the computer of the user, instead it is delivered via the Internet (or Intranet) thanks to a web browser.

A Web-Based application has a group of special structures, especially if we think of those hosted in specialized infrastructure for this type of applications. Important aspects such as scalability, security, availability, and other attributes of similar quality that characterize these applications give a high level of capacity and reliability.

The availability of a web application can be hosted on our own server, or hire storage centers that provide the guarantee that the system "respond when required".

When teachers build a Web-Based application, they have a wide range of options for their accommodation, in servers available in the entire world which provide various redundancy techniques both hardware, power supply, Internet connections, etc. This gives us the assurance of high availability for our applications.

Web applications are naturally ascendable, it has a lot to see how they have been built. In a multi-layer model an application web-based computer has the ability to change its size and adapt to new circumstances. For example we can install multiple web servers to increase the capacity and, for example, be able to respond to more users at the same time.

The fact, a Web-Based application performs their processing through a browser or web browser considerably extends its possibilities to the extent that today virtually any device with a browser, PC's, laptops, tablets, cell phones, televisions, audio devices, video games, etc.

The only condition is to have access to the Internet, what can currently be taken for granted for the all the companies and for the vast majority of the homes, and have an application that can adapt to each device.

It is not necessary to ask if the application is compatible with Mac, Windows or Linux as traditional software.

The Web-Based application offers a high level of security, since then it has to see a lot of the form as it was developed, but on the other hand also with the place where they are staying, again if they are specialized in platforms such as the centers for storage, this largely guarantees part of the security; a good storage center is protected against many of the attacks being launched by hackers and are kept up-to-date with the latest security patches available.

All the data of a software based on the web are centralized and available via the Internet from any computer at any time, this ensures that we are not going to leave something in a wrong equipment

## **2.4 LEGAL BASIS**

The legal basis of this research paper are:

### **2.4.1 The constitution of Ecuador**

The Constitution of Ecuador (Article 347, Numeral 8) establishes to include the ICT (Information and Communication Technologies) in the educational process and encourage the connection between the education and productive or social activities.

**Analysis:** ICT will be An possibly capable device to putting forth instructive chances. It may be challenging. And Perhaps much incomprehensible with

envision future Taking in situations that would not supported, Previously,. Restricted or another, Eventually Tom's perusing majority of the data Furthermore correspondence advances (ICT).

The point when taking a gander at the current broad dissemination Furthermore utilization of ICT in up to date societies,. Particularly Toward those youthful those alleged advanced era after that it ought be clear that ICT will. Influence the finish Taking in methodology today and later on. Legitimacy may be a paramount issue.

The Law of Intercultural Education on its article 19 states that the Central Government is in charge of the Education in all its level (Planning, organization and implementation) as well as defining all the requirement in order to ensure a quality Education of all the institutions.

Finally, The Childhood and Adolescence Code establishes on its article 37, numeral 3, that Education must be considered as flexible in order to reach the needs of all children and adolescents considering especial attention to those with disabilities giving an equal opportunity to all.

**Analysis:** Instruction must a chance to be recognized Concerning illustration adaptable in place with compass the necessities about constantly on kids Also youths recognizing particular thoughtfulness regarding the individuals for disabilities providing for a rise to good fortune to all.

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 RESEARCH DESIGN**

This research has taken a gander at the level of talking about preschoolers students who are selected in introductory 1(3years). Among the members. The greater part of the preschoolers students have concentrated English since they joined school; their level is low, with a few special cases. The fundamental point of this investigation is to break down the preschooler students' state of mind towards speaking skills.

##### **3.1.1 Qualitative Method**

This strategy permits to investigate in a deliberately way the realities keeping in mind the end goal to get as much data conceivable. Utilizing this strategy can make interviews, video control with the kids and watch how they are building up their oral correspondence.

##### **3.1.2 Observation Method**

The observation method is data collection to study the investigation results and therefore researchers use this method to observe people through video, notes, or online applications for situations that occur by the seen (Kawulich, 2005).

For example.



This method was applied to obtain information about the causes and effects related to problems speaking Skills to improve the independent study in the students of preschoolers at Escuela Educación Básica “Educa”.

## **3.2 POPULATION AND SAMPLE**

### **3.2.1 POPULATION**

Therefore, the main purpose of this research is to improve the speaking skills in students of preschoolers at Escuela de Educación Básica EDUCA, through web based animation software in order to reform the speaking skills and increase their vocabulary and knowledge. Since speaking in the society is important to communicate in a future with foreign people, also younger learners are the future of the world and they change the generation with their innovation.

The “EDUCA” school is located in Salinas five blocks away from Paseo Shopping Mall. It has 179 students from Kindergarten grade until 6<sup>th</sup> grade, 17 teachers, 1 psychologist, one coordinator 4 helpers and 2 management workers. The Principal is Ms. Dahiana Solange Barzola Chávez.

In the English course is used “Spotlight” books, “Tippy Toes” books 1 and 2, and “Toy Box” material as resources for the classes. The classes have TV, video and audio system.

The number of populations in this examination is illustrated.

**Chart 2: Population**

N°	DESCRIPTION	QUANTITY	%
01	Principal of Escuela de Educación Básica “EDUCA”	1	4,2
02	English teachers	2	8,3
03	Parents	3	12,5
04	Preschoolers of Escuela de Educación Básica “EDUCA”	15	62,5
05	Specialists	3	12,5
<b>Total</b>		24	100%

**Source:** Escuela de Educación Básica “EDUCA”

**Author:** Mercedes Fernanda Tumbaco

### 3.2.2 SAMPLE

Samples are collected in this research process is conducted with the population of Escuela de Educación Básica “Educa” and the population is 15 students.

**Chart 3: Sample**

N°	DESCRIPTION	QUANTITY
01	Preschoolers	15
<b>Total</b>		15

**Source:** Escuela de Educación Básica “EDUCA”

**Author:** Mercedes Fernanda Tumbaco

## 3.3 DATA COLLECTION

### 3.3.1 METHODS

Experimental Method, this method helps to mention an objective fact, control, recording the factors (reliant, free, mediating, and so on). Affecting a complaint of study. It permits to find where the issue happens is based on assumptions. Moore, D., & McCabe, D. (1993)

For this examination will be applied this technique keeping in mind the end goal try different things with the preschoolers students to distinguish in which part the English teachers need to work for building up the speaking skill.

### **3.3.2 Techniques**

The techniques are strategies that help researchers in the process of recollecting specific information in order to organize and synchronize the structure of the investigation.

The following techniques are applied during this research: observation, survey and interview. These kinds of techniques were applied in a qualitative research.

#### **3.3.2.1 Interview**

Interviews were connected as a system with a specific end goal to get data from the Principal of Escuela de Educación Básica “EDUCA” furthermore, English teachers and parents from the same educative institution.

#### **3.3.2.2 Observation Guide**

This strategy allowed to observe the problems which affect the students environment in the classroom also the English teacher does not carry out enough activities to practice the speaking skills and increase the level of speaking in them, another important fact was the inappropriate use of technological tools in the classroom. Therefore, this strategy really contributed to solve some problems

related to the speaking skills in preschoolers at ESCUELA DE EDUCACIÓN BÁSICA “EDUCA”

### **3.3.2.3 Surveys**

A survey is a type of close interview. This type of techniques permits to explore the public criteria about the people interviewed to a specific situation.

The survey was directed to the total of the population of the research, parents of preschoolers at Escuela Educación Básica “Educa”. The information was gathered using a questionnaire elaborated by the researcher.

### **3.3.3 RESEARCH TOOL**

The recollecting of the information is the most important part in the research process. It determines the condition about the problem focused to study. A good research tool is a register observable data which is going to be used to analyze and interpret the results.

#### **3.3.3.1 Instruments**

Distinctive instruments were planned and afterward connected with a specific end goal to gather data from various individuals who are individual from the general test of this exploration. They recorded and portrayed underneath:

### **3.3.3.2 Video – camera**

Video – camera was used as a part of request to take pictures and record recordings of preschoolers’ exhibitions for the evidence; it was likewise valuable for having confirmations of the interviews which were connected in the principal, specialists, English teachers and parents.

### **3.3.3.3 Questionnaire**

This instrument was applied in the interviews to the principal, specialists, English teachers and parents, each question was connected to the solution of the problem of this research project to improve the speaking skills through a web animation software.

## **3.4 DATA ANALYSIS**

The interview was applied to the principle of the institution and the English teacher at Escuela Educación Básica “Educa” The survey was conducted to the students of sixth grade.

The research tools were interviews. They were analyzed question by question.

### **3.4.1 Interview Analyzed**

The main research tool was the interview to the principle of the institution, then, it was focused to the English teacher. Also, it was applied to three specialists.

### **3.4.2 Interview applied to the principal of Escuela de Educación Básica “Educa”.**

**Question1:** Which one of the four language skills, do you think is the most important to develop?

**Interpretation:** The principal Dahiana Barzola Chavez. MSc answered “All the skills are important at the moment to learn a new language. It means that students must develop skills inside and outside the classroom and do these activities attractive to students. Also if they work with visual aids or any program”.

**Question2:** what do you believe that applying new methods and techniques of teaching accompanied with technology could improve the teaching learning process?

**Interpretation:** she said “they are children at these ages it is very important that students learn and reproduce the learning language in appropriate or correct pronunciation”.

**Question3:** What do you think about the use of technology in education could be a good strategy to teach English?

**Interpretation:** The use of technology is an excellent strategy using in the classroom also if the technology is applied to teach a language, it helps the student`s attention, especially in children. New kids generation are immerse around the technology.

**Question 4:** Why the English teachers should apply technology in the English classes?

**Interpretation:** Technology in classroom is a necessity, the resources which teachers use with the children should be covered all the expectations. It is a tool with the same importance such as the knowledge for teachers.

**Question 5:** what do you know any animated software that can be applied to teach English? If say “yes” explained that.

**Interpretation:** Teachers can find many kinds of software in internet, the problem is when teachers do not have the appropriate knowledge or encourage to use these tools , but it could be interesting if teachers create resources according to their classes.

**Question 6:** what do you use any web-based animated software created for English purposes?

**Interpretation:** Teachers have the ways to create or find any software, but everyone does not have the opportunities to use a web animation software, they need more steps to practice with these kind of resources.

**Question 7:** what do you believe that the application of a web-based animation software could help to improve the speaking skills in preschoolers at Escuela de Educación Básica Educa?

**Interpretation:** The use of application or any software could interest and necessary if teachers want their students learn the correct vocabulary. All technique or strategy is excellent to apply in any educational place.

**Question 8:** Would you support the application of web-based animation software to improve the speaking skills in preschoolers at Escuela de Educación Básica “Educa”?

**Interpretation:** Technology is an advance, schools are totally agree with the implement because the children are the future. The new ideas that good teachers apply and create are acceptable in any kind of school.

#### **3.4.2.1 Analysis of the Interview applied to the principal**

The interview with the principal had the clear objective that was to know the opinion about the implementation of web based animation software in preschoolers in order to make students improve their speaking skills during this interview there are some aspect relevant which need to highlight for instance the principal mentioned that the four language skills are important at the moment to learn a new language, also the students age is another point very important because students learn and reproduce the learning language in early ages so in that moment is relevant teach students how to use the English language appropriate with correct pronunciation. therefore the new generation of children are the main factor when we talk about learning process, on the other hand the resources are another important part in education so a classroom should have the pedagogical resources and even the internet in order to make the teachers can use this with the



students so it could be interesting if teachers created a resources just for their classes for example the use of application or any software could interest and necessary if the English teacher want their students learn easily. So the use of software could be a good idea most if our school is bilingual.

### **3.4.3 Interview applied to the specialists and an English teacher of the “Education department in Santa Elena Province”.**

**Activity:** Interview to the specialist  
**Name:** Lucy Oakley de Lopez. MSc  
**Position:** English Coordinator School of TOEIC

**Activity:** Interview to the specialist  
**Name:** Lcdo. Gabriel Parrales Picasso  
**Position:** English Coordinador of escuela de Educación Básica “Educa”.

**Activity:** Interview to the specialist  
**Name:** Marilyn Valdés Pedroso Msc.  
**Position:** English Teacher of the “Centros Comunitarios Salinas”.

#### **QUESTION 1.- What kind of videos do you recommend to improve speaking skill?**

Video is just a technique to improve speaking, not the whole thing. There are a lot of techniques to improve pronunciation.

The key to improve speaking is practice, and practice with technique. Remember students should be familiar with language content to practice.

**Interpretation 2:** the educational videos are important also if teaching is for babies. Teachers need engaged the attention. It could be interesting if these videos was about they are learning.

**Interpretation 3:** videos are wonderful when need teach English in lower ages.

The important is these videos was according the ages and educational topics

**Question 2:** How often do you use music in your English class?

**Interpretation 1:** teachers need to use a song to introduce a new topic, especially with younger learners

**Interpretation 2:** it is commonly use music in classes because we have to work with interactive activities if we can use music every time it is useful because students wake up and students try to move according to the music and song they know for that reason it is important to find a strategy to develop the methodology to teach English

**Interpretation 3:** when the units in classes give the opportunities but children need to have fun activities when they begin to learn any kind of topics.

**Question 3:** What type of music do you use with your students?

**Interpretation 1:** children' rhythms, popular pop songs, national anthems all of these are good but in many cases it type of resources do not catch the kids attention.

**Interpretation 2:** the applied pop or electronic music because they are useful for young students or adolescent, too. But the learning come with something visual aids could be better

**Interpretation 3:** the song that teachers can find on internet, it does not

Specific for classes and some are bored.

**Question 4:** Do you use any web-based animated software created for English purposes? Explain.

**Interpretation 1:** teachers use software to develop games i.e. Memory games, etc.

**Interpretation 2:** He stated that “I created one a website to develop listening in my students in this website that I created, students have to watch videos and complete some activities according to the lyrics and their understanding in this case I increase listening and reading in the students.”

**Interpretation 3:** these kind of software is good to use but teacher needs to practice for uses. The “Ministerio de Educaciòn” should give any trainer to apply these in classrooms

**Question 5:** How many activities do you develop with each software?

**Interpretation 1:** this depends on the class size, age and level i.e. More content for older or more advanced learners

**Interpretation 2:** the software that the teacher have, he develops the reading and listening skills, he can use it for writing because we need to correct mistakes for them. In the speaking part we need a person to evaluate their fluency, pronunciation so it could be a little bit difficult to evaluate the speaking using a software so my recommendation is to use a foreign person

**Interpretation 3:** the time and activity that teacher use in classroom could be according ages and educational resources

**Question 6:** Can you explain in a few words how the students improve their knowledge of the language?

**Interpretation 1:** using animation it can help to boost students confidence, inspire and interest in learning and create a low anxiety environment, which all help students to remain focused on retain information i.e. new vocabulary.

**Interpretation 2:** students learn a good languages when they practice and reproduce the vocabulary with a correct pronunciation the practice with any tool help a lot of in students learning

**Interpretation 3:** they reproduce the sound, well the correct pronunciation because it helps students identify more easily

**Question 7:** Can you give me some recommendation about using web-based animated software to improve the learning process?

**Interpretation 1:** following website [www.teacherstechworkshop.com](http://www.teacherstechworkshop.com) has a really useful list of the best free animation tools available for teachers. Remember to keep the activities simple and short, to help to maintain students' attention

**Interpretation 2:** there are several links, several activities which can catch students' attention. His recommendation is to use something according to the students' age. So if you want to create a software you have to make students really

feel interest in this software and also should exist interactivity among English teacher and the students

**Interpretation 3:** it implements to help students to learn in a easily way and improve all the four language skills especially the speaking skills

#### **3.4.3.1 Analisis of the Interviews applied to the specialists of Escuela de Educación and an English teacher of the “Education department in Santa Elena Province”.**

The interview with the specialists had the clear objective that was to take into account the specialists opinion about how to apply a web based animation software correctly in preschoolers, in speaking activities, in this analysis is important to emphasize the recommendation which the specialists gave to the researcher because all of them are really relevant in this research paper due to specialist coincided that the best way students learn the four language skills correctly is to create, use any platform or pedagogical resources in which students feel interest in and in that way they learn in an easy way the needed knowledge for speak English correctly. So the use of software in education for teaching purposes is seen for the specialists as a good technological tool that can improve the teaching learning process and the environment where the students receive classes.

#### **3.4.4 Interview applied to the English teachers**

**Activity:** Interview to the English teachers

**Names:** Lcda. Tamara Saltos and Lcda. Cindy Lino

**Position:** English Teacher of Escuela de Educación Básica “Educa”.

**Question 1:** What is your criteria about that, currently, learning any foreign language is a benefit for all the students in general?

**Interpretation 1:** Learning a new language is a benefit because, students develop more skills and their brain work as a machine in a good way they can feel and experimentation of an excellent dialect and criteria advices. It help for the future and other subjects, also English involve all the knowledge.

**Interpretation 2:** it is helpful in the intentions that student grows up with new criteria about the world; they acquire modals and polite behavior.

**Question 2:** what do you believe that the current technology in one way or the other relations our daily life with a foreign language should be applied in the teaching learning process?

**Interpretation 1:** technology in a real life it so important. the students are in a new era and it convert as a natural way for their because they are relate all the time with the new ICT's.

**Interpretation 2:** learning process should be apply always with technology because it helps the classes could be fun and attractive for their. It is an excellent way to teach.

**Question 3:** what is your criteria about the web-based animation software techniques of any foreign language should be set in order to be updated?

**Interpretation 1:** the use of the web based animation software should be set in all techniques. This kind of tool is amazing in teaching a foreign language.

**Interpretation 2:** this tool helps at technique in the learning process. It should be insert in a English classes to develop a great level of English

**Question 4:** what do you think that the current web-based animation software we have in this institution is not enough?

**Interpretation 1:** the software that the institutions have not include attractive activities, just flashcards that sows to students like photo that is not good. They need implement new resources that help to catch the attention and improve the skills in English.

**Interpretation 2:** teachers have more programs day by day, the institution need to be incorporate actual programs to improve skills in English

**Question 5:** What are your criteria about this fact, traducing the grammar is an easier way to acquire the language but it creates a fence in order to develop the speaking skill?

**Interpretation 1:** students need think in English, and this is not the best way they acquire vocabulary, it could be bad strategy. Speaking learn in order to practice.

**Interpretation 2:** students need grammar to develop all skills but they need listen, speaking and think in English this is the best way. Traducing is not right.

**Question 6:** Actually, when you teach any foreign language students do not need to memorize or repeat several times a word or a phrase?

**Interpretation 1:** the repetitions could be bored, the important is the students learn in a fun way like game, videos something they listen and speak correctly.

**Interpretation 2:** it is necessary because the vocabulary is the most important but they need to listen and repeat the correct pronunciation

**Question 7:** what do you believe that new technologies must include creative and attractive techniques for the students?

**Interpretation 1:** the software offer many kinds of strategies but the problem is the use that user do, teacher need to be prepared to develop new techniques to teach language because the alternative are in different ways.

**Interpretation 2:** the tools have these opportunity that teacher develop interesting activities but all teacher never use, they try to teach with traditional resources.

**Question 8:** What is your criteria about this fact new teaching techniques improve the total behavior including in other subjects?

**Interpretation 1:** the students like interesting class and they put their attention in all that they enjoyed. It helps to improve the skills also the behavior because they don't have distractions.

**Interpretation 2:** students are in a technologies era, they know what they need when they talk about learning. They do not want listen about books.



**Question 9:** what do you think that better teaching techniques could improve the learning environment changing it to a more effective and efficiency one?

**Interpretation 1:** using technologies they do all in virtual way, they learn in amazing strategies and in the same time they take care the environment without using book.

**Interpretation 2:** the new teaching techniques help in all skills. The beneficiaries give good changes to the environment.

**Question 10:** What is your criteria about the everyday-training process in teaching techniques is a very important issue to achieve the objective of learning?

**Interpretation 1:** the teacher should be consequent and know how to teach in each level

**Interpretation 2:** the English teacher needs to be just a guide and learn about technologies

#### **3.4.4.1 Analisis of the Interviews applied to the English teachers**

The interview with the English teachers had the clear objective that was to analyze the English teachers opinion about what kind of speaking activities should be done at implementing a web based animation software for preschoolers. Both English teachers coincided that applying new teaching techniques can be good due to it can become the class interactive and it can make students learn something easily because students pay attention something they like therefore

applying this new technique to teach English in preschoolers really can improve in students their speaking skills.

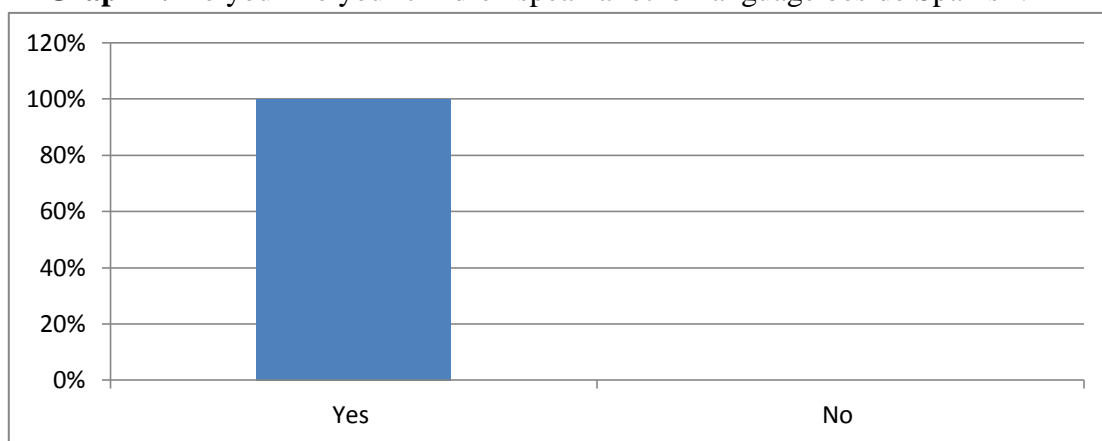
### 3.5 SURVEY TO PARENTS

**Question 1:** Do you like your children speak another language beside Spanish?

**Chart 4:** Do you like your children speak another language beside Spanish?

ITEM	ALTERNATIVES	FREQUENCY	PERCENTAGE
1	Yes	15	100 %
2	No	0	0 %
	<b>Total</b>	15	100%

**Graph 1:** Do you like your children speak another language beside Spanish?



**Source:** Escuela de Educación Básica “EDUCA”

**Author:** Mercedes Fernanda Tumbaco

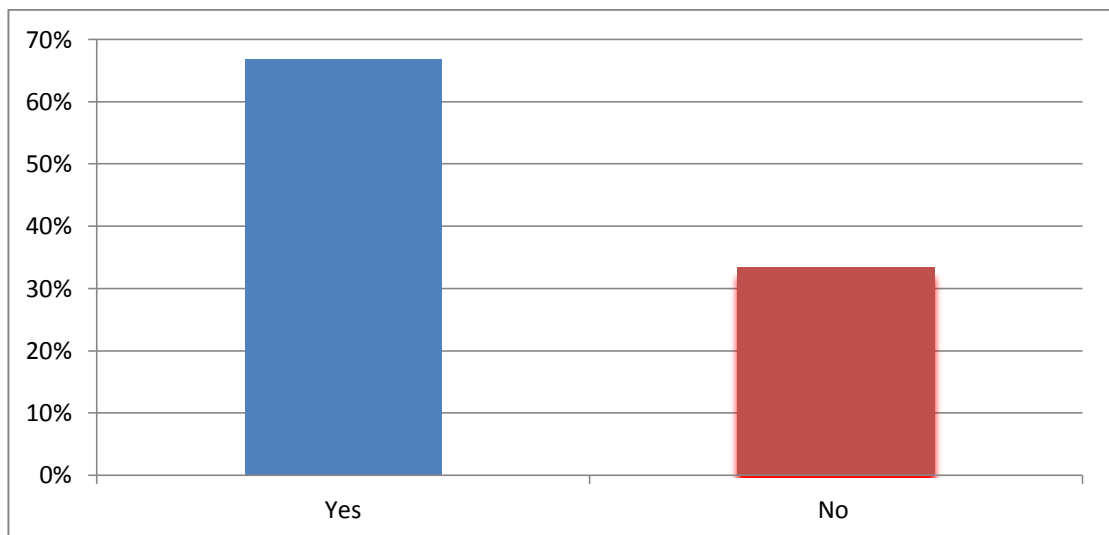
**Interpretation:** The Graphic represents 100% consider the children have the opportunities to absorber all knowledge that they want also the age lent to child do easier to learn other language like English.

**Question 2:** Do you think that your children can learn to speak English at school?

**Chart 5:** Do you think that your children can learn to speak English at school?

ITEM	ALTERNATIVES	FREQUENCY	PERCENTAGE
1	Yes	15	100 %
2	No	0	0 %
	<b>Total</b>	15	100%

**Graph 2:** Do you think that your children can learn to speak English at school?



**Source:** Escuela de Educación Básica “EDUCA”

**Author:** Mercedes Fernanda Tumbaco

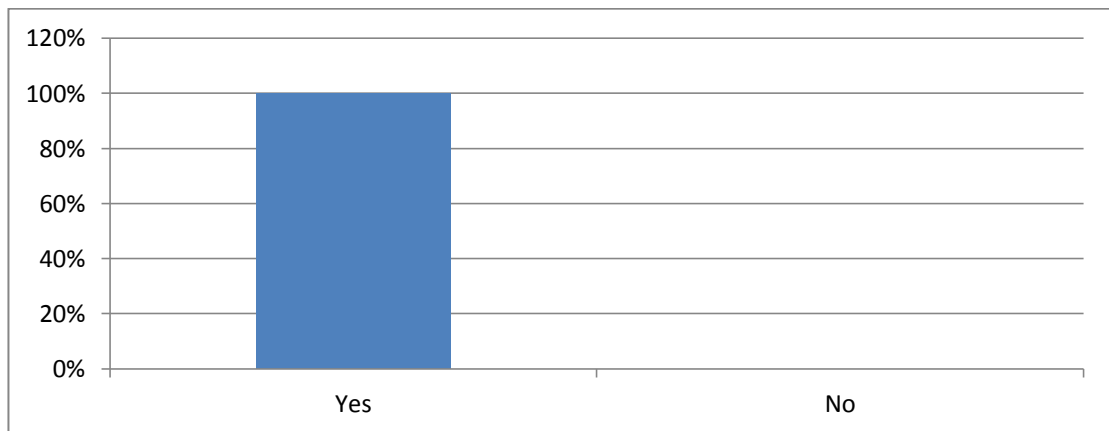
**Interpretation :** The chart evidences 65 % of the population think that children can learn English at school. 35 % think that learning English is a little difficult.

**Question 3:** Do you think the schools need to implement technology in the classroom in order to teach a good level of English?.

**Chart 6:** Do you think the schools need to implement technology in the classroom in order to teach a good level of English?.

ITEM	ALTERNATIVES	FREQUENCY	PERCENTAGE
1	Yes	15	100 %
2	No	0	0 %
	<b>Total</b>	15	100%

**Graph 3:** Do you think the schools need to implement technology in the classroom in order to teach a good level of English?.



**Source:** Escuela de Educación Básica “EDUCA”

**Author:** Mercedes Fernanda Tumbaco

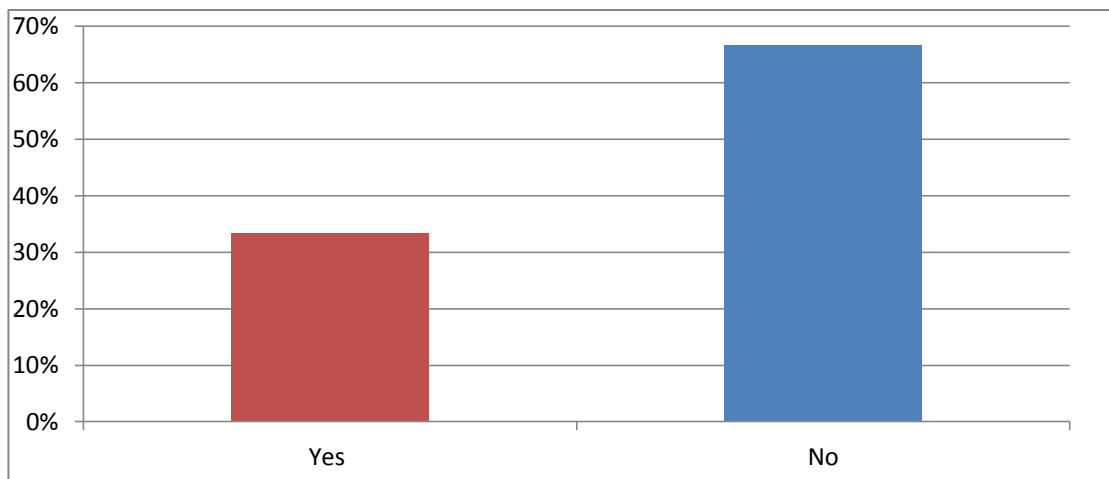
**Interpretation 1:** The graphic represents 100% kids need technological strategies, they learn with the appropriate pronunciation also concentrated their brain in a routine but this routine need to be fun and innovation.

**Question 4:** Do you consider parents should be trained to help children with their homework?

**Chart 7:** Do you consider parents should be trained to help children with their homework?

ITEM	ALTERNATIVES	FREQUENCY	PERCENTAGE
1	Yes	11	65%
2	No	4	35 %
	<b>Total</b>	15	100%

**Graph 4:** Do you consider parents should be trained to help children with their homework?



**Source:** Escuela de Educación Básica “EDUCA”

**Author:** Mercedes Fernanda Tumbaco

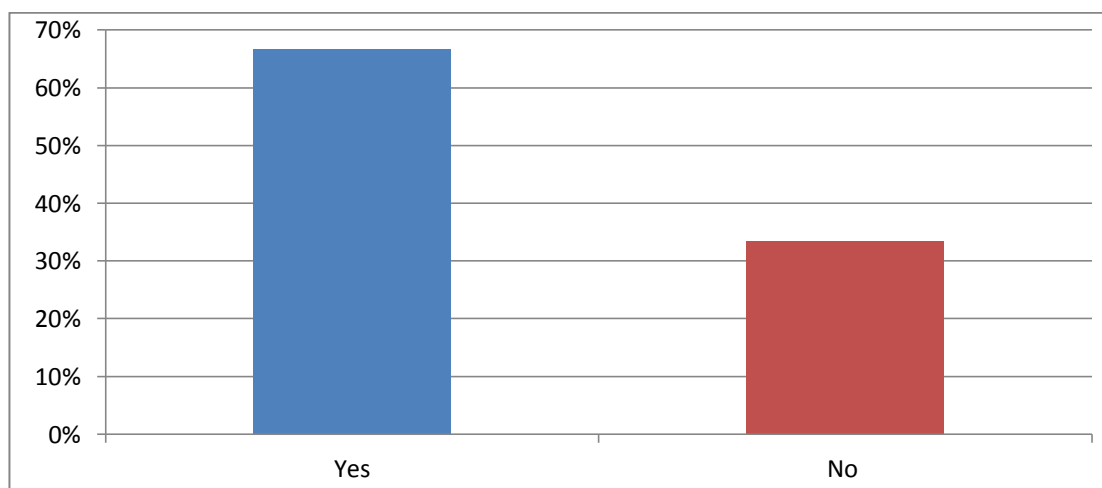
**Interpretation 1:** The graphic represents 65% of Parents consider the obligation to update day by day also if they want the students’ progress also if it is the English class. 35% consider that teacher should give all the facilities in the learning process

**Question 5:** Do you agree with Children can to learn using animation software?

**Chart 8:** Do you agree with Children can to learn using animation software?

ITEM	ALTERNATIVES	FREQUENCY	PERCENTAGE
1	Yes	11	65%
2	No	4	35%
	<b>Total</b>	15	100%

**Graph 5:** Do you agree with Children can to learn using animation software?



**Source:** Escuela de Educación Básica "EDUCA"

**Author:** Mercedes Fernanda Tumbaco

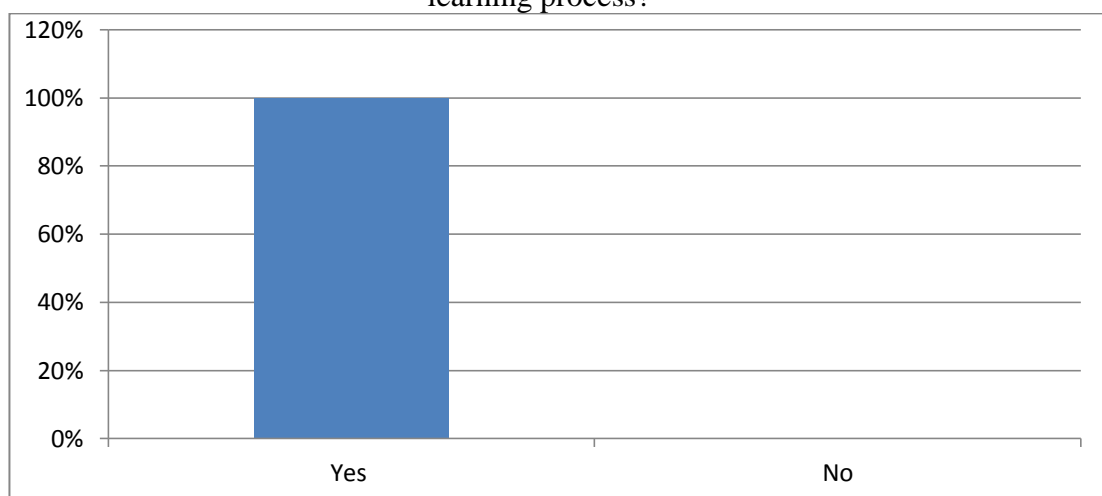
**Interpretation 1:** the chart evidences 65% of the use of web animation software help to learn. The 35% do not agree with this strategy because they have a many distractors.

**Question 6:** Do children always use any software in order to improve their English learning process?

**Chart 9:** Do children always use any software in order to improve their English learning process?

ITEM	ALTERNATIVES	FREQUENCY	PERCENTAGE
1	Yes	15	100%
2	No	0	0%
	<b>Total</b>	15	100%

**Graph 6:** Do children always use any software in order to improve their English learning process?



**Source:** Escuela de Educación Básica “EDUCA”

**Author:** Mercedes Fernanda Tumbaco

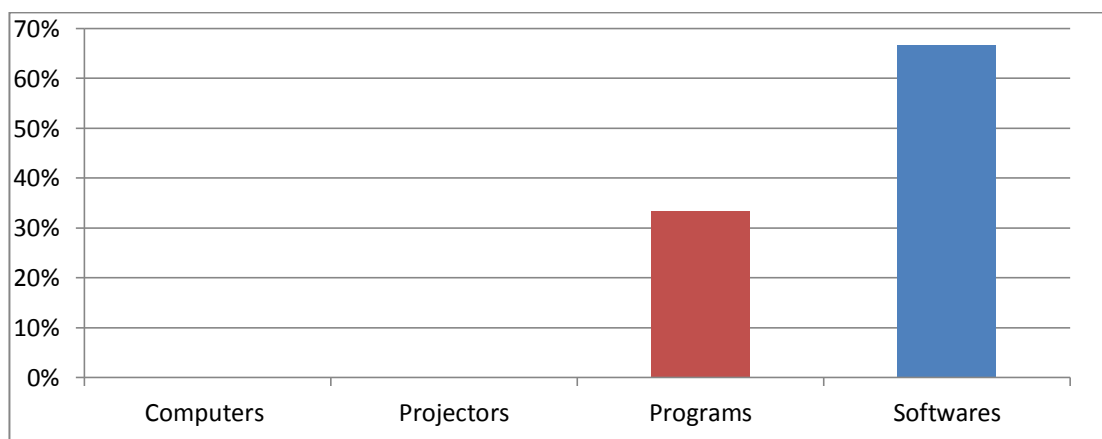
**Interpretation 1:** The graphic illustrates 100% use of software to improve English learning. Children watch the videos on YouTube but they always do not find specific resources.

**Question 7:** If you were the principal of your children’s school what would you do associated with the English subject?

**Chart 10:** If you were the principal of your children’s school what would you do associated with the English subject?

ITEM	ALTERNATIVES	FREQUENCY	PERCENTAGE
1	computers	0	0%
2	Projectors	0	0%
3	Programs	4	35%
4	softwares	11	65%
	<b>Total</b>	15	100%

**Graph 7:** Do children always use any software in order to improve their English learning process?



**Source:** Escuela de Educación Básica “EDUCA”

**Author:** Mercedes Fernanda Tumbaco

**Interpretation 1:** the graphic indicates at 65% Principal should related technologies in the classes such as software and 35% Training in uses programs.

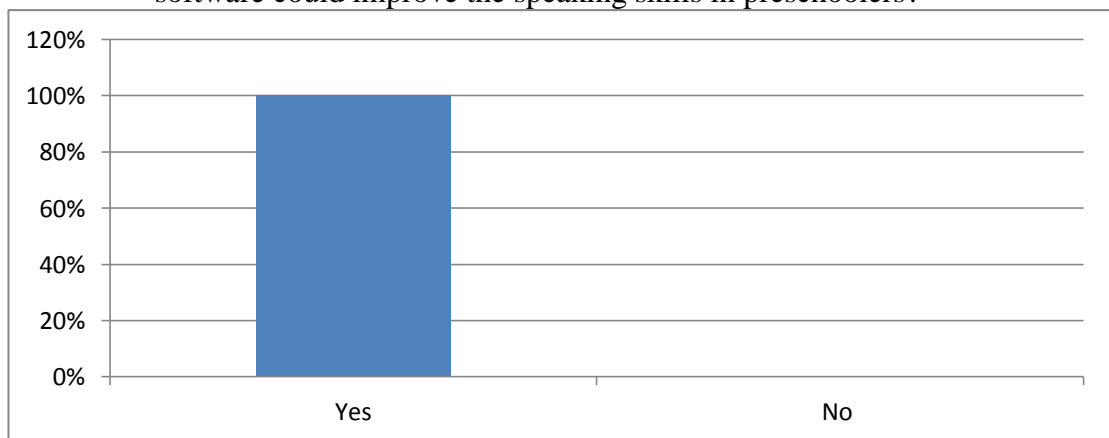


**Question 8:** Do you believe that the implementation of web based animation software could improve the speaking skills in preschoolers?

**Chart 11:** Do you believe that the implementation of web based animation software could improve the speaking skills in preschoolers?

ITEM	ALTERNATIVES	FREQUENCY	PERCENTAGE
1	YES	15	100%
2	NO	0	0%
	<b>Total</b>	15	100%

**Graph 8:** Do you believe that the implementation of web based animation software could improve the speaking skills in preschoolers?



**Source:** Escuela de Educación Básica “EDUCA”

**Author:** Mercedes Fernanda Tumbaco

**Interpretation 1:** the chart indicates 100% believe that the implementation is best way learning process.

### 3.4.4.1 Analisis of the Interviews applied to the preschoolers’ parents of Escuela de Educación Básica “Educa”

The interview with the parents had the clear objective that was to know the parents opinion about the application of a web based animation software in preschoolers and if applying these students will able to improve their speaking skills.

The parents who participate in this interview asserted that they think that the use of any software in benefit of education can be better due to it can help students practice interactive activities with their English teacher and as a result it can cause students boost their oral production.

Also they coincided that the technology is something students are interesting in and English teachers have to take advantage of this to improve the education and make students really learn English that is too important.

### 3.6.1 Observation applied to the preschoolers and the English teacher of escuela de educación básica “Educa”

**Chart 12: Observation Guide**

<b>GUIDE CLASSROOM OBSERVATION FOR PRESSCHOOLERS</b>	
<b>General Information:</b>	
<b>Observer:</b>	<b>Date:</b>
<b>School:</b> Escuela de Educación Básica Educa	<b>Location:</b> Salinas
<b>Observed situation and context:</b> classroom	<b>time:</b> 2 hours
<b>Duration of the observation:</b> from sept 1st, 2016 to sept 31 <sup>st</sup> , 2016	

The following observation guide has been made to obtain qualitative descriptions of the situations that arise in collaborative learning.

**A. Key decisions:** These are strategies that are taken before the lesson; it is suggested to discuss them with the English teacher before the visit to the classroom.

<b>Were the academic objectives of the session clearly established? Which were?</b>	In the session the objectives were completely clear, these were: Speaking connected skills that build upon each other in Kindergarten. Speaking and listening are important academic and social skills and are necessary in order for children to become successful readers and writers.
<b>Were the collaborative objectives clearly established? Which were?</b>	Were the objectives of collaboration clearly established? What were they? If, they were done properly. These were: The teacher should help the execution of each of the activities with the students. Each student should have space for respective answers
<b>What didactic materials and resources were used by the students?</b>	Flashcards, book, colors, recorders

**B. Lesson Activities:** The time to develop the lesson through activities.

<b>Briefly describe the initial instructions for the session. What were the rules of conduct requested by the English teacher?</b>	The teacher described that the students had difficulty learning because they did not pay attention to the activities, it was difficult for them to learn the vocabulary.
<b>Describe how the introduction to the topic was made. (In case of exposure of contents)</b>	The teacher sings at the beginning then works with bits that are seeing in the unit
<b>Describe what work was done to build confidence</b>	The teacher before the introduction asks some questions about how they did the previous day
<b>Describe what work was done to motivate students to learn the lesson.</b>	The teacher frequently downloads videos from youtube, because that catch the attention of children, but these videos often do not have the same vocabulary or content of what you are seeing in the unit
<b>Describe what technological resources were used for the English teacher to teach the lesson</b>	The teacher use Projector, laptop
<b>Describe the academic criteria that were established as a goal for the group</b>	A language development checklist should include milestones such as speaking in complete sentences, speaking clearly, using pronouns correctly, and asking questions.
<b>Describe the types of positive</b>	Is these activities the teacher rewarded the

<b>interdependence that were used in the lesson (Goals, identity, resources, prizes, functions, fantasies, external threat and sequence of tasks)</b>	children who repeated the bits after her giving them happy faces, just as they finished working with their books
<b>Describe What did the teacher do while the students worked in the activity?</b>	The teacher supervises and helps to complement the activities
<b>Describe What kind of assistance did the English teacher provide in the course for his / her students? while they carried out the activity</b>	The teacher put the learned vocabulary on the walls and repeated the instructions

**C. After the Lesson:** It is time to close the activity, evaluate the results and provide feedback on the students functioning.

<b>Describe how the quality and quantity of student learning was assessed?</b>	The teacher made brief questions
<b>Describe how the session was closed?</b>	Ends the session with games and songs
<b>Describe: Were the academic objectives of the session achieved?</b>	Students find it hard to remember vocabulary and even confuse them with others seen in the provided YouTube video

**General observations:** Latest considerations to be added to the observation.

**Positives:**

The positive situation are: the students learn easily by the visual aids

**Opportunity areas:**

They have resources but the teacher cannot use appropriately

**Interesting:**

The resources help to apply many thing with the students

**Source:** Escuela de Educación Básica “EDUCA”

**Author:** Mercedes Fernanda Tumbaco

### 3.6.2 Analisis of the Observation applied to the preschoolers and the English teacher of Escuela de Educación Básica “Educa”

The observation guide with the English teacher and students were a clear objective to observe in a natural environment how the class is developed in the

classroom. There are some important aspects to mention for instance the resources that English teacher applies to catch students attention in the classroom so this part is important due to students do not want to learn if the teacher uses traditional method of teaching so in this case the English teacher all the time use technological tools in the classroom and students all the time feel interest that teacher gives in the classes.

Another important fact was the interactivity among English teacher and the students that is important in the classroom to continue learning.

Additionally, the level of proficiency in the speaking skills in the students is low. However, the English teacher uses technology in the classroom but it is not applied correctly and children have difficulties to speak and understand the commands in the classroom.

### **3.7 CONCLUSIONS AND RECOMMENDATIONS**

#### **3.7.1 Conclusions**

1. English teacher does not been applying new strategies in classes. Therefore the speaking skills in preschoolers at Escuela de Educación Básica “EDUCA” has a low proficiency.
2. The application of ICT in education can be a good pedagogical resource for English teacher. Therefore, the implementation of web animation

software will be a good choice to make students apply technology in the classroom.

3. The implementation of web animation software is a fun useful technological tool to improve the speaking skills in preschoolers at Escuela de Educación Básica “EDUCA”.

### **3.7.2 Recommendations**

1. It is recommended the application of new manners of teaching to improve the speaking skills in preschoolers at Escuela de Educación Básica “EDUCA”
2. It is necessary English teachers use ICT in education since it can be a good pedagogical resource. Therefore, the implementation of web animation software will be a good choice to make students use technology in the classroom.
3. It is recommended to implement a web based animation software in preschoolers at Escuela de Educación Básica “EDUCA” to improve the speaking skills.

## CHAPTER IV

### THE PROPOSAL

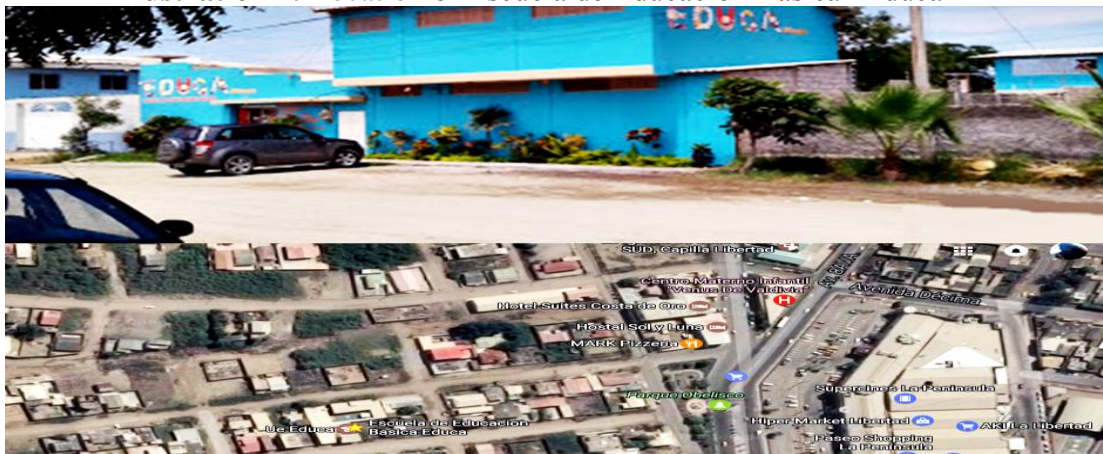
#### TITLE

Web-Based Animation Software “GoAnimate” to improve the Speaking Skills in Preschoolers at Escuela de Educación Básica “Educa”. Salinas, Province of Santa Elena, School Year 2016-2017.

#### 4.1 INFORMATIVE DATA

<b>Executing Institution</b>	Escuela Educación Básica “Educa”
<b>Beneficiaries</b>	Preschoolers
<b>Location</b>	Province of Santa Elena.
<b>Estimated time for execution</b>	1 Month
<b>Responsible</b>	<b>Author: Mercedes Tumbaco Tomalá</b> <b>Advisor: MSc Jeannette Cevallos Alcivar</b>

**Illustration 1:** Location of Escuela de Educación Básica “Educa”



Source: <https://www.google.com.ec/maps/place/Ue+Educa/@-2.2262352,-80.9258653,17z/data=!4m5!3m4!1s0x0:0x3992aea75a138047!8m2!3d-2.2262411!4d-80.9236769>

## **4.2 PROPOSAL BACKGROUND**

This research is to enhance the English teaching by the web tool resources which are going to help at students to understand most easily using web- based animation software to improve speaking skills. Students are the most important in the education sector actors are those who approve and accept a class, engage their attention and understanding of a foreign language into breast is even more complicated and even more if they are students of the preschool area.

Initial education students are not in ages to read and write for that reason, the best option are displays which in turn activate their visual intelligence and are developing their pronunciation when they hear something often. This is the purpose of the investigation; make the tool being applied to help entry-level students to develop better speech and speaking skills through videos created agree with the corresponding class and vocabulary resources according each class.

Preschoolers learn to talk, they need to interact with other by learn about the experience. Children can do it in their proper language, but in English it could be so difficult. The constructivist model is a view of education that focuses on the use of what the student already knows and adding a new understanding to build meaning.

The force and the student's needs are the focus of instruction. (Crawford L. 2013), "The communication to the acquisition of a second language approaches are based on concepts, theories and hypotheses that are created around the constructivist paradigm. "English Language students' need / communicative



constructivist approach to learning English as second language learning opportunities that are real and focus the meaning-making and problem solving”

During this research the other purpose to use this web-based animation is that students work in his classroom environment and with management and content moderation features that protect children view an inappropriate material. These videos will be personalized by class and ensures that bad language or content does not spread.

This project includes the Web-Based Animation Software for the improvement of the speaking skills. It was executed at Escuela de Educación Básica “Educa Salinas, Province of Santa Elena.

### **4.3 SIGNIFICANCE**

Applying this web based animation software called GoAnimate will help enhance familiarity, articulation and to create talked dialect understudies, and permit them to grow new abilities and capacities amid the learning procedure. In this manner, it is possible to utilize the examination proposition at school, with the support of the essential, educator and understudies, which will permit the socialization and usage of the exploration extend.

At school the computerized sound proofreader application is expected to help in the commitment of talking aptitudes inside and outside the classroom. Boldness is an apparatus that empowers learning through open line of correspondence, this site is allowed to create any video that are sent by the students

## **4.4OBJECTIVES**

### **4.4.1 General Objectives**

To apply web-based animation software to improve the speaking skills in preschoolers at Escuela de Educación Básica “Educa”. Salinas, province of Santa Elena, school year 2016-2017.

### **4.4.2 Specific Objectives**

- To increase the speaking level of the students.
- To select the best web-based animation software to develop speaking skills.
- To analyze appropriate videos that engage and motivate the children

### **4.2.3 DESIGNS AND DEVELOPMENT OF THE PROPOSAL**

Initial education students are not in ages to read and write for that reason, the best option is displayed which in turn activate their visual intelligence and also develop their pronunciation when they hear something often. This is the purpose of the investigation; it is important to make the tool being applied to help entry-level students to develop better speech and speaking skills through videos created according to the ages with the corresponding class and vocabulary adapted to each unit.

Therefore, the use of technology was too necessary in this innovates projects since the integration of visual resources with verbal direction in class; it helps to the students to encourage the ability of the acquisition of knowledge and skills.

The objectives of this proposal are to enhance the English teaching by the web tool resources which are going to help at students to understand most easily using web- based animation software to improve the speaking skills.

#### **4.2.4 GOANIMATE**

**Illustration 2:** GoAnimate



Source: <http://www.disanweb.com/blog/noticia/goanimate-complemento-de-youtube>

GoAnimate is a tool available on the net that allows to create videos from animated characters.

Accessing GoAnimate you will have at your disposal a wide gallery of characters and scenarios so that it can create animation, both at a particular and educational level.

#### **4.2.5 How to register in GoAnimate**

GoAnimate is a simple animation tool intended for educational and promotional uses. Users can use the pre-made set of characters, sound effects and animations

to create short, 2D animation films. Some possible uses listed by GoAnimate include digital marketing videos, video resumes, dynamic infographics and demo videos.

Look how GoAnimate works, it's a simple tool very easy to use and the results are amazing. Here's how in five steps you can start using this resource:

1. Sign up on GoAnimate. You just have to enter your email, an username and a password.
2. Create your video. The free version of the application allows creating short videos. Click above the option that the user will see in the upper right of the screen and it is ready to start.
3. Choose the sceneries and the characters. Depending on the content that is used in the video.
4. Modify and make different kinds of changes such as sounds and pictures according to the topics.
5. Check the result. Click on preview and you can get an accurate picture of how the video has been left. If teachers are ready, they can share it with other GoAnimate users and through different social networks.

### Illustration 3: How to register in GoAnimate



Source: <https://goanimate.com/signup>

#### 4.2.6 The educational benefits of GoAnimate

Teachers can use GoAnimate will stimulate the kids creativity and their involvement with the subject.

Some of the advantages of GoAnimate are that it allows explaining the theory in a different and dynamic way, facilitates the creation of case studies or initial problem solving to motivate students and favors students' involvement, teamwork and collaboration.

GoAnimate is a very useful 2.0 tool to create animated videos. It has a great educational potential; with a little imagination and can create fantastic videos. In Education with ICT this tool has been referred to numerous articles.

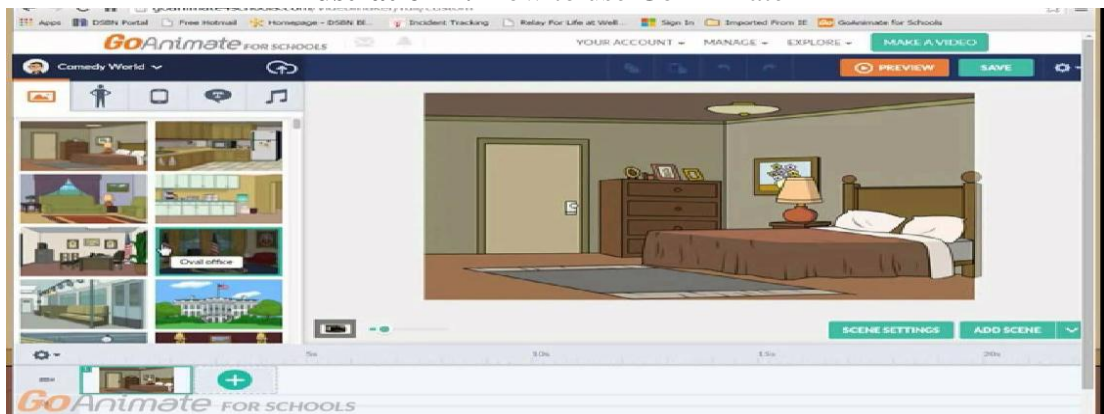
GoAnimate has a large number of videos made by other users that can help us to know the possibilities of the application. The videos created are easily shared on the web and can embed them in our blogs. It can extend the advantages of Go! Animate hiring the Plus version or the account for schools.

#### 4.2.7 How to use GoAnimate

Teachers access to GoAnimate and register as users completing the email, username and password. Inside of it, they start creating an animate video by clicking on the "Create your video" button located at the top right of the web.

Then we click on "Create a short video" or "Create a movie" and select one of the free options (there are more options in the paid version). Teachers will choose sceneries, characters, write a dialogue and preview the video.

**Illustration 4:** How to use GoAnimate

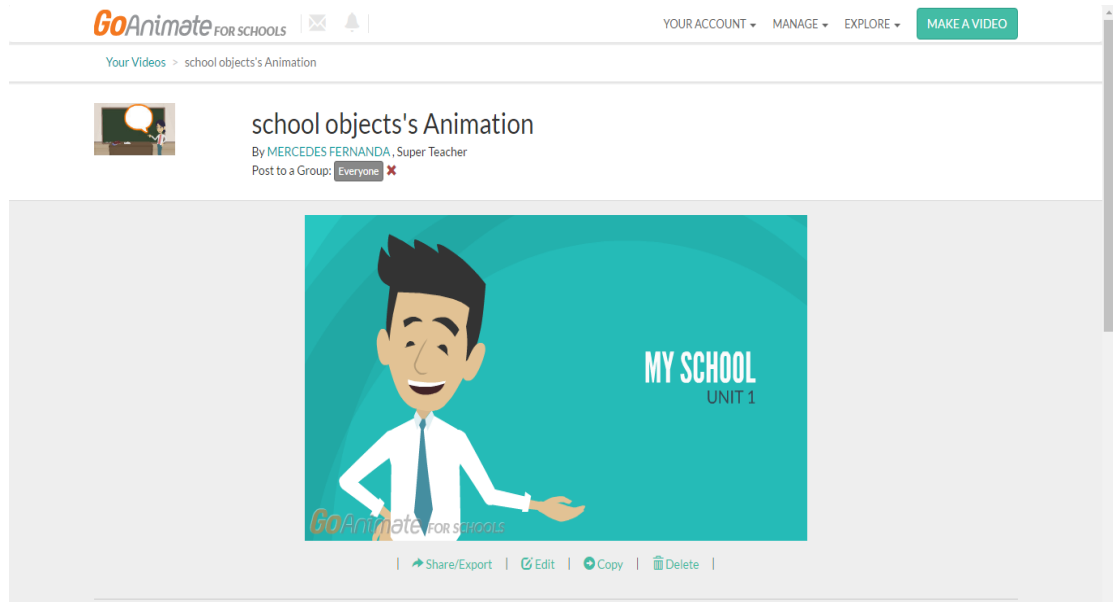


Source: <https://goanimate.com/videomaker>

#### 4.2.8 Educational Utilities

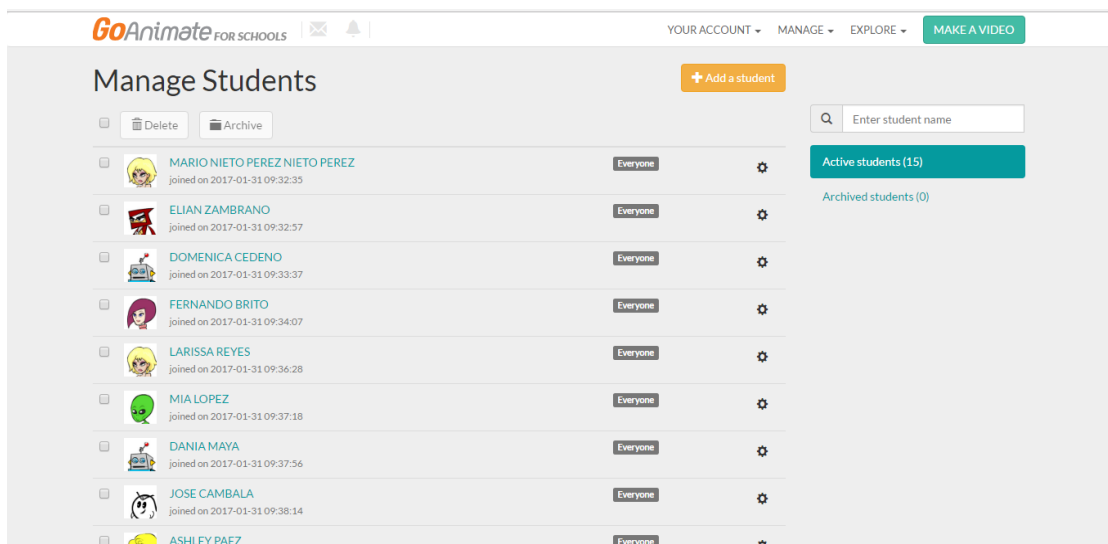
- A. The “GoAnimate” creates animate comics according to class topics, invent stories and situations to illustrate issues of education in values: pollution, food, respect and tolerance, peace, etc.
- B. The “GoAnimate” creates animations about important characters related to class contents: writers, inventors, composers, painters, poets, Nobel prizes, etc.

## Illustration 5: Educational Utilities



Source: <https://goanimate.com/yourvideos>

## Illustration 6: Educational Utilities Users



Source: <https://goanimate4schools.com/school/EDUCA>

#### 4.2.9 Sony Vegas Pro

**Illustration 7:** Sony Vegas Pro



**Source:** <https://sony-vegas-64bit.softonic.com/>

Sony Vegas Pro is a video editing software package for non-linear editing systems (NLE), originally published by Sonic Foundry, now owned and managed by Sony Creative Software.

Originally developed as an audio editor, it eventually became a non-linear edition of video and audio from version 2.0. Vegas offers real-time video and multitrack audio editing on unlimited tracks, independent sequencing of video resolution, complex effects and compositing tools, 24-bit / 192 kHz audio support, VST and DirectX plug-in effect support .

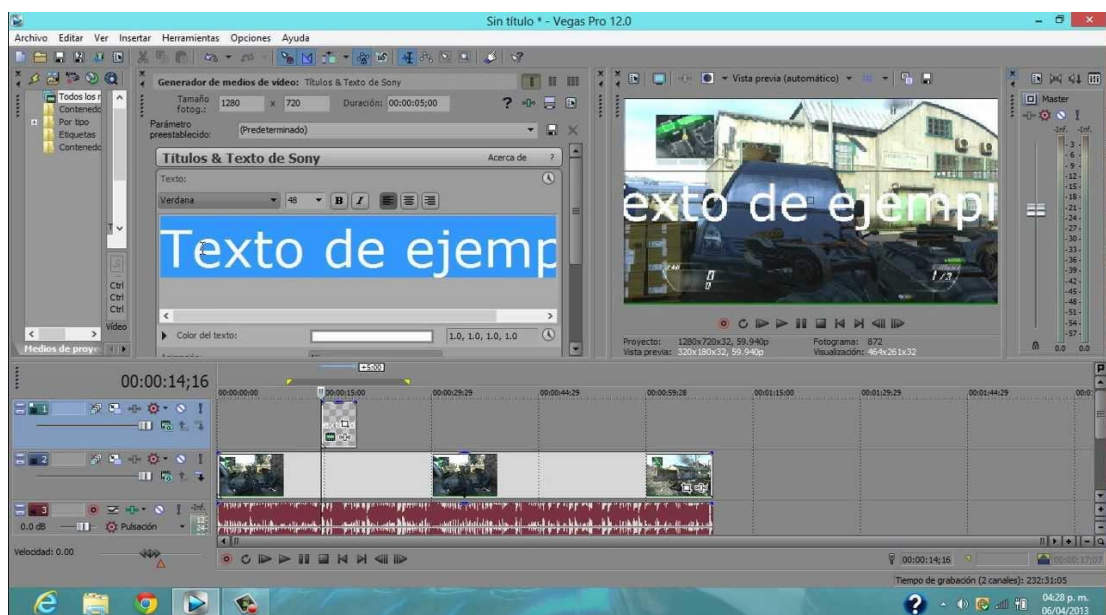
And Dolby Digital surrounds sound mix. Up to version 10, Vegas Pro runs on Microsoft Windows XP (32-bit), Vista, and 7 (32-bit and 64-bit editions). Version 11 abandoned support for Windows XP.



#### 4.2.10 High Quality Audio Control

Access unlimited audio tracks, 24-bit / 192 kHz audio, punch-in recording, 5.1 surround mix, effects automation, and time compression / extension, while applying customizable real-time audio effects such as Equalizer, Reverb, Delay, and many more. Extend your audio mixing and processing options using compatible third-party VST audio plug-ins. Use the mixer window to achieve precise audio control.

**Illustration 8:** Sony Vegas Pro Features



**Source:** <https://www.videomaker.com/article/c05/17542-sony-vegas-pro-13-review>

#### 4.2.11 Web Based Animation Software Activities

The following activities were taken from the preschoolers' book used in the classroom. Each activity was selected to be adapted in the web based animation

software and created activities focus on improving the speaking skills in preschoolers at Escuela de Educación Básica “Educa”.

The units that were used are the following:

1. Myself
2. School Objects
3. My Facial Features
4. My Feelings
5. My Body Parts
6. My Family and Me
7. Delicious Food
8. Fun Toys
9. Introducing Preposition
10. Wonderful Pets

#### **4.2.12 Description of the Activities**

## ACTIVITY 1

### MYSELF

**Timing:**5 minutes

**Values:** Organization and communication

**Organization:** group

**Resources:** laptop, projector,

**Topic:** Myself

**Objective:** To identify oneself as a boy or girl



Picture 1: Myself activity

SOURCE: <https://mtumbacot.wixsite.com/mercedes-animations/single-post/2016/09/01/MYSELF>

#### Procedure:

- ✚ Teacher shows the video about introducing oneself as a boy or girl
- ✚ The students recognize about themselves.
- ✚ Students watch and repeat if they are boys or girls.

<b>ACTIVITY 2</b>	
<b>SCHOOL OBJECTS</b>	
<b>Timing: 5 minutes</b>	<b>Values: Organization and communication</b>
<b>Organization: group</b>	<b>Resources: Laptop, projector,</b>
<b>Topic: School objects</b>	
<b>Objective: To identify school objects</b>	



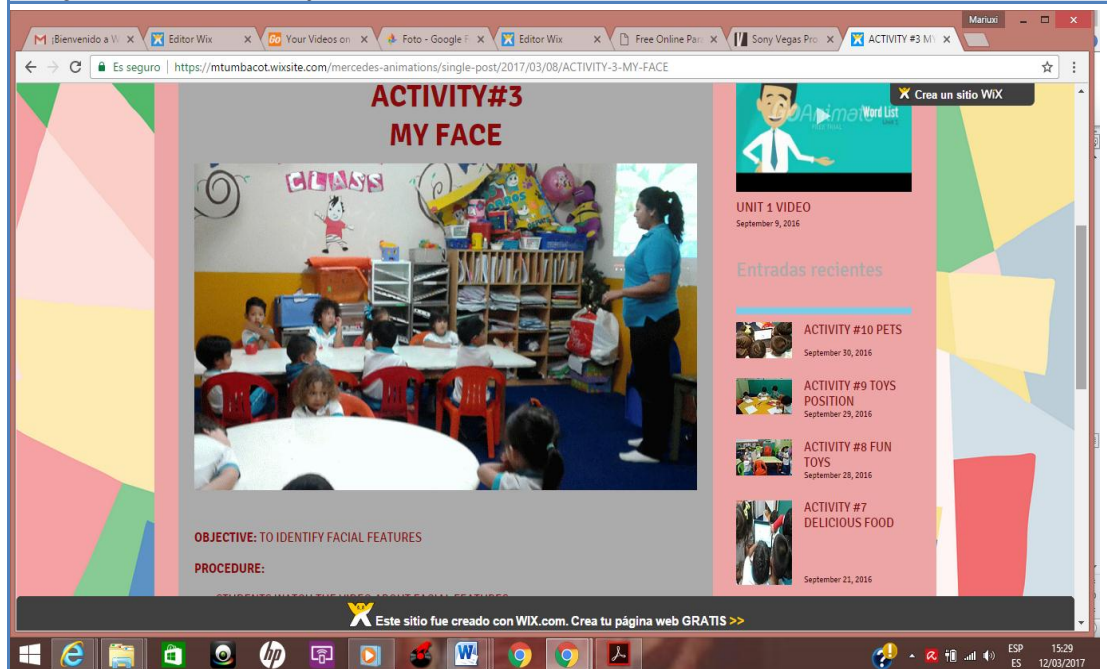
**Picture 2: School Objects**

Source: <https://mtumbacot.wixsite.com/mercedes-animations/single-post/2017/03/11/ACTIVITY-2-SCHOOL-OBJECTS>

**Procedure:**

- ✚ Encourage the students repeat the vocabulary when they watch and listen the video.
  
- ✚ Students recognize the vocabulary according to the correct pronunciation.

<b>ACTIVITY 3</b>	
<b>MY FACIAL FEATURES</b>	
<b>Timing: 5 minutes</b>	<b>Values: Organization and communication</b>
<b>Organization: group</b>	<b>Resources: Laptop, projector</b>
<b>Topic: My face</b>	
<b>Objective: To identify facial features</b>	



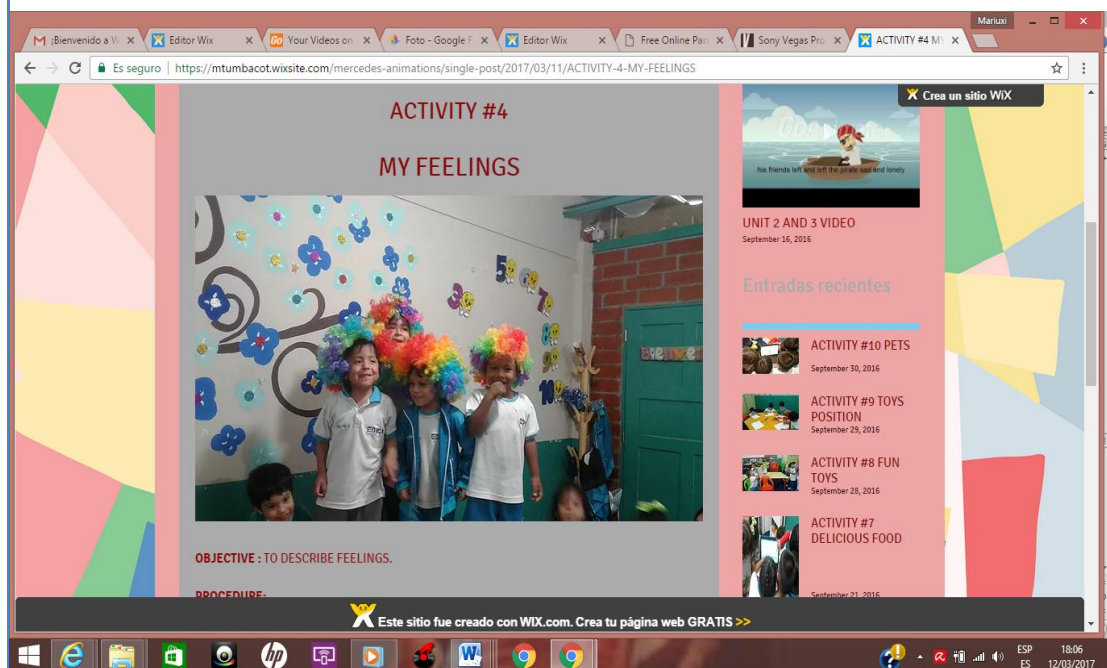
**Picture 3: My Face**

Source: <https://mtumbacot.wixsite.com/mercedes-animations/single-post/2017/03/08/ACTIVITY-3-MY-FACE>

**Procedure:**

- ✚ Students watch the video about the facial features
- ✚ The students recognize and build a face in a sheet
- ✚ The students repeat the pronunciation of parts face
- ✚ Students speak about their facial parts

<b>ACTIVITY 4</b>	
<b>MY FEELINGS</b>	
<b>Timing:</b> 5 minutes	<b>Values:</b> Organization and communication
<b>Organization:</b> Group	<b>Resources:</b> Laptop, projector,
<b>Topic:</b> My feelings	
<b>Objective:</b> To describe feelings	



**Picture 4: My feelings**

Source: <https://mtumbacot.wixsite.com/mercedes-animations/single-post/2017/03/11/ACTIVITY-4-MY-FEELINGS>

**Procedure:**

- ✚ Students learn the vocabulary according to the video
- ✚ They identify and color the correct pictures.
- ✚ They look and describe their feelings



## ACTIVITY 5

### MY BODY PARTS

**Timing: 5 minutes**

**Values: Organization and communication**

**Organization: Group**

**Resources: Laptop, projector,**

**Topic: My body**

**Objective: To identify parts of the body**



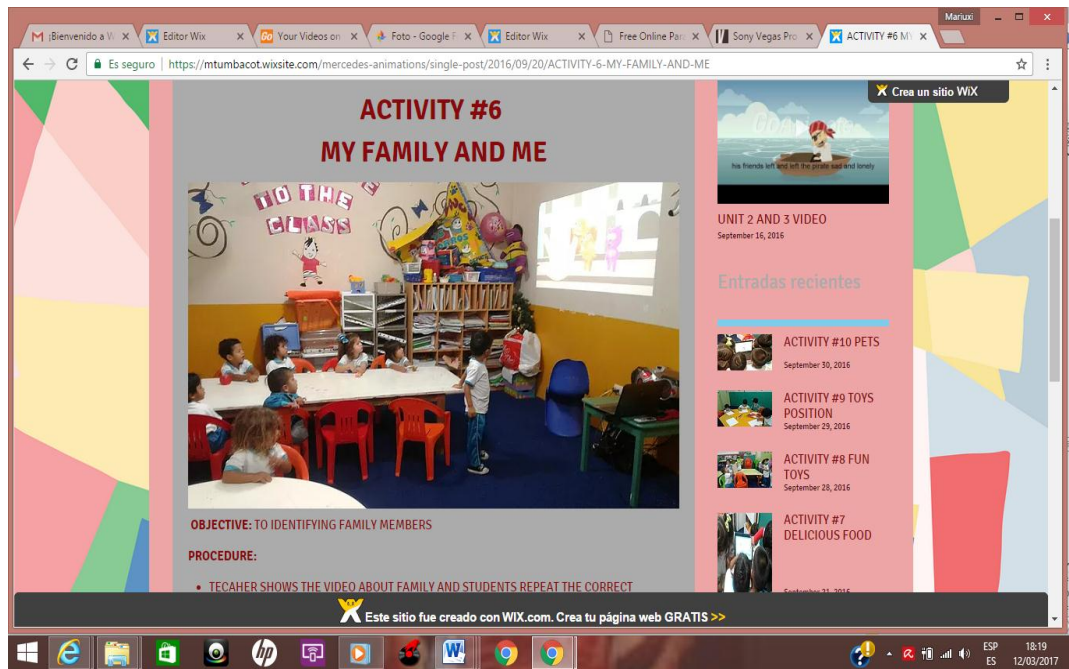
Picture 5: My Body

Source: <https://mtumbacot.wixsite.com/mercedes-animations/single-post/2016/09/19/ACTIVITY-5-MY-BODY>

#### Procedure:

- ✚ Students stand up in front of the video about the body parts
- ✚ They repeat and touch their parts according to the video

<b>ACTIVITY 6</b>	
<b>MY FAMILY AND ME</b>	
<b>Timing: 5 minutes</b>	<b>Values: Organization and communication</b>
<b>Organization: Group</b>	<b>Resources: Laptop, projector,</b>
<b>Topic: I love my family</b>	
<b>Objective: To identifying family members</b>	



**Picture 6: I love My Family**

Source: <https://mtumbacot.wixsite.com/mercedes-animations/single-post/2016/09/20/ACTIVITY-6-MY-FAMILY-AND-ME>

**Procedure:**

- ✚ Teacher shows the video about family and students repeat the correct pronunciation about family members
- ✚ Students talk about their families



## ACTIVITY 7

### DELICIOUS FOOD

**Timing: 5 minutes**

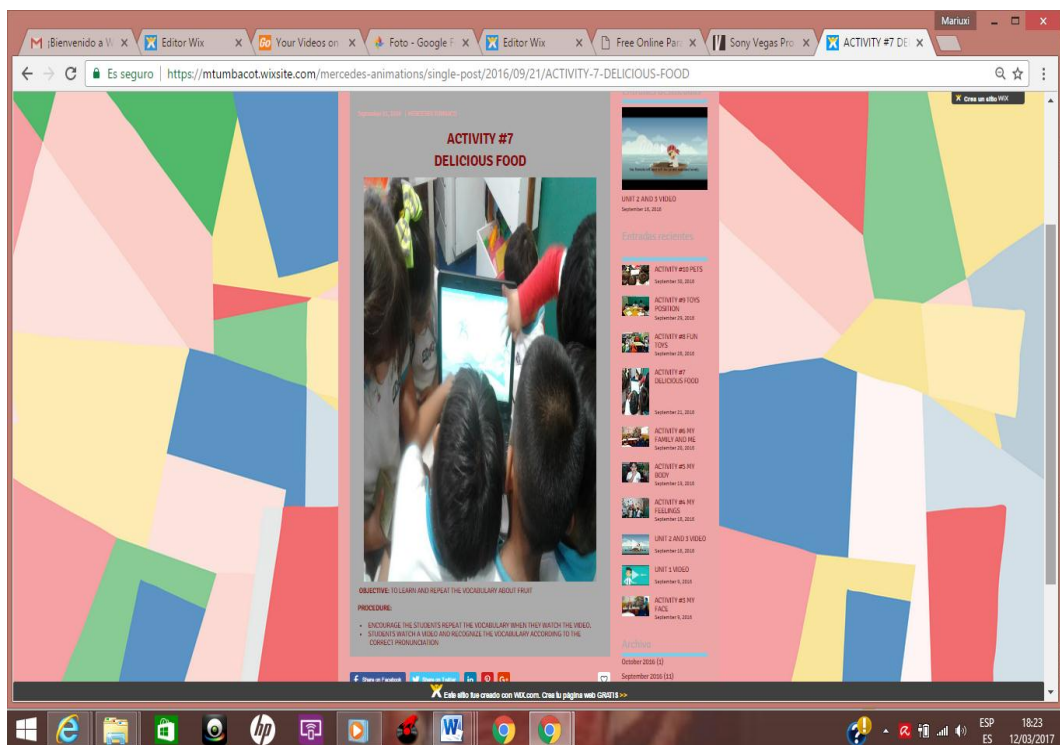
**Values: Organization and communication**

**Organization: Group**

**Resources: Laptop, projector,**

**Topic: My favorite fruit**

**Objective: To learn and repeat the vocabulary about fruit.**

The image is a screenshot of a web browser displaying a Wix website. The browser's address bar shows the URL: https://mtumbacot.wixsite.com/mercedes-animations/single-post/2016/09/21/ACTIVITY-7-DELICIOUS-FOOD. The website content features a central video player with the title 'ACTIVITY #7 DELICIOUS FOOD'. The video shows a group of students gathered around a computer monitor, looking at the screen. Below the video, there is text in Spanish: 'OBJETIVO: TO LEARN AND REPEAT THE VOCABULARY ABOUT FRUIT' and 'PROCEDURE: ENCOURAGE THE STUDENTS REPEAT THE VOCABULARY WHEN THEY WATCH THE VIDEO. STUDENTS WATCH A VIDEO AND RECOGNIZE THE VOCABULARY ACCORDING TO THE CORRECT PRONUNCIATION.' To the right of the video, there is a sidebar with a list of other activities, including 'ACTIVITY #22 PEELS', 'ACTIVITY #9 TOYS POSITION', 'ACTIVITY #8 FUN TOYS', 'ACTIVITY #7 DELICIOUS FOOD', 'ACTIVITY #6 MY FAVORITE COLOR', 'ACTIVITY #5 MY COLOR', 'ACTIVITY #4 MY FAVORITES', and 'ACTIVITY #3 MY FAVORITE'. The browser's taskbar at the bottom shows various application icons and the system clock indicating 18:23 on 12/03/2017.

Picture 7: My Favorite fruit

Source: <https://mtumbacot.wixsite.com/mercedes-animations/single-post/2016/09/21/ACTIVITY-7-DELICIOUS-FOOD>

#### Procedure:

- ✚ Encourage the students repeat the vocabulary when they watch the video
- ✚ Students watch a video and recognize the vocabulary according to the correct pronunciation

## ACTIVITY 8

### FUN TOYS

**Timing:** 5 minutes

**Values:** Organization and communication

**Organization:** Group

**Resources:** Laptop, projector,

**Topic:** My favorite toys

**Objective:** To identify the vocabulary about toys



**ACTIVITY #8  
FUN TOYS**

**OBJECTIVE:** TO IDENTIFY THE VOCABULARY ABOUT TOYS

**PROCEDURE:**

- STUDENTS WATCH A VIDEO AND SPEAK ABOUT THE TOYS
- STUDENTS IDENTIFY THEIR FAVORITE TOYS

**ACTIVITY #9 TOYS POSITION**  
September 29, 2016

**Entradas recientes**

- ACTIVITY #10 PETS**  
September 29, 2016
- ACTIVITY #9 TOYS POSITION**  
September 29, 2016
- ACTIVITY #8 FUN TOYS**  
September 28, 2016
- ACTIVITY #7 DELICIOUS FOOD**  
September 21, 2016
- ACTIVITY #6 MY FAMILY AND ME**  
September 20, 2016

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### Picture 8: My Favorite Toys

Source: <https://mtumbacot.wixsite.com/mercedes-animations/single-post/2016/10/24/ACTIVITY-8-FUN-TOYS>

### Procedure:

- + Students watch a video and speak about the toys
- + Students identify their favorite toys

## ACTIVITY 9

### INTRODUCING PREPOSITION

**Timing:** 5 minutes

**Values:** Organization and communication

**Organization:** Group

**Resources:** Laptop, projector,

**Topic:** Toys position

**Objective:** To learn about the first preposition in, on, under

**ACTIVITY#9  
TOYS POSITION**

**OBJECTIVE:** TO LEARN ABOUT THE FIRST PREPOSITION IN, ON, UNDER

**PROCEDURE:**

- ENCOURAGE THE STUDENTS REPEAT THE PREPOSITION ACCORDING TO THE VIDEO
- STUDENTS WATCH THE VIDEO AND RECOGNIZE THE VOCABULARY ACCORDING TO THE CORRECT PRONUNCIATION

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**Picture 1: Toys Position**

Source: <https://mtumbacot.wixsite.com/mercedes-animations/single-post/2016/09/27/ACTIVITY-9-TOYS-POSITION>

#### **Procedure:**

- ✚ Encourage the students repeat the preposition according the video
- ✚ Students watch the video and recognize the vocabulary according to the correct pronunciation

## ACTIVITY 10

### PETS

**Timing:** 5 minutes

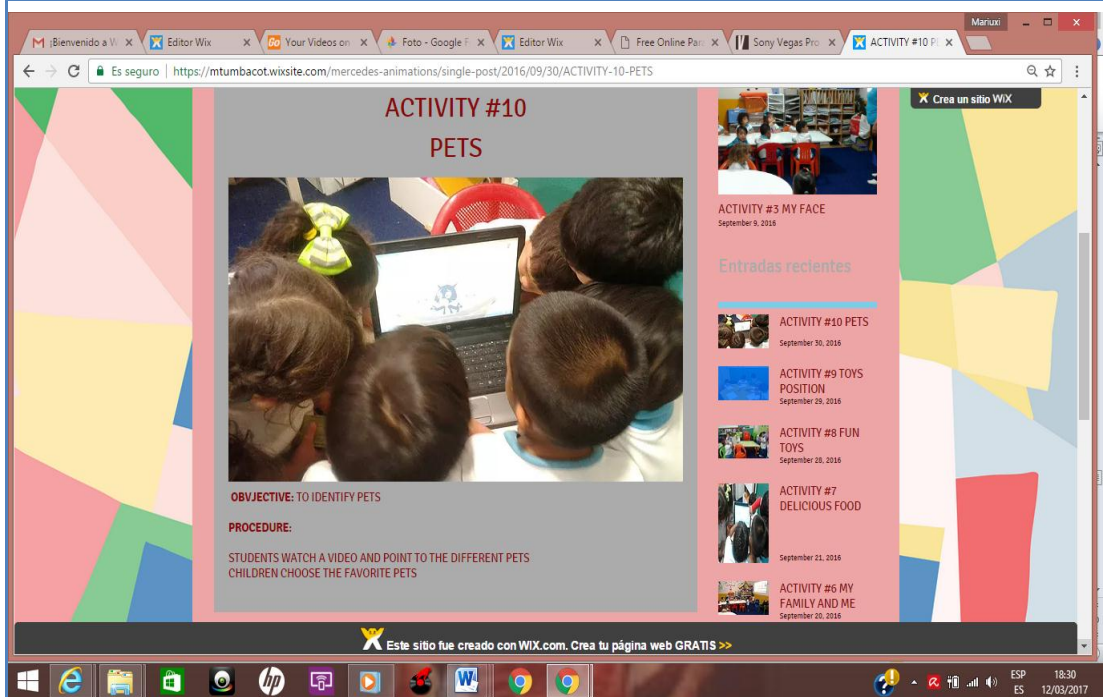
**Values:** V Organization and communication

**Organization:** Group

**Resources:** Laptop, projector,

**Topic:** Wonderful pets



**Objective:** To identify pets



**Picture 1: Wonderful Pets**

**Source:** <https://mtumbacot.wixsite.com/mercedes-animations/single-post/2016/09/30/ACTIVITY-10-PETS>

#### **Procedure:**

-  **Students watch a video and point to the different pets**
-  **Children choose the favorite pets**

#### 4.2.12.1 Pre-Test Results

The Students of preschoolers who participated in this project took a Pre-Test, the following chart shows the result related to the deficiency of the speaking skills in them. Additionally, the criteria that were assessed include **Pronunciation, Fluency, Comprehension and Vocabulary.**

**Chart 13:** Pre-Test Results

<b>SCORE</b>	<b>RESULTS</b>	<b>PERCENTAGE</b>
AD	3	10%
EP	5	30%
IN	7	60%
<b>TOTAL</b>	<b>15</b>	<b>100%</b>

**Source:** Escuela de Educación Básica “EDUCA”

**Author:** Mercedes Fernanda Tumbaco Tomalà

### 4.3 ACHIEVEMENT AND EXPECT RESULTS

#### 4.3.1 Achievement

1. It is essential to mention that the students who contribute in this proposal were fifteen students of preschoolers at Escuela de Educación Básica “EDUCA”, they have a basic English process and traditional classes.
2. Nowadays, the students need to be concentrated in animations activities, but when the diagnostic test was take they just have a bits presentations.
3. Furthermore they have a basic vocabulary and most of them do not recognize more than two bits per unit.
4. Secondly, the English teacher when use the online or “YouTube” videos, they show another word that they never have seen or listened in their materials book, these are the reasons that they were confused.

5. Thus, as a teacher at Escuela de Educación Básica “EDUCA”, the mission itself gave an essential improvement for the private school, people will know that in the school is being used and applied a nontraditional system for teaching English.
6. In another hand, the organization is not interactive, technique and efficient.
7. The institution, for implement these techniques could create and excellent expectation to parents and students most of them if they are the main actors in the society
8. Not only for EDUCA school, but also for institutions requiring to implement software to help and develop the speaking skills, mission that will be distribute through online way or cd, advices and the corresponding patent. Improvement the name and the status of the institution.
9. To finish, the Peninsula of Santa Elena, should think about the English process in the preschoolers ages, it is the best beginning because this it is the time that students absorbed all contents and all knowledge and they are in all technology life.

#### **4.3.2 Expect Results**

The scores obtained from the pre-test rubrics applied to students, most of them have an insufficient results, according to last result they are significance in comparison of the first.

**Chart 14:** Post- Test Results

SCORE	RESULTS	PERCENTAGE
AD	11	70%
EP	3	20%
IN	1	10%
<b>TOTAL</b>	<b>15</b>	<b>100%</b>

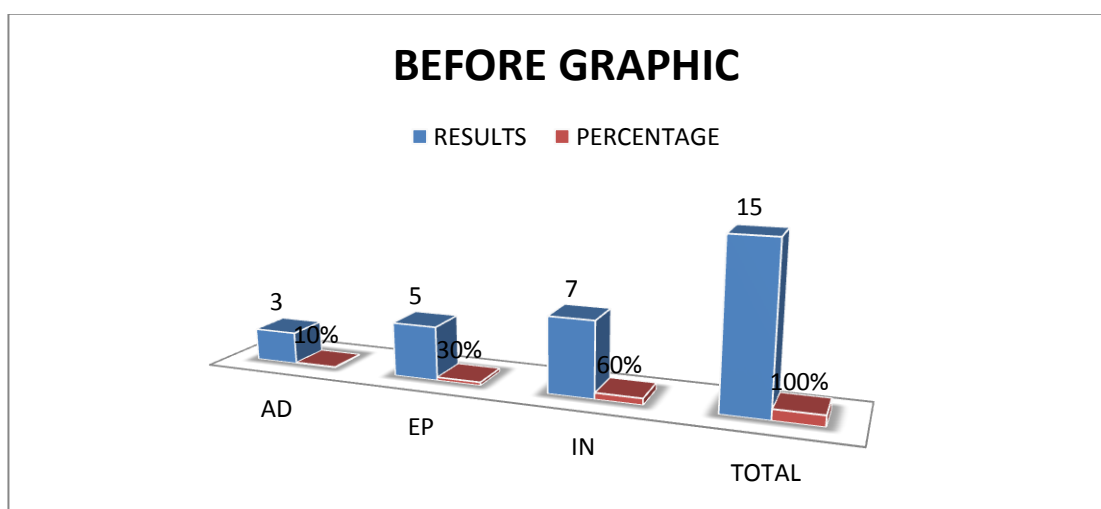
**Source:** Escuela de Educación Básica “EDUCA”

**Author:** Mercedes Fernanda Tumbaco Tomalà

### 4.3.3 Analysis of the Final Results: Before and After

The students of preschoolers showed at the beginning of the process watch and repeat the pronunciation vocabulary activities, but when they complete the 10 activities using the web based animation software, they had an important development in the speaking skills. In the next diagrams show how students increase their speaking.

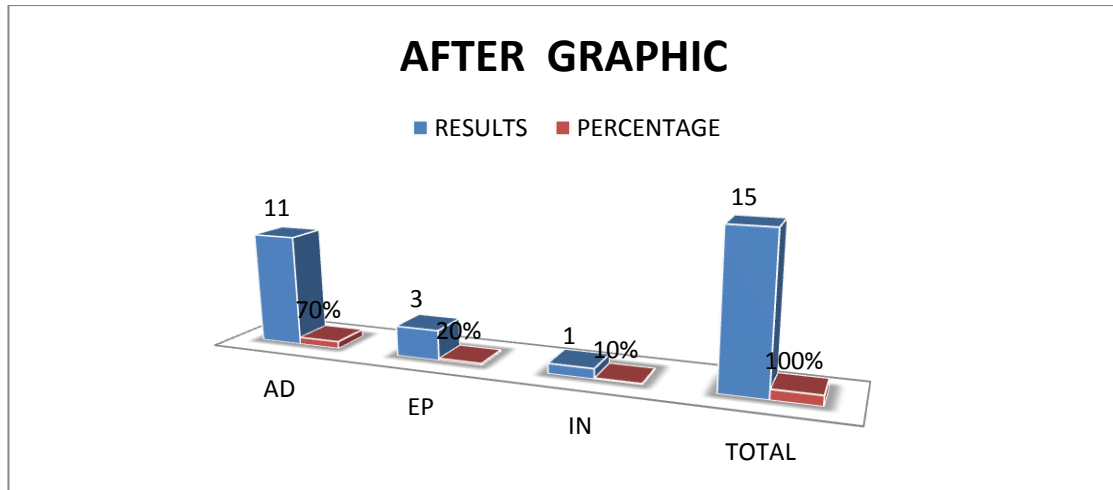
**Graph 9:** Pre-Test Result and Percentage



**Source:** Escuela de Educación Básica “EDUCA”

**Author:** Mercedes Fernanda Tumbaco Tomalà

**Graph 10: Post-Test Result and Percentage**



**Source:** Escuela de Educación Básica “EDUCA”

**Author:** Mercedes Fernanda Tumbaco Tomalà

#### 4.3.4 Comparison among Pre-Test and the Post-Test of the Students

**Chart 15: Comparative Analysis of Pre-Test and Post-Test**

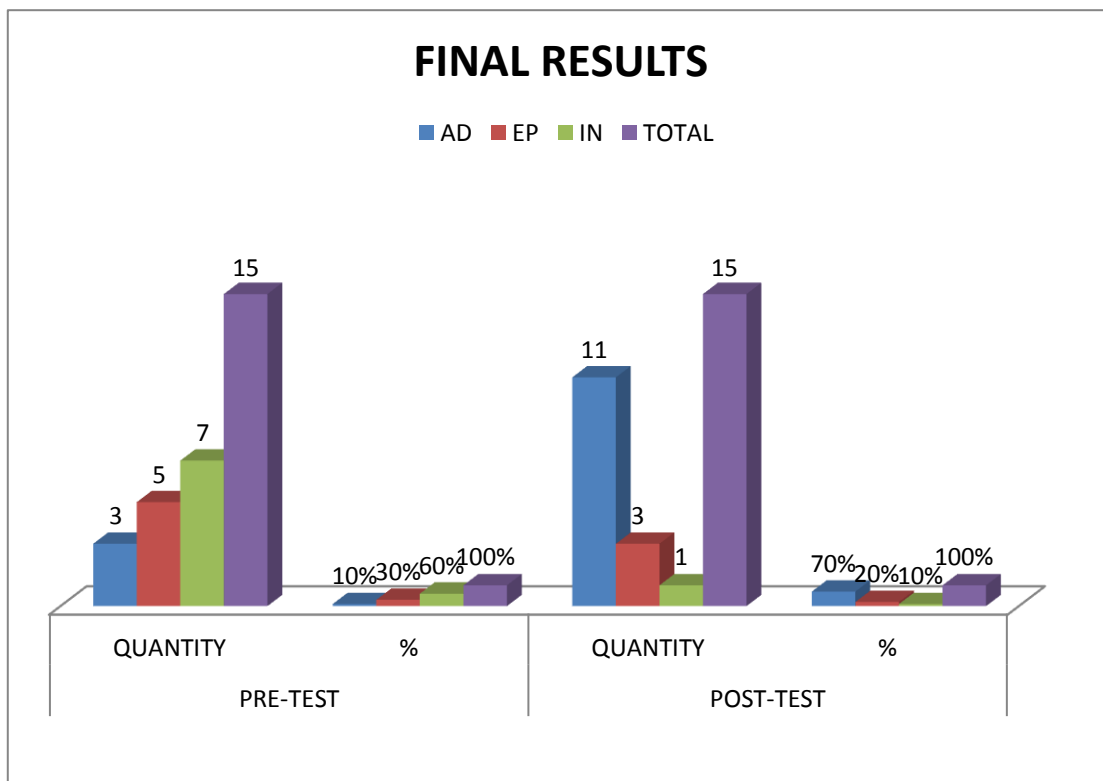
SCORE	PRE-TEST		POST-TEST	
	QUANTITY	%	QUANTITY	%
AD	3	10%	11	70%
EP	5	30%	3	20%
IN	7	60%	1	10%
<b>TOTAL</b>	<b>15</b>	<b>100%</b>	<b>15</b>	<b>100%</b>

**Source:** Escuela de Educación Básica “EDUCA”

**Author:** Mercedes Fernanda Tumbaco Tomalà



**Graph 11:** Comparative Analysis of Pre-Test and Post-Test



**Source:** Escuela de Educación Básica “EDUCA”

**Author:** Mercedes Fernanda TumbacoTomalà

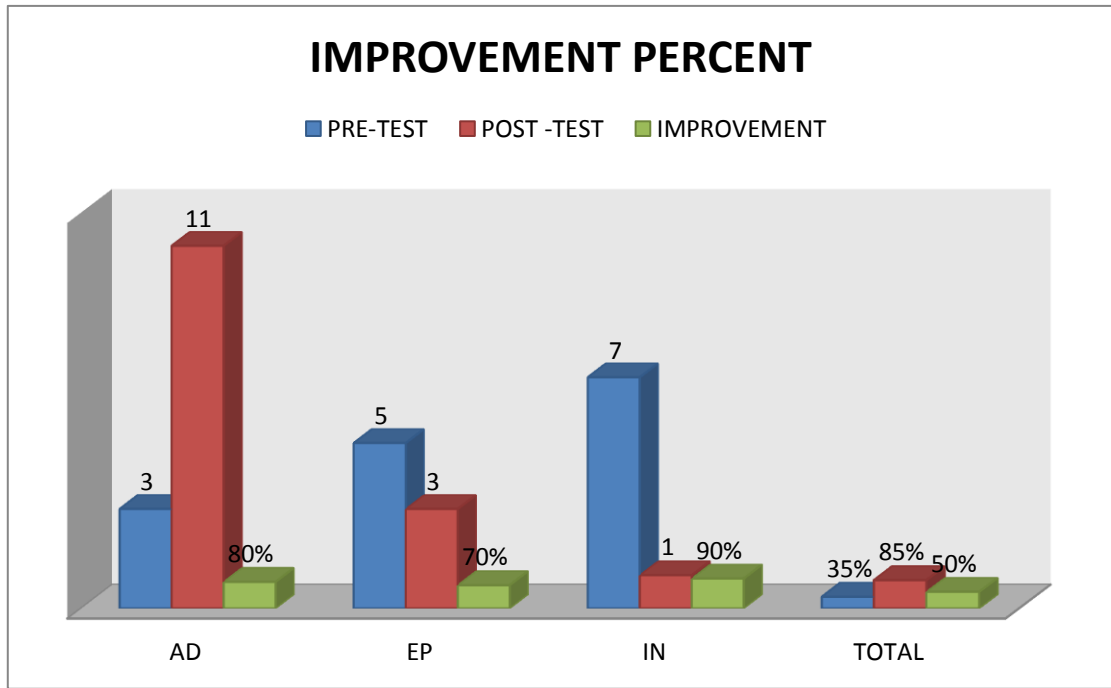
**Chart 16:** Percentage of Improvement

SCORE	PRE-TEST	POST -TEST	IMPROVEMENT
AD	3	11	80%
EP	5	3	70%
IN	7	1	90%
<b>TOTAL</b>	35%	85%	50%

**Source:** Escuela de Educación Básica “EDUCA”

**Author:** Mercedes Fernanda TumbacoTomalà

**Graph 12: Statistical Analysis of Percentage of Improvement**



**Source:** Escuela de Educación Básica “EDUCA”  
**Author:** Mercedes Fernanda TumbacoTomalà

#### 4.4.5 Strategies of Improvement

**Chart 17: Strategies of Improvement**

BEFORE THE PROPOSAL	AFTER THE PROPOSAL
<ul style="list-style-type: none"> <li>✚ Students didn't catch the attention in classes</li> <li>✚ Wrong motivation</li> <li>✚ Students had the same strategies when they learn vocabulary</li> <li>✚ Students didn't speak when they need to reproduce the learning knowledge</li> </ul>	<ul style="list-style-type: none"> <li>✚ Students feel motivating when they are introducing the new knowledge</li> <li>✚ Students repeat alone when they listen and watch the video</li> <li>✚ They learn so fast and speak better after using the software</li> <li>✚ They relate the activities easily</li> </ul>

**Source:** Escuela de Educación Básica “EDUCA”  
**Author:** Mercedes Fernanda TumbacoTomalà

## **4.4 CONCLUSIONS AND RECOMMENDATIONS**

### **4.4.1 Conclusions**

- English is one of the disciplines that contributes significantly to the development of communicative competences, in terms of fluency and pronunciation.
- With this project it is possible to provide new methodological strategies for teaching and learning English.
- If one by one of school provided new strategies like implementing the web based animation software, English could be easy to learn in preschoolers levels.
- Because this project has the objective to promote the English classes in beginners children, it depends the future and good result also if the students are motivated with technologies.

### **4.4.2 Recommendations**

- It is important that English teachers must be trained in pre-school teaching, because it is the Fundamental basis for the following years of school.
- To recommend to teachers use an animation software in the classroom to motivate the learning of each unit.
- It is necessary this bilingual institution has the correct resources to improve the learning process.

#### 4.5 TIMETABLE

Chart 18: Timetable

N°	ACTIVITIES	2016-2017																																							
		MAY				JUNE				JULY				AUGUST				SEPTEMBER				OCTUBER				NOVEMBER				DECEMBER				JANUARY				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	1	2	3	4				
1	Topic	X	X																																						
2	Meeting		X	X																																					
3	Elaboration				X																																				
4	Chapter I				X	X	X	X																																	
5	Elaboration							X	X	X																															
6	Chapter II								X	X	X	X																													
7	Elaboration									X	X	X																													
8	Chapter III												X	X	X																										
9	Elaboration															X	X	X	X																						
10	Chapter IV																X	X	X	X	X	X	X	X	X	X	X	X	X	X	X										
11	Review of																																								
12	Delivery of																																								
13	Pre defense of																																								
14	Defense of																																								
15	Graduation																																								

Source: Escuela de Educación Básica “EDUCA”

## 4.6 RESOURCES

### 4.6.1 Technological Resources

**Chart 19 : Resources**

DESCRIPTION	QUANTITY	UNIT PRICE	TOTAL
Flash Memory	1	\$ 10	\$ 10
Laptop	1	\$ 800	\$ 800
Infocus	1	\$ 300	\$ 300
Speakers	1	\$ 20	\$ 20
<b>TOTAL</b>			\$ 1130

**Source:** Escuela de Educación Básica “EDUCA”

**Author:** Mercedes Fernanda TumbacoTomalà

### 4.6.2 Financial Resources

**Chart 20 : Financial Resources**

DESCRIPTION	UNIT PRICE	TOTAL
Internet service (month)	\$ 30	\$ 90
Transport (month)	\$ 3.00	\$ 100
Others	\$ 2.00	\$ 10
<b>TOTAL</b>		\$ 200

**Source:** Escuela de Educación Básica “EDUCA”

**Author:** Mercedes Fernanda TumbacoTomalà

**Chart 21 : Total Resources**

<b>TOTAL EXPENSES</b>	
Technological Resources	\$ 1130
Financial Resources	\$ 200
<b>TOTAL</b>	<b>\$ 1330</b>

**Source:** Escuela de Educación Básica “EDUCA”

**Author:** Mercedes Fernanda TumbacoTomalá

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**APPENDIXES**  
**Attachment 1: Institution's Consent Letter**

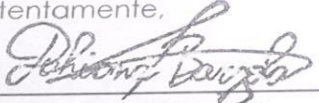
  
*Un lugar distinto para Educar a tus hijos...*


MA. Ed.  
Glenda Pinoargote Parra.  
**DIRECTORA CARRERA LICENCIATURA EN INGLES**  
Facultad Ciencias de la Educación e Idiomas  
Upse.  
Presente.-

**A quien interese:**

Yo, Dahiana Barzola Chávez, con C.I. 0919402487 Directora de la "ESCUELA DE EDUCACION BASICA "EDUCA", a petición de la profesora Mercedes Tumbaco Tomala me honro en certificar que la docente antes mencionada conto con la aprobación necesaria para realizar su propuesta "WEB-BASED ANIMATION SOFTWARE TO IMPROVE THE SPEAKING SKILLS IN PRESCHOOLERS AT ESCUELA DE EDUCACION BASCA "EDUCA" SALINAS PROVINCE OF SANTA, SCHOOL YEAR 2016-2017", tanto que nuestra comunidad educativa resulto favorecida en el área de inglés.

Es todo cuanto puedo CERTIFICAR, en honor a la verdad.

Atentamente,  
  
Dahiana Barzola Chávez  
**DIRECTORA**



**contacto@centroeducabi**  
Telefonos: 2775402 -  
Barrio Carolina, Av. 9  
Salinas - Santa Elena

**Attachment 2: Institution's Certificate of Completion of Research**



17 de Noviembre del 2016

MA. Ed.  
Glenda Pinoargote Parra,  
**DIRECTORA CARRERA LICENCIATURA EN INGLES**  
Facultad Ciencias de la Educación e Idiomas  
Upse.  
Presente.-

Se hace constar por medio del presente, que **TUMBACO TOMALA MERCEDES FERNANDA** con Cédula de Identidad Nº 0927515619, estudiante de la Universidad Estatal Península de Santa Elena, realizó la aplicación de su proyecto de tesis "WEB-BASED ANIMATION SOFTWARE TO IMPROVE THE SPEAKING SKILLS IN PRESCHOOLERS AT ESCUELA DE EDUCACION BASCA "EDUCA" SALINAS PROVINCE OF SANTA ELENA , desde el día 1 de septiembre hasta el 30 de septiembre.

Constancia que se expide en Salinas, a los 17 días del mes de Noviembre del 2016

Atentamente,  
  
\_\_\_\_\_  
**MSc. Dahiana Barzola Ch.**  
Directora E.E.B "EDUCA"



C.C: MSc. Jeanette Cevallos Allcivar

**contacto@centroeducabilir**  
Telefonos: 2775402 - 2775403  
Barrio Carolina, Av. 9 E/  
Salinas - Santa Elena - E



### **Attachment 3: Interview Direct to Principal**



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

##### **INTERVIEW DIRECTED TO THE PRINCIPAL ABOUT WEB-BASED ANIMATION SOFTWARE TO IMPROVE THE SPEAKING SKILLS IN PRESCHOOLERS AT ESCUELA DE EDUCACIÓN BÁSICA “EDUCA”. SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016-2017.**

1. Which one of the four language skills, do you think is the most important to develop?
2. Do you believe that applying new methods and techniques of teaching accompanied with technology could improve the teaching learning process?
3. Do you believe that the use of technology in education could be a good strategy to teach English?
4. Do you believe that English teachers should apply technology in the English classes?
5. Do you know any animated software that can be applied to teach English?
6. Do you use any web-based animated software created for English purposes?
7. Do you believe that the application of a web-based animation software could help to improve the speaking skills in preschoolers at Escuela de Educación Básica “Educa”?
8. Would you support the application of web-based animation software to improve the speaking skills in preschoolers at Escuela de Educación Básica “Educa”?

**Thanks for your collaboration**

**Attachment 4:** Interview Directed to the Specialist of English Language.



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

**INTERVIEW DIRECTED TO THE SPECIALIST ABOUT WEB-BASED ANIMATION  
SOFTWARE TO IMPROVE THE SPEAKING SKILLS IN PRESCHOOLERS AT  
ESCUELA DE EDUCACIÓN BÁSICA “EDUCA”. SALINAS, PROVINCE OF SANTA  
ELENA, SCHOOL YEAR 2016-2017.**

1. What kind of videos do you recommend to improve speaking skill?
2. How often do you use music in your English class?
3. What type of music do you use with your students?
4. Do you use any web-based animated software created for English purposes?
5. How many activities do you develop with each software?
6. Can you explain in a few words how the students improve their knowledge of the language?
7. Can you give me some recommendation about using web-based animated software to improve the learning process?

**Thanks for your collaboration**

**Attachment 5: Interview Directed to the English Teacher**



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

**INTERVIEW APPLIED TO THE ENGLISH TEACHERS ABOUT WEB-BASED  
ANIMATION SOFTWARE TO IMPROVE THE SPEAKING SKILLS IN  
PRESCHOOLERS AT ESCUELA DE EDUCACIÓN BÁSICA “EDUCA”. SALINAS,  
PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016-2017**

- 1:** What is your criteria about that, currently, learning any foreign language is a benefit for all the students in general?
- 2:** Do you believe that the current technology in one way or the other relations our daily life with a foreign language should be applied in the teaching learning process?
- 3:** Do you believe that the web-based animation software techniques of any foreign language should be set in order to be updated?
- 4:** Do you think that the current web-based animation software we have in this institution is not enough?
- 5:** What are your criteria about this fact, traducing the grammar is an easier way to acquire the language but it creates a fence in order to develop the speaking skill?
- 6:** Do you believe that actually when you teach any foreign language students do not need to memorize or repeat several times a word or a phrase?
- 7:** Do you believe that new technologies must include creative and attractive techniques for the students?
- 8:** What is your criteria about this fact new teaching techniques improve the total behavior including in other subjects?
- 9:** Do you think that better teaching techniques could improve the learning environment changing it to a more effective and efficiency one?
- 10:** What is your criteria about the everyday-training process in teaching techniques is a very important issue to achieve the objective of learning?

**Thanks for your collaboration**



**Attachment 6: Survey Directed to the Parents**



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

**INTERVIEW DIRECTED TO THE PARENTS ABOUT WEB-BASED ANIMATION SOFTWARE TO IMPROVE THE SPEAKING SKILLS IN PRESCHOOLERS AT ESCUELA DE EDUCACIÓN BÁSICA “EDUCA”. SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016-2017.**

- 1:** Would you like your children speak another language beside Spanish?
  
- 2:** Do you think that your children can learn how to speak English at school?
  
- 3:** What do you think about a school need to implement technology in the classroom in order to teach a good level of English?
  
- 4:** Do you think parents should be trained to help children with their homework?
  
- 5:** Children now are very close to technology and music, do you believe they will learn faster and better if technology and music is used?
  
- 6:** Do children and teenagers always use any web-based animation software in order to improve their English learning process?
  
- 7:** If you were the principal of your children’s school what would you do associated with the English subject?
  
- 8:** Do you believe that the implementation of web based animation software could improve the speaking skills in preschoolers?

Thanks

### Attachment 7: Guide Classroom Observation

GUIDE CLASSROOM OBSERVATION FOR PRESSCHOOLERS	
<b>General Information:</b>	
<b>Observer:</b>	<b>Date:</b>
<b>School: Escuela de Educación Básica Educa</b>	<b>Location: Salinas</b>
<b>Observed situation and context: classroom</b>	<b>time: 2 hours</b>
<b>Duration of the observation: from sept 1st, 2016 to sept 31<sup>st</sup>, 2016</b>	

The following observation guide has been made to obtain qualitative descriptions of the situations that arise in collaborative learning.

**A. Key decisions:** These are strategies that are taken before the lesson; it is suggested to discuss them with the English teacher before the visit to the classroom.

Were the academic objectives of the session clearly established? Which were?	
Were the collaborative objectives clearly established? Which were?	
What didactic materials and resources were used by the students?	

**B. Lesson Activities:** The time to develop the lesson through activities.

Briefly describe the initial instructions for the session. What were the rules of conduct requested by the English teacher?	
Describe how the introduction to the topic was made. (In case of exposure of contents)	
Describe what work was done to build confidence	
Describe what work was done to motivate students to learn the lesson.	
Describe what technological resources were used for the English teacher to teach the lesson	
Describe the academic criteria that were established as a goal for the group	
Describe the types of positive interdependence that were used in the lesson (Goals, identity,	

resources, prizes, functions, fantasies, external threat and sequence of tasks)	
Describe What did the teacher do while the students worked in the activity?	
Describe What kind of assistance did the English teacher provide in the course for his / her students? while they carried out the activity	

**C. After the Lesson:** It is time to close the activity, evaluate the results and provide feedback on the students functioning.

Describe how the quality and quantity of student learning was assessed?	
Describe how the session was closed?	
Describe: Were the academic objectives of the session achieved?	

**General observations:** Latest considerations to be added to the observation.

**Positives:**

<b>The positive situation are: the students learn easily by the visual aids</b>
---

**Opportunity areas:**

<b>They have resources but the teacher cannot use appropriately</b>
---

**Interesting:**

<b>The resources help to apply many thing with the students</b>
---

**Author:** Mercedes Tumbaco Tomalá

**Attachment 8: Diagnostic Test**

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

Children´s Name:

Grade: initial 2(3 years)

EVALUATIONS
AD: ACQUIRED
EP: IN PROCESS
IN:INITIATED

RUBRIC	FECHA.		
	AD	EP	IN
<b>Identifying school objects</b>			
<b>Identify colors (yellow, red and blue)</b>			
<b>Identifying oneself as a boy or girl</b>			
<b>VOCABULARY – BITS</b>			
<b>Understands and reproduces basic vocabulary</b>			
<b>Identify the vocabulary (teacher, boy, girl, crayon, book, board, table, chair )</b>			
<b>NUMBERS</b>			
<b>Counting numbers 1-5</b>			
<b>Recognize the numbers from 1</b>			
<b>Pronounce correctly the numbers.</b>			

Observation:

.....

.....

.....

.....

**Author:** Mercedes Tumbaco Tomalá

**Attachment 9: Post Test**



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA**

**FACULTAD CIENCIAS DE LA EDUCACIÓN E IDIOMAS  
CARRERA LICENCIATURA EN INGLÉS**

**POST-TEST**

Children's Name:

Grade: initial 2(3 years)

EVALUATIONS
AD: ACQUIRED EP: IN PROCESS IN: INITIATED

RUBRIC	FECHA.		
	AD	EP	IN
<b>Identifying pets</b>			
<b>Identify colors</b>			
<b>Understanding that pets have needs and that we have to take care of them.</b>			
<b>VOCABULARY – BITS</b>			
<b>Understands and reproduces basic vocabulary</b>			
<b>Identify the vocabulary (cats, fish, Dogs, rabbits, pets, same, different )</b>			
<b>NUMBERS</b>			
<b>Counting numbers 1-5</b>			
<b>Recognize the numbers from 5</b>			
<b>Pronounce correctly the numbers.</b>			

Observation:

.....

.....

.....

.....

**Author:** Mercedes Tumbaco Tomalá

## Attachment 10. Adviser Certification

La Libertad, 14 de febrero de 2017

### CERTIFICACIÓN DEL DIRECTOR DE TESIS

La suscrita Lcda. **JEANNETTE CEVALLOS ALCIVAR**, MSc. tutora del Trabajo de Titulación de la egresada: **MERCEDES FERNANDA TUMBACO TOMALÁ**,

### CERTIFICA:

Que una vez revisados los convenios de la investigación y desarrollo del Borrador del Informe final del Trabajo de Titulación denominado "WEB-BASED ANIMATION SOFTWARE TO IMPROVE SPEAKING SKILLS IN PRESCHOOLERS AT ESCUELA DE EDUCACIÓN BÁSICA EDUCA SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016- 2017", estos guardan relación con lo estipulado en la reglamentación prevista por la Universidad, los mismos que cumplen con los parámetros del método de investigación y su proceso; por lo tanto solicito se dé el trámite legal correspondiente.



.....  
LCDA. JEANNETTE CEVALLOS ALCIVAR, MSc.  
DOCENTE TUTORA CLI 2017.

## Attachment 11. Antiplagiarism certificate

UNIVERSIDAD ESTATAL  
PENÍNSULA DE SANTA ELENA




La libertad, 14 de febrero de 2017.

### CERTIFICADO ANTIPLAGIO 006-TUTOR JECA-2017

En calidad de tutor del trabajo de titulación denominado “WEB-BASED ANIMATION SOFTWARE TO IMPROVE SPEAKING SKILLS IN PRESCHOOLERS AT ESCUELA DE EDUCACIÓN BÁSICA EDUCA SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016- 2017”, elaborado por la estudiante MERCEDES FERNANDA TUMBACO TOMALÁ, egresada de la Carrera Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciada en Inglés, me permito declarar que una vez analizado en el sistema antiplagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 3% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

  
Lcda. Jeannette Cevallos Alcivar. MSc.  
C.I.:0907928089  
DOCENTE TUTOR

URKUND

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La fuente no se usa		

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Categoría	Enlace/nombre de archivo	
	<a href="#">CHAPTER IV final.docx</a>	<input checked="" type="checkbox"/>
	<a href="#">CHAPTER 4.doc</a>	<input checked="" type="checkbox"/>
Fuentes alternativas		
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## PICTURES



**Picture 11: Interview with the First Specialist**

**Author:** Mercedes Tumbaco Tomalá



**Picture 12: Interview with the Second Specialist**

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**Picture 13: Interview with the Third Specialist**

**Author:** Mercedes Tumbaco Tomalá



**Picture 14: Interview with the Principal**

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**Picture 15: Interview with the English Teacher**  
**Author:** Mercedes Tumbaco Tomalá



**Picture 16: Interview with the Second English**  
**Author:** Mercedes Tumbaco Tomalá



**Picture 17: Survey to the Parents**  
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**Picture 18: giving instructions about videos**  
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**Picture 19: students are practicing with the new vocabulary`s video**

**Author:** Mercedes Tumbaco Tomalá



**Picture 20: Institution`s Front View**

**Author:** Mercedes Tumbaco Tomalá