UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Proyecto de Investigación de Titulación previo a la obtención del Título de Licenciado/a en Pedagogía del Idioma Inglés

Theme:

WEB 2.0 AND ORAL FLUENCY

Author: Ichina Mazabanda Tatiana Belén

Tutor: Lcda. Mg. Ruth Elizabeth Infante Paredes

Ambato – Ecuador

2022

A. PRELIMINARY PAGES

II. Supervisor approval

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CERTIFY:

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I, Mg. Ruth Elizabeth Infante Paredes, holder of the I.D No. 060301610-6, in my capacity as supervisor of the Research dissertation on the topic: "Web 2.0 and oral fluency" investigated by Tatiana Belén Ichina Mazabanda with I.D No. 1850628007, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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Lcda. Mg. Ruth Elizabeth Infante Paredes
C.C. 060301610-6

SUPERVISOR

</div>

III. Declaration page

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DECLARATION PAGE

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I declare this undergraduate dissertation entitled **"WEB 2.0 AND ORAL FLUENCY"** is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

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Ichina Mazabanda Tatiana Belén

I.D # 185062800-7

AUTHOR

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IV. Board of Examiners Approval Page

TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic Web 2.0 and oral fluency" which is held by Tatiana Belén Ichina Mazabanda undergraduate student from Carrera de Pedagogia de los Idiomas Nacionales y Extranjeros, academic period October 2022-March 2023, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

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V. Dedication

DEDICATION

TO:

I thank God for giving me wisdom throughout this process in which I have been trained personally and professionally.

To my parents, Isabel and Jorge, who have been by my side constantly. They have instilled principles in me from a very young age through their example. Because of their efforts, I have been taking strides forward and progressively fulfilling my dreams. To my grandparents Rosa and Ernesto, whose love, encouragement, and counsel have been a fundamental part of this dream. To my brother Justin, I sincerely hope he outperforms me in every way.

Similar to my best friend Gabriela, who has supported me through both good and bad times and has been like a sister to me. Additionally, I'd want to thank my friends Melanie, Patricio Nayeli, and Daniel, with whom I've shared a lot of special experiences that I'll never forget.

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Tatiana.

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TOPIC: "WEB 2.0 AND ORAL FLUENCY"

AUTHOR: Tatiana Belén Ichina Mazabanda

TUTOR: Lcda. Mg. Ruth Elizabeth Infante Paredes

ABSTRACT

The present research work investigated the relationship and the effect of Web 2.0 tools on the oral fluency performance. To begin with, the research takes a quantitative approach because the students' oral fluency is measured using a pre-and post-test. This test corresponds to a standardized Cambridge exam denominated KET, which is aimed at A2-level students. In addition, the study participants were 26 A2-level pupils from Unidad Educativa Glenn Doman. According to the purpose of the study, part two of the speaking exam was administered as it consists of students answering yes/no and wh-questions through interaction with their partner and the researcher as the exam is taken in pairs. In addition, the researcher adapted the original rubric for speaking and called it the Oral fluency rubric. The rubric parameters measure smoothness and fluency, hesitation, searching words, and volume. Each criterion was evaluated in a 5-point band in view of the total score of the rubric is 20. In terms of data analysis, the statistics of the paired samples t-test was implemented to analyze quantitative data. Finally, the results of the post-test in comparison with the pre-test showed an improvement on the students' oral fluency, since the initial average was 9.88 and the final average was 14.19, where the difference is 4.31. Consequently, the findings demonstrate the positive impact that the application and integration of Web 2.0 technological tools had on the students' oral fluency through the use of interactive activities in the classroom that emphasize sharing likes, dislikes, and personal ideas; extending responses by providing justifications; and sustaining conversations by eliciting and responding to their classmates' opinions with visual stimulus.

Keywords: Web 2.0 tools, Oral fluency, A2 level, Speaking skill, Speaking activities.

UNIVERSIDAD TÉCNICA DE AMBATO FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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TEMA: "WEB 2.0 AND ORAL FLUENCY"

AUTOR: Tatiana Belén Ichina Mazabanda

TUTOR: Lcda. Mg. Ruth Elizabeth Infante Paredes

RESUMEN

El presente estudio de investigación investigó la relación y el efecto de las herramientas Web 2.0 en el mejoramiento de la fluidez oral. Para empezar, la investigación tiene un enfoque cuantitativo porque la fluidez oral de los estudiantes se mide mediante un pre y post test. Esta prueba corresponde a un examen estandarizado de Cambridge denominado KET, el cual está dirigido a estudiantes de nivel A2. Además, los participantes del estudio fueron 26 alumnos de nivel A2 de la Unidad Educativa Glenn Doman. De acuerdo con el propósito del estudio, se tomó la parte dos del examen de expresión oral, ya que consiste en que los estudiantes respondan preguntas de sí/no y wh a través de la interacción con su compañero y el investigador, ya que el examen se toma en parejas. Además, el investigador adaptó la rúbrica original para speaking y la denominó rúbrica de fluidez oral. Los parámetros de la rúbrica miden la fluidez, la vacilación, la búsqueda de palabras y el volumen. Cada criterio se evaluó en una banda de 5 puntos dado que el puntaje total de la rúbrica es 20. En cuanto al análisis de datos, se implementó la estadística de la prueba t de muestras pareadas para analizar datos cuantitativos. Finalmente, los resultados del post-test en comparación con el pre-test mostraron una mejora en la fluidez oral de los estudiantes, ya que el promedio inicial fue de 9.88 y el promedio final de 14.19, donde la diferencia es de 4.31. En consecuencia, los hallazgos demuestran el impacto positivo que tuvo la aplicación e integración de herramientas tecnológicas Web 2.0 en la fluidez oral de los estudiantes mediante el uso de actividades interactivas en el aula que enfatizan hablar sobre gustos, disgustos e ideas personales; ampliar las respuestas proporcionando justificaciones; y mantener conversaciones al obtener y responder a las opiniones de sus compañeros de clase con estímulos visuales.

Palabras clave: Herramientas web 2.0, Fluidez oral, Nivel A2, Habilidad para hablar, Actividades de habla.

B. CONTENT

CHAPTER I THEORETICAL FRAMEWORK

1.1 Research background

This research work explored on how Web 2.0 tools positively influence the improvement of the learners' oral fluency; In order to support the current investigation, it was necessary to search for scientific articles, papers, and journals with studies already developed previously. It is essential to emphasize that the reports found have a certain degree of similarity within the contents concerning the current research work.

Firstly, Mohammed et al. (2020) led a study aimed at investigating the influence that Web 2.0 tools can have on improving students' productive language skills. The methodology applied in this quasi-experimental investigation involved 30 students from the same class. The students were randomly distributed between the two groups; the control and experimental group. Students took the same exam for the pre- and post-test. The interventions were carried out for twelve weeks-three hours for each group. The control group was taught using a traditional methodology, and the other group was taught using the Blended Block model using some Web 2.0 tools. To test the alternative hypothesis, descriptive statistics for the post-test were done. At this point, the results clearly showed the progress of the learners in terms of speaking ability, vocabulary, and interaction. Based on the study by Mohammed and his colleagues, it can be concluded that Web 2.0 tools give students opportunities to hone their speaking skills.

Secondly, Batainedh et al. (2020) conducted a study to examine the effectiveness of using Web 2.0 tools that supported project-based learning on oral fluency and accuracy. Researchers used a quasi-experimental design with 43 female students who belong to two schools in the Al-Koura, Jordan, Directorate of Education in the first semester of the 2018-2019 academic year. The participants were divided into an experimental group (n=21) and a control group (n=22). The experimental group received treatment using Web 2.0 tools-supported PBL; meanwhile; the control group was taught in a traditional manner. The instruments were a pre/post-test and a rubric. To test the hypothesis were used descriptive statistics and one-way ANCOVA to analyze student scores on pre- and post-tests on speaking. The article concludes that the results showed that participants who received computerized project-based instruction outperformed those who received

conventional instruction in both speaking fluency and grammatical and vocabulary precision.

Similarly, Ferreira (2019) investigated how Web 2.0 tools affect the development of speaking and listening in an L2 classroom. The methodology applied was an experimental one since two working groups were chosen. The first group was 36 first-year learners at the intermediate level at Ferris Women's University. The members of the second class were 10 students of mixed levels from the same university. The first group wrote new weekly blog posts, while the second group recorded a report using video screen capture software, shared it with the first class via the blog. The investigation is handled under a quantitative approach since each task was evaluated by the researcher. The article concludes that the results were positive in that talking about the use of the video screen capture software significantly reduced the amount of time it took for the instructor to respond to each blog. On the other hand, the students' blog posts, represent a form of communication that was felt to be new, innovative, and personalized; additionally, the content of the teacher's feedback increased the student's motivation.

Likewise, Valerio and Valenzuela (2019) discussed the challenges, benefits, and preparation for Web 2.0 in their paper. They considered it necessary to adopt an attitude of innovation; from the teachers' view, it is essential to have the capacity to implement technological Web 2.0 tools to help pupils fulfill their learning objectives. In terms of benefits, they recognized the benefits of Web 2.0 tools in learning such as creating and sharing knowledge, put aside the scenario where only the teacher has the main role and replace it by building their learning where the student is at the center; in the same way; a playful environment where students recognize that web 2.0 such as Facebook and YouTube can be used as learning tools that they can use it with friends, colleagues considering it is their environment. To conclude, they remarked that it is essential to link teaching methods, strategies, approaches and learning to the new market needs because the technological world is constantly evolving.

In the same way, An et al. (2019) conducted a study aimed at exploring the best practices for teaching using Web 2.0 tools, the benefits, and the anticipated problems. It was a descriptive investigation since a web-based survey was applied; it consisted of 10 open-ended questions. The participants were 14 university professors who already had knowledge of this type of tool or had already worked with it. This study is handled using qualitative data. Among the results obtained, the teacher shared some insightful

guidelines and tips for using Web 2.0 technologies in teaching. It is noticeable that the students show interest, and interact with both the teacher and their classmates. In the sense of barriers or problems, there are those that have to do with internet connectivity or signal, time, software problems with technological devices, etc. In conclusion, the investigation demonstrated eb 2.0 tools provide positive results since they allow openness, user participation, information exchange, etc.

Following that, Agravat (2018) carried out an investigation focused on how the tools Vokt and Voxpop enhance speaking skills. The methodology used during this research was an experimental one being that all the data collection was done through an experiment. Additionally, this investigation had a quantitative approach as the students took a test. The population consisted of 40 students who received sample tasks for Voxpop and Vokt. It was a 10-day treatment where the researcher used Web 2.0 tools in the classroom, where both formative and summative evaluations are performed, which would make learning enjoyable and entertaining. The teacher assigned them speaking tasks from the Cambridge handbook and asked them to complete the task using Voxopop; finally, students took the speaking PET standardized exam. According to the results, the students showed a clear advance in the first task. In addition, they showed interest and motivation in each of the classes.

In the same line, Majid and Verma (2018) analyzed and described Web tools 1.0 and 2.0. They also emphasized tools that are useful in the teaching-learning process. The authors pointed out that the new technological tools have had a great influence on the educational field, some Web 2.0 technologies mentioned are Animoto, Google Classroom, Pool Everywhere, and SlideShare. Furthermore, it is discussed how some institutions still lack the necessary infrastructure for incorporating these tools into the classroom, as well as a lack of teacher training on these technological tools, which today represent significant guidance in developing students' receptive and productive abilities. Finally, humans have witnessed the advancement of digitization, which has provided great opportunities for learners and teachers. Web 2.0 tools are part of a technology that has revolutionized and changed the entire educational system.

Furthermore, Caliskan et al. (2019) conducted an investigation to determine the opinions about the usability of technological tools in education. This study was developed using the quantitative research method. The participants were 114 teachers, and they were asked for their opinion about the use of Web 2.0 for teaching and learning purposes. It

was focused on future teachers since it is thought that technological tools increase interest, and therefore active participation also supports social interaction and creativity in educational contexts. The Web 2.0 tools were found to have a significant impact in this study, and as a result, these technological tools contribute to the development of future teachers in both their professional training and their relationships with their future students. As is known, the role of the teacher is to provide orientation and influence the improvement of education. In conclusion, Web 2.0 tools generate efficiency in the teaching and learning process.

Moreover, Aşıksoya (2018) led a study and its aim was to investigate and determine the ELT students' attitudes towards the use of Web 2.0 tools. The methodology applied in this research was descriptive in view of the fact that a survey was designed and the data was collected through the "Attitude questionnaire for Web 2.0 tools". The sample of this investigation was 207 pupils from the English Language Teaching department. As a result of the analysis in the study, it has been found that the vast majority of students are aware of the existence of Web 2.0 tools and that they believe that these tools help them learn English and develop productive skills such as speaking and writing as well. which is visually appealing. The findings demonstrated the impact of Web 2.0 technologies on language learning is indispensable since they are simple to use, accessible, and affordable.

Moreover, Arabaci and Akilli (2021) explored the views of English teachers employed in Elazig on the application of Web 2.0 tools in educational settings. The situation analysis approach, one of the qualitative research techniques, forms the foundation of the study. The researchers' interview form was employed as a means of gathering data. Thirty English teachers from Turkey's Elazig province make up the working group. Content analysis was done on the participant responses to the interview form's questions, categories were made, and frequencies and percentages were calculated. The study's findings indicate that teachers typically have favorable impressions of Web 2.0 tools, that they typically use these tools for content creation, and that these tools have a good impact on student growth and classroom management.

1.2 Theoretical framework
1.2.1. ICTs for education

ICT tools, also referred to as information and communication technology tools, include digital infrastructures like computers, laptops, desktops, data projectors, printers, scanners, and interactive teaching boxes. Amutha (2020) stated that every ICT tool has a specific function, for instance, tools for voice recording, mind mapping, digital drawing and illustration production, and image editing. They serve as resources in the educational process, enhancing the teaching process. Additionally, ICT tools, such as flipped classrooms, mobile apps, and clicker devices, are the most recent technologies, devices, and concepts utilized in information and communication technologies between students and teachers. Thus, choosing the ICT tools for the class will depend on the teacher, since he is the one who will previously define the objective of the class. (Tikan, 2013)

Mohammed and Asma (2020) mentioned how the fast development of communication technologies, has altered pedagogy, language use, and teaching methods, opening up new avenues for learning. Speaking is a productive language ability that language learners should work on developing because it requires (1) Producing English speech sounds and sound patterns. (2) Employ the target language's rhythm and word and sentence stress. (3) Choose the right words and phrases depending on the audience, the circumstance, and the topic. (4) Arrange the ideas in a clear, logical order. (6) Speak confidently and move through the language rapidly, with minimal awkward pauses, which means oral fluency. Thus, the implementation of ICT into the teaching speaking will play a fundamental role as ICT brings the outside world into the classroom.

According to Naciri (2018), the use of ICT increases the options for communication among peers: they may do information searches, participate in blog conversations, work in teams, send emails, and exchange information in real time. Golonka et al. (2014), stated he following statements and remarks might be used to summarize the advantages of using ICT in speaking sessions: (1) It provides a variety of authentic target language materials for both teachers and students. (2) ICTs encourage pupils to improve their spoken communication abilities. (3) It links the teaching and learning of the target language with the culture of the L1 language. For that reason, the teachers should be creative in terms of inventing and designing attractive activities and

tasks that should be highly linked to appropriate ICT tools to foster learning how to develop oral communicative skills since it will depend on the lesson objective

1.2.2. Technological tools

The term "technological tools" is most often used to describe computer programs that can be used to create or support the course material for online or face-to-face classes (Parveen, 2016). Considering technology is so influential in the educational sector since it offers easy access to this digital society. Technological tools had been viewed as a means of supporting pupils in improving their English proficiency, including speaking skills (Gregory & Bannister-Tyrrell, 2017). Technology is used in education to promote learning through hardware, software, and other IT resources. The internet, podcasts, video conferencing, movies, blogs, and speech recognition software are therefore regarded as the best instructional resources for speaking abilities. Bahadorfar and Omidvar (2014) mentioned that beginning in the early 1960s and 1970s, technology was introduced into language instruction, which aided teachers in giving second language learners the greatest possible instruction in speaking.

Sosas (2021) manifested that successful integration of technology begins when the teacher recognizes how the teaching method can be modified. When technology is seamlessly and thoughtfully incorporated into the classroom, students not only become more engaged, but they also begin to have more control over their learning. Student-centered learning is promoted in the classroom when technology is effectively integrated. Additionally, Peterson (2007) pointed out that to start bringing their technological integration to classes to the point where it is "perfect," the teacher should ask themselves the following questions: What is the speaking objective of the lesson? How long will it take me to use the technological tool? Will it push them to a deeper understanding that could not have been achieved without technology? Will the technology tool help me meet the communication needs of students?

Bahadorfar and Omidvar (2014), technology used by students in the development of their speaking abilities should be encouraged by English language instructors. In the same way, educational institutions should upgrade their technical instruction capabilities by utilizing innovative tools and labs to bolster the communicative environments. Besides, modern technology tools are far more engaging and exciting to use, which motivates students and helps them learn languages more effectively. Additionally, these

technologies allow students to go at their speed and foster their sense of autonomy. The ideal environment for language acquisition to take place is in classes that teach foreign languages. Thus, speaking is a key component in learning and teaching other languages (Naciri, 2018)

1.2.3. Digital resources

Zehler et al. (2019) stated that the terminology "digital learning resources" (DLRs) refers to online materials, including websites, software, apps, and programs that encourage student participation in educational activities and advance their academic objectives. Navarro et al. (2019) concluded that real and purposeful communication cannot take place in the classroom without the use of digital tools and materials, which enable a wider range of situations and interlocutors. DLRs are divided into three categories digital tools for learning, digital tools for productivity, and digital tools for communication. Hardware or other infrastructure required to use digital resources is not included in DLRs.

Digital academic content tools refer to computer programs, mobile applications, and other tools that help students learn academic material or acquire academic abilities, including but not limited to language and literacy skills. This section includes interactive tutorials, practice and assessment tools, visual and auditory resources, translation tools, and articulation tools. Meanwhile, digital productivity tools allow learners to order, detail, organize, and examine the class content. At this point, there are presenting and publishing, concept-mapping tools, and story templates. On the other hand, digital communication tools empower students to interact digitally, cooperate, or present information. They do not contain academic content. This part includes discussion boards or forums, emails, text messaging, blogs or journals, and videoconferencing or meeting tools (Zehler et al., (2019).

Muhammadiah et al. (2021) concluded that each of the digital resources has a specific objective and should be used according to the speaking needs of the students. Speaking is an essential component of daily interaction, and most of the time, one's initial impression of someone is based on their ability to communicate clearly and effectively. Despite its significance, oral expression instruction has long been undervalued and has mostly consisted of memorizing monologues or the repetition of exercise (Gajek, 2018). The goal of teaching learners to speak should be to develop their communication abilities

since only through improved communication skills will students be able to express themselves and understand the proper social and cultural norms in each communicative situation.

1.2.4. Web 2.0

Hundreds of millions of people have used Web 2.0 tools. Web 2.0 refers to a second generation of the World Wide Web that makes it possible for people to cooperate and exchange information online quite efficiently, although there is disagreement on exactly what it is. There are numerous definitions of Web 2.0 in the literature. Nevertheless, depending on how you look at Web 2.0, the interpretations might reveal a wide range. Web 2.0 is a Web technology that aspires to improve user collaboration, sharing of information, and creativity (Basal & Aytan, 2019). In this sense, the introduction of Web 2.0 tools has had a favorable impact on all aspects of educational field, due to the fact that Web 2.0 gives teachers the opportunity to aim their efforts toward encouraging their students to seek out and share knowledge in order to develop their productive skills.

Mohammed et al. (2020) affirmed that web 2.0 tools are online tools that allow pupils to generate content and communicate with other users. As a result, they differ from Web 1.0 technologies, which allow learners to obtain information via the Web. The pupil is no longer simply a passive receiver or consumer of information; rather, he or she is an active pariticpant in the classroom. According to Thiyahu (2019), a notable aspect of those technologies is their ability to switch the roles of the learner and the teacher in the classroom. Web 2.0 tools can be implemented into the curriculum in order to create a learner-centered classroom and decrease dependency on traditional teacher-centered learning. In other words, the teacher is no longer a stage sage or a pulpit preacher, but rather a tutor, guide, and facilitator of the learning process.

Web 2.0 tools are employed in accordance with their purpose or function, thus Anfrad (2018) grouped the resources into the following four categories 1. Resources that assist or create a learning environment, 2. Resources for fostering relationships and communication, 3. Materials to assist in teaching and learning, 4. Resources that let students produce products that illustrate their learning. Here are some instances of how he saw teachers utilizing Web 2.0 tools 1. As a resource-connecting website for students, 2. To stimulate pupils' curiosity about a subject, 3. As a place for students to work, 4. To

monitor the development of students, 5. As a tool to ensure that all work and discussion in the virtual classroom are carried out within an educational area and under the teacher's supervision, 6. As a place to post tasks, 7. As a way for students to work collaboratively on assignments.

Following that, the researcher's analysis and choice of Web 2.0 tools in order to design the 6 lesson plans are guided by the study led by Abaraci and Akilli (2021) due to the fact that they conducted a descriptive study that consisted of an interview applied to 30 Turkish teachers with several years of experience. The second question was considered: "Do you use Web 2.0 tools in foreign language teaching?" If you answered yes, which one(s) do you most frequently use among these tools? Thus, Table 6 lists nine Web 2.0 tools that professors use in their classes. It is crucial to keep in mind that the learning purpose must be specified while selecting some technical tools to be employed in an educational situation.

Table-6. Web 2.0 tools my participants frequently use.

Tools	Frequency	Percentage (%)
Edmodo	20	26,67
Kahoot	15	20,00
Prezi	10	13,34
Tagul	7	9,34
Canva	5	6,67
Google forms	3	4,00
Weebly	2	2,67
Logopit	2	2,67
Animaker	1	1,34
Total	75	100

Source: https://www.asianonlinejournals.com/index.php/EDU/article/view/2959

Edmodo

Edmodo is a program that the teachers may use to establish a virtual practice community on mobile devices as well as the web. Students can access the course material that their teachers have posted by signing up for free on Edmodo, a social learning platform. Students can interact and participate in a virtual classroom setting thanks to the platform's message feature, which enables teachers and students to communicate with their classmates (Inel, 2017).   Among the advantages it can be mentioned that it is free to use software, free to use. It also has an intuitive and friendly environment, its interface is similar to social networks, making it attractive to students. And it is available in 18 languages.

Kahoot

Kahoot! is a platform for game-based learning that has the potential to assess students' knowledge, revise their understanding, or give teachers a break from routine lessons. It is one of the most well-known game-based learning systems, with 70 million active unique users per month and 50% of US K–12 students using it (Wang & Tahir, 2020). This technological tool has the advantages of adapting to all operating systems, it has a simple and attractive interface, easy to use. And among the disadvantages is that this tool does not work without internet, the design of tests or activities takes time, and if the teacher wants more advanced features he needs a subscription

Prezi

Prezi is a presentation-making tool available online (called prezis for short). Although it has certain distinctive characteristics that set it apart from other presentation software like Microsoft PowerPoint, it is still an excellent choice. It has gained popularity in recent years in both corporations and schools (Brooks, 2018). Among the advantages we can mention that Prezi allows you to create and edit presentations with already designed templates. Thanks to its interface, it allows users to create spectacular presentations that include movement, sound, videos, etc. In other words, the teacher can use it in his lesson to motivate his students. Its disadvantages are that it is a program that needs the Internet to work, the presentations cannot be printed or downloaded like other programs.

Tagul

On the website Tagul, users may make word art by choosing various characteristics for the form you want to create and utilizing a list of words as your starting point (Ghenwo, 2017). Tagul is a tool that allows the teacher to add words to form a cloud. This tool is very useful in the classroom for several reasons. For example, it can serve to arouse the interest of students, to identify main ideas of a topic, to remember a previous topic. It is a tool that can be used in the Warm-Up or where the teacher considers it convenient.

Canva

The graphic design software Canva, uses a drag-and-drop interface. It includes templates, vectors, images, and fonts. Additionally, there are photo filters, millions of

images, free icons and shapes, and hundreds of typefaces available on the internet. There are a huge number of templates available (Gehred, 2020). Canva, like other presentation tools, has free images, users can download their work in PNG, PDF, JPG formats for printing, which represents a feature of adaptability for both teachers and students. It is also one of the best-known tools when presenting a work as it allows versatility in creation and edition, whether it is working individually or in a group. Disadvantages include that working with vectors makes it difficult to edit designs, it takes time to design an attractive presentation, and some advanced features are premium service.

Google forms

In the same way, Nhuyen et al. (2018) affirmed that Google Forms can be used in a variety of ways to improve the learning atmosphere in the classroom, including gathering student replies while they are in class, surveying them outside of class to understand more about them as people, and gathering their post-lesson self-reflections. b Google forms is a tool that allows you to collect and analyze any type of information and the data can be exported to excel. This tool works with the Internet and represents a great help for both teachers and students. Thanks to its adaptability, it can be used for different purposes such as an evaluation, a survey as an activity in class, a test, it can be shared with many people in real time, also avoiding the use of physical sheets. When talking about the disadvantages, it is that being an online tool, it does not allow you to send answers without the Internet. It also has 15 questionnaire templates unlike other programs like QuestionPro. Google forms allows you to add images, however, the storage capacity is not that high.

Weebly

Also, Gandsi (2020) stated that Weebly is a free website hosting service. It is renowned for having a user-friendly "drag and drop" website design. It enables users to build engaging and useful websites without any technological knowledge. The extension of Weebly designed exclusively for classroom use, Weebly for Education. Its benefits include its simplicity and effective blog features. Additionally, it enables free web page creation. The users may get a number of pre-made website templates from Weebly, even ones that are organized by theme like corporate, personal, and education pages. The inability to migrate data from another platform like Blogger is one of the drawbacks, as

is the limited degree of freedom in blog editing. The free plan services are minimal; hence a premium plan is offered.

Logopit

Furthermore, the easiest user interface to design the greatest logo for any proposal is offered by Logopit. It has countless multicolor custom logo designs. Additionally, users may download dozens of single-color logo designs for free, vast range of fonts, single color logos, and multicolor logos. The goal of Logopit is to give users a quick and easy way to create your own logo with unique designs, a wide variety of fonts, speedy results, and free samples (Daarem, 2017). Since Logopit offers pre-designed templates, it has the advantage of being adaptable from both a computer and a mobile device. A logo can be created to meet the requirements of the user. For instance, both teachers and students can design their own logos for pedagogical purposes. Therefore, more recent programs have emerged with more sophisticated features and services, such as DesingEvo and FreeLogoService, logopit is one of the basic programs with certain drawbacks. The user will ultimately decide which application to use.

Animaker

Finally, Animaker is a reasonably simple tool to learn how to use. One can become familiar with the tool more quickly because the features and functionalities are well presented. The background, writing, animations, and characters are all wonderfully created. It is a fantastic tool for creating animated videos (Celaak, 2017). Animaker's primary characteristics are: (1) Characters. More than 100 animated figures are available, including people, women, kids, and animals, (2) Actions. Each character performs or moves differently. (3) Objects. There is a sizable gallery of items available, (4) Titles. The used may add text, speech bubbles, and animated titles, (5) Music. It provides musical snippets as background music, (6) Special effects and transitions. It is possible to use various transitions between scenes.

Faryadi (2007) stated that Heinrich and Molenda created the ASSURE model in 1999. It is a well-known instructional design model that integrates multimedia and technology from a constructivist approach to improve the learning environment. The ASSURE Model of Instructional Design recommends that the designer adheres to the following essential standards: (1) Analysis: Before designing the lesson plan, the audience should be examined. It is crucial to take into account the abilities, prior

knowledge, attitudes, ages, grades, and learning styles of the students. (2). Statement of the Objectives: The goals for the lesson must be well-defined and logical. What the student will finally accomplish must be stated by the educator. (3). Selection of media: For effective learning outcomes, relevant media and content elements, such as sound, images, text animations, and videos, must be chosen. (4). Utilization of material: The teacher must choose appropriate resources in order to make the lessons engaging. Even the technology, lighting, and amenities in the space or classroom need to be suited for learning. (5). Require learner performance: The session should offer pupils enough time to practice the lesson, and they must receive sufficient feedback for corrections. (6) Evaluation: In order to make additional improvements, it is essential to evaluate the entire lesson. The instructor must assess whether his or her goals were accomplished. If necessary, revise the lessons before reteaching them.

Advantages

Web-based platforms can give beginners of the English language a safer, more private environment to improve their productive skills. Beginners may feel shy and uneasy speaking in front of the class, discussing their writing with peers in person, or presenting work to large audiences. The hesitation generally coincides with the "silent period," when pupils are learning the new language but are not yet prepared to begin creating it on their own. Web 2.0 technologies are especially beneficial during these early stages of acquisition because they provide ELLs the chance to be in charge by allowing them to do work in a controlled environment. They can practice, record, and rerecord audio or video projects until they are satisfied with the results. In conclusion, when using Web 2.0 tools to learn their new language online, students can make mistakes and recover without losing face (Dogran, 2010).

Barriers

An et al. (2019), the major barriers encountered in teaching with Web 2.0 technologies are uneasiness with openness, technical problems, and time. They stated that a number of participants reported being highly uncomfortable with openness and were hesitant to participate in class activities that used Web 2.0. These students valued one-on-one interactions with teachers over public, peer-to-peer interactions. Besides, in technical issues some students who use older computers frequently encounter technical issues when using Web 2.0 technologies. Even some Web 2.0 technologies were described as "still a

little immature," with technological flaws and the potential to conflict with current course administration systems. Time, it takes time to learn and manage new technologies. Several interviewees stated that learning new technologies takes time away from understanding subject knowledge.

Students in today's classrooms are quite accustomed to using a variety of communication technologies, and they are both adept and eager to adopt new ones as part of their educational process. It has been discovered that young people use web 2.0 technologies to hone and enhance their speaking abilities when it comes to communication skills. This because of the quick adoption of technology has expedited the changes in pupils' literacy abilities. Considering the fact that today's students will be the ones who shape society, themselves, and the globe as a whole, it is clear that the use of Web 2.0 tools in education needs to be strongly pushed. Consequently, Web 2.0 tools are effective teaching tools for improving the teaching of foreign speaking proficiency (Chang et al., 2018).

1.2.5. English language

The primary mode of communication is language, which is how people convey ideas to others. Language functions are focused to express someone's feelings, attitudes, or thoughts. Vazquez (2021) stated the English language has been ranked as the second most widely spoken, with about 400 million native speakers. It has assimilated into practically every field now in existence. It serves as the universal language for communication in a variety of contexts, especially in the educational field. Many nations encourage and train children to learn English as a second language. For that reason, several science and engineering curriculums are written in English, even in countries where it is not the official language. In other words, English turns become a useful tool for connecting with individuals around the globe (Mullay & Stockwell, 2010).

Harmer (2007) underlined the importance of encouraging students to choose appropriate activities using computers to succeed in language learning. Technology use has grown to be a crucial component of education, both inside and outside the classroom. Most language classes incorporate technology of some kind since it has been utilized to facilitate and improve the development of productive skills. Additionally, teachers can modify classroom activities thanks to technology, which enhances language proficiency. Mohammed (2018), technology's significance as a tool to assist teachers in facilitating language learning for their students keeps growing. Furthermore, the author mentions technology integration, is when technology is used to enhance the improvement of communicative skills.

The main means of expression for a language is speaking. When referring to sound as the "primary" way of linguistic expression, it is mean that it is the most important, earliest, and basic mode. Spoken language is used more frequently in daily life, and it is arguably more important to us, linguists generally hold that sound hence speaking is the primary medium of language. Linguists cite a number of facts to back up their claim, children learn to talk before they learn to read and write; children learn to talk naturally, that is, without being explicitly taught; reading and writing must be taught; many languages do not have writing systems; writing is a relatively recent historical development; spoken language is at the forefront of human communication. Thus, it is contemplated that the improvement of speaking should be promoted by innovative practices integrating technology into the lesson plan (Delahunty & Garvey, 2010).

1.2.6. English language skills

Spratt et al. (2011) affirmed reading is one of the four language skills. The other three are speaking, listening, and writing. Like listening, it is a receptive ability. This indicates that responding to a text is required rather than creating one. Understanding the written material is a necessary part of reading. We must comprehend the language of the text at the word, phrase, and overall text levels to accomplish this. The text's message must also be related to what we already know about the world. Additionally, reading involves some subskills such as reading for specific information (scanning), reading for detail, deducing meaning from context, understanding text structure, reading for gist (skimming), inferring, predicting.

Following that, writing is a productive skill. Brown (2001) stated that writing is the written result of thinking, drafting, and revising, which calls for specialized knowledge of how to come up with ideas, organize them coherently, incorporate discourse markers and rhetorical devices coherently into a written text, revise texts for clearer meaning, edit texts for appropriate grammar, and produce final products. In short, some of Brown's suggested steps for writing a text entail both physical and cerebral activities, such as how to come up with ideas and how to organize them coherently.

Subsequently, Nunan (2003) defined that the process of listening involves fully decoding the sounds that are heard from the phonemes to the whole text. Regarding that quotation, listening becomes quite dynamic even though it is receptive, as listeners can process and comprehend ideas that are more complex than what they have heard. As they listen, they consider not only what they hear, but also how it relates to the knowledge they already have. In a genuine sense, listeners are figuring out or constructing some sort of meaning in their minds after they mix what they have heard with their prior knowledge and experiences.

According to Harmer (2007), speaking as productive skill involves more than just knowing the rules of a language; it also requires ability. Additionally, Spratt et al. (2011) listed the following speaking subskills 1. employing related speech features, grammar, vocabulary, and functions; 2 using register to speak effectively; 3 using body language; 4 creating various text forms; 5 utilizing interactive techniques (means of retaining listeners' interest and involvement in what we are saying); oral fluency (speaking at a normal speed, with no hesitation, repetition, or self-correction); and connected speech.

Consequently, it can be stated speaking involves sharing knowledge with the listener, who may then take part if necessary. To effectively communicate, it is crucial to acquire both speaking and listening abilities.

1.2.7. Productive skills

Speaking and writing are the more essential abilities since they require students to produce language. Additionally, these skills are called "active skills." They are comparable to receptive abilities like listening and reading. However, speaking instruction should aim to help students communicate better considering as only through effective communication students can express themselves and acquire the social and cultural norms that apply to each communicative situation. Teachers initially instructed students to use tape recorders, which later developed into a communication laboratory, as a technological tool (Zebuniso et al., (2022) .

The following contemporary educational technologies are currently available to help the speaking improvement: communication labs, speech recognition software, the Internet, TELL (Technology Enhanced Language Learning), podcasting, Quick Link Pens, and Quicktionaries. The students will play with the appropriate computer software repeatedly because of their curiosity and to develop their speaking abilities, which are crucial in today's advanced IT environment. For instance, the use of headphones in the lab encourages students to be interested in the material and encourages them to repeat it repeatedly rather than getting bored. Also, Sandolo (2010) stated that the speech recognition software may translate spoken words into machine-readable input, which aids in the improvement of pupils' speech. Moreover, when the learner uses a web tool 2.0 for speaking purposes, the gadget recognizes the accuracy of the speech and then offers positive reinforcement, such as "You sound fantastic!" or gives the user the chance to try again.

Sandolo (2010) argued that using technology in the classroom while learning to write and producing essays is beneficial. Considering that pupils can like writing if the teacher makes it exciting for them. She asserts that technology has changed both what is written and how it is written, and she goes on to say that because technology has made it simpler to write and rewrite, kids are improving as writers and readers. The majority of language learners agreed that the resources available on computers make writing on them simpler. Additionally, Yuyun (2021) determined that the usage of web 2.0 tools increased

student attention and gave them a greater sense of challenge when they were writing descriptive prose on computers using the Aegisub application rather than on blank paper as is done traditionally.

1.2.8. Oral fluency

Thornbury (2001) emphasized that being fluent extends beyond speaking quickly. In other words, speed is a factor, but it is not the only one nor the most important. The results of earlier studies point to four components of oral fluency: smoothness and fluency, hesitation, searching words, and volume. Brown (2001) offered a more straightforward definition of fluency, which is based on a person's level of proficiency in a second language. It refers how the speaker conveys her ideas to the listener as clearly as possible by making use of her linguistic skills. To evaluate fluency, researchers utilize two fairly straightforward metrics: the rate of speech, or how many syllables you can generate in a given amount of time, and the length of utterances, or how many words you can say continuously without pausing or hesitation. This makes it quite obvious what fluency sounds like. But measuring only length and speed is insufficient; we also need to gauge coherence and efficiency (Jones, 2020).

Smooth and fluency

Clian (2017) made the observation that the terms smooth and fluency describe how fluid communication is. Speech flow is referred to as fluency. When someone speaks regularly and fluidly, they are fluent. Speech flow disruptions that are persistent and frequent are indicative of a fluency issue. Fluency problems may frequently: (1) Pauses mid-sentence. (2) Sounds that are longer than what is regarded as normal, (3) Sounds that are repeated, (4) Syllables or Words, and (5) An unusual Rate or Rhythm of Talking

Hesitation

Blankenship and Kay (1964) concluded that when people are trying to speak English, most of us pause a lot and are powerless to fill in the silences. Every new language student experience this, which is rather typical. The main factors that cause such halts are a lack of appropriate terminology and confidence. However, they mentioned that pausing is equally as significant, according to research on listeners' impressions of a speaker's fluency. To catch their breath, all of the speakers must take a break. And even

skilled presenters occasionally need to pause to let their conceptualization catch up with how they are putting words together.

Searching words

Ishtiaq et al. (2018) asserted that vocabulary is crucial to oral communication because it prevents the speaker from looking up terms mid-speech, which impairs comprehension. However, they make reference to pauses by saying that everyone utilizes them to catch their breath. Even skilled presenters occasionally need to take a break to let their conceptualization catch up with how they are putting words together. Additionally, frequent pauses are a surefire indication that the speaker is struggling. If the speaker - produces - one - word - at a time - so - so - no matter how accurate the results are, the speaker will not normally be considered fluent.

Volume

The voice's volume determines how loud or soft it is. It is challenging to focus on what someone is saying if they are speaking too softly or loudly (Toyomura et al., 2020). Speaking clearly and loudly enough to be heard and understood by your listener is crucial while speaking to someone else. Additionally, Knowlton and Larkin, (2006) mentioned that a speaker's voice loudness refers to how loud or soft their voice is. Beyond only the uttered word, voice tone describes how your voice is heard and the meaning that is extrapolated from it by others. How someone is regarded by others can be greatly affected by their use of appropriate loudness and tone. Meanwhile Johnson (2006) held that when the vocal folds are closed, the pressure from our lungs blowing across them determines the volume of the voice. A louder voice results from stronger lung pressure. The vocal folds must contract and totally come together to produce this loudness.

Bubas et al. (2011) suggested the following pedagogical strategies regarding the use of Web 2.0 tools to foster productive skills in several principles. 1. The appropriate Web 2.0 tools should be chosen based on their potential to spark interest, involve students, and better demonstrate the course topic. 2. Evaluation of the use of Web 2.0 tools and associated pedagogical activities should be done in order to improve instructional design for students in the following generations. 3.. Web 2.0 tools can be used to promote peer-to-peer learning and collaboration, and more than one generation of students can take part in the creation of course-related online content that can be used to support both formal and informal learning for students who are currently enrolled in a course. 4. The benefits

in terms of retention and higher-order cognitive learning may outweigh any time commitment on the part of the teacher and students from using Web 2.0 tools.

Hernandez (2017) emphasized the importance of the teacher's role in the collaborative learning process during the technology integration. It serves as a content facilitator and a guide, encouraging student interaction and providing helpful criticism. Throughout the lesson, information is developed based on the experiences of both parts. Thanks to interactions with the students, both the teacher and the students pick up new skills and improve one another's teaching. The student's active role, their engagement, and their attitude towards the learning process are crucial for the proper integration of technology. According to the author, participation and engagement from the students are crucial because classrooms are not teacher-centered. Additionally, it is vital that students comprehend the value of group projects and how peer contact aids in their own personal growth.

According to Kuppuraj (2017), there are many additional advantages of using web 2.0 tools in a classroom as a resource for language acquisition. It encourages students to complete things that they might otherwise avoid. Students will undertake the activities on the computer software platform in a technological-enabled language learning class without any reluctance or inhibition. It would make monotonous activities more exciting and have content that may be in multimedia formats. The utilization of multimedia when learning English may aid in leaving a lasting impression on the students. Moreover, Sosas (2021) discussed the results of incorporating technology into speaking instruction. Using technology to carry out speaking tasks improves fluency and accuracy, fosters rapport, reduces fear and general awareness, and often boosts students' confidence.

1.3. Objectives

1.3.1. General objectives

- To determine the relationship between Web 2.0 tools and students' oral fluency

1.3.2. Specific objectives

- To identify the type of Web 2.0 tools that help students to improve their oral fluency

- To evaluate the level oral fluency that students have

- To apply Web 2.0 tools to help students improve oral fluency

Description of achievements of the objectives

Firstly, to achieve the first objective, the researcher searched for projects and investigations that have already been carried out before to have a support of how web 2.0 tools are applied and integrated to improve the oral fluency of students. Within these research projects, the authors explained strategies and methods on how to make a correct integration of technology.

Secondly, the researcher identified the web 2.0 tools through a meticulous search that resulted in a descriptive study that was carried out in Turkey where the participants were 30 teachers with several years of experience. Within the results tools such as Prezi, Canva, Tagul, Weebly, Google forms are mentioned.

Thirdly, the researcher assessed the students' level of oral fluency using a pre-test and a post-test. The test is a Cambridge standardized speaking test. KET exam is aimed at students with an A2 level of English. In the pretest, the researcher assessed oral fluency using the Rubric, which was adapted from the original rubric for the KET speaking test.

Finally, it is important to point out that the pre-test served as a diagnostic to identify which elements of oral fluency should be improved during treatment. Consequently, 6 lesson plans were designed where the researcher combined both web 2.0 and oral fluency elements.

CHAPTER II

METHODOLOGY

2.1. Materials

For conducting this research project, there were necessary human, bibliographic and material resources. First, the participants involved were 26 students in total, 12 women and 14 men. They were students from A2 level who belong to ninth and tenth grades at Unidad Educativa Glenn Doman. Moreover, according to the level of English of the A2 students, the KET exam standardized by Cambridge was taken. To be more specific, the second part of Speaking section, which in general deals consisted of answering like yes/no and wh questions for about 6 minutes. The pupils received 6 interventions through face-to-face guidance. During the 6 sessions, different web 2.0 tools were used, since in each lesson plan 2 elements of oral fluency were worked on alternately. Material resources also were required such as Tv, laptop, worksheet, pens, books, cellphones.

2.2. Methods of research

According to Kothari (1990), the measurement of quantity or amount is the foundation of quantitative inquiry. It applies to processes that have a quantifiable expression. To examine situations or events that have an impact on people, researchers utilize quantitative methodologies. In this sense, the process of gathering and interpreting numerical data is known as quantitative research. It can be applied to identify trends and averages, formulate hypotheses, examine causality, and extrapolate findings to larger populations considering that it explores the existence of a cause-and-effect connection between variables systematically. In this instance, the goal of this study is to determine whether web 2.0 (an independent variable) has a favorable impact on oral fluency (dependent variable).

2.3 Research modality
2.3.1. Field research

This investigation is considered field research, as it involves collecting data directly where the events occur. In this case, the data were gathered. In this sense, there is no manipulation of the independent variable. The project was conducted on A2 level

of Unidad Educativa Glenn Doman where 26 pupils demonstrated their collaboration during the development of the project. The students took the pre-test (KET exam) and their voices were recorded. After that, they received the treatment and finally, they took the posttest and their voices were recorded to later evaluate each test according to the designed rubric.

2.3.2. Bibliographic research

For Allen (2017), those investigations that require to be supported by previously published works to have more confidence are denominated bibliographic research. These resources could include more conventional ones like books, periodicals, newspapers, and reports, but they could also be electronic ones like recordings of audio and video, movies, and online resources like websites, blogs, and bibliographical data bases. Numerous sources of information are now readily available to researchers thanks to easy access to computers and mobile devices, almost instantly. Following that, this research was supported by information which was taken from journals, articles, books, etc. All these resources represented a basis and guide for the correct development of this project

2.3.3. Pre-experimental research

According to Frey (2018), pre-experimental designs are research plans in which an individual or group is examined after receiving a treatment to see if the intervention has the potential to affect change. In other words, it refers to analyze the independent variable effect on the dependent variable manipulating the process considering methods, approches, methodologies, etc. In this research has "Web 2.0" as independent variable and "oral fluency" as the dependent variable.   Practically, the pre test is used to diagnose the students oral fluency and the post test is used to assess the oral fluency of the learners.

2.4. Level or type of research
2.4.1. Exploratory research

Swedberg (2020) defined exploratory research as "the study of new or previously studied topics in greater depth." The objective of this type of investigation is to discover something new and innovative. Based on this point, this project is exploratory, as the data obtained is evidence of how the usage of technology (Web 2.0 tools) positively influences the improvement of learners' oral fluency being that exploratory research is a form of

study that seeks to better understand a topic that has not been identified while being devoid of definitive conclusions. Additionally, this type of research has been done on a subject that has not received much attention, making it challenging to formulate a precise hypothesis about it.

2.5. Population and sample

For conducting the participants involved were 26 students in total, 12 women and 14 men. They were students from A2 level, which means they belong to ninth and tenth grade at Unidad Educativa Glenn Doman. The pupils received 6 interventions through face-to-face guidance.

Table 1
Population

Population	Number of students	Percentage
Male	14	54%
Female	12	46%
Total	26	100%

Note: The total population of A2 level at Unidad Educativa Glenn Doman.

2.6. Techniques and instruments

Dimitrov and Rumrill (2003), the most effective method for obtaining a meaningful evaluation and comparison of data was a pre-test and post-test design. Hence, the technique is a test and the instrument is the KET exam. This instrument is a KET sample test standardized by Cambridge English. The test is divided into two parts and should take about 10 minutes. The first part is a short interview between the interlocutor and each candidate about their personal information. In the second part, the pair of candidates look at some images or ideas, and they take part in a conversation by answering and asking simple questions. Nevertheless, it is essential to mention that the second part, which lasts around 6 minutes, was taken into account. In phase one, candidates talk together about a specific topic. In the meantime, in phase two, the interlocutor asks questions to each candidate randomly. This part was selected because it helps analyze and evaluate the learners' oral fluency.

-In terms of the assessment, the test has its own rubric; however, considering the dependent variable (oral fluency), it was appropriate to design a rubric that contains as criteria smoothness and fluency, hesitation, searching words, and volume. The score of the rubric is over 20 points on an assessment scale that was assigned a number from 0 to 5 for each criterion, with 0 as the lowest and 5 as the highest score. The same rubric was used in the two applications, to compare the students' improvement at the end of the process. The rubric was validated by three English teachers from Unidad Educativa Glenn Doman.

- The iWorld Is the book that pupils work with as A2 level students. The book contains 10 units, and it was used to design 6 lesson plans according to the unit assigned.

2.7. Hypothesis
Alternative

The relationship of using Web 2.0 tools do foster oral fluency of A2 students' level of Unidad Educativa Glenn Doman.

Null

The relationship of using Web 2.0 tools do not foster oral fluency of A2 students' level of Unidad Educativa Glenn Doman.

2.8. Variable identification

Independent: Web 2.0

Dependent: Oral fluency

CHAPTER III

RESULTS AND DISCUSSION

3.1. Analysis and discussion of the results

This chapter displays the data analysis and interpretation after the data collection. The instrument used to gather information was Part Two of the Speaking Section KET exam, by Cambridge. Firstly, the researcher applied the pre-test to 26 A2 level learners in pairs to diagnose the students' oral fluency and to analyze how to design the 6 lesson plans for the corresponding treatment. After a 6-days treatment, the researcher administered the post-test to analyze and determine if the participants' oral fluency level had improved. The students took the exam under the same parameters as the pre-test, in the same pairs, the same test, at the same time. Additionally, the researcher used a rubric to evaluate the oral exams of both the pre-test and the post-test. The rubric contains four criteria (smooth and fluency, hesitation, searching words, volume) and it was designed on a 20-point scale. Finally, the data was entered into the SPSS software and the verification of the hypothesis was develop. The statistical analysis allowed for the determination of the impact of Web 2.0 tools on the participants' oral fluency, allowing for a correlation of the student's progress through the full range of speaking activities in a classroom setting. Cconsequently, the tables below reflect values where p value is less than 0.05.

3.2. Data interpretation
3.2.1. Pre-test speaking results

Table 2

Pre-test speaking results

Pretest	
Oral fluency criteria	**Average out of 5**
Smooth and fluency	2,46
Hesitation	2,50
Searching words	2,46
Volume	2,46
General	2,47

Note: Low variation between the percentage of each rubric criterion.

Analysis and interpretation

Table 2 reflects the average of the 26 students who took the pre-test. This pre-test is part two of the speaking KET exam. Additionally, the exam evaluates the ability to communicate ideas in everyday situations. For a better understanding, the table displays the criteria assessed by the rubric since each one is evaluated over 5, which means that 0 represents the lowest and 5 represents the highest. In terms of the rubric, the criteria considered the oral fluency subskills of smoothness and fluency, hesitation, searching words, and volume.

Then table 2 showed that, when analyzing the average of each criterion, there is not much variation between one criterion and another. However, it is essential to determine why the grades are low. When analyzing the first variable, smoothness, and fluency, which presented an average of 2,46 points out of 5, it shows that students have problems expressing their ideas, which prevents the development of discourse easily and continuously. Moreover, the second criterion, hesitation, refers to making as few pauses as possible so that the answers are understandable to the partner. The students got 2,50 points out of 5 since they made many pauses and used interjections such as "eh" and "ah," which made it difficult to convey and understand the message. Along the same lines, in searching for words, students obtained 2.46 points out of 5, which reflects that, students have problems since they do not have enough vocabulary to express their ideas and tend to use Spanish. Finally, students received 2,46 points out of 5 for volume because it was difficult to hear them when they answered questions, which was due to several factors such as fear of failing, nervousness, and a lack of practice in speaking skills.

Finally, the results demonstrated that the participants presented some problems when they expressed their ideas orally. Therefore, it follows that oral fluency is affected by several factors, such as poor vocabulary, the classroom environment, the use of interjections, nervousness, among others. As a consequence, dialogue could not be established clearly and spontaneously, which also affected motivation because the learners got frustrated.

3.2.2. Post-test speaking results

Table 3

Post test speaking results

Post-test	
Oral fluency criteria	**Average out of 5**
Smooth and fluency	3,80
Hesitation	3,65
Searching words	3,53
Volume	3,19
General	3,54

Note: High variation between the percentages of each rubric criterion.

Analysis and interpretation

Table 3 reflects the post-test averages of the participants, the same ones that were taken after a treatment of six face-to-face sessions. In this sense, the participants took the same KET exam (second part). Likewise, it is essential to point out that the criteria were the same as the pre-test, as the same candidates took the speaking exam with the same pairs in the same order. In addition, the table clearly shows an advance in the improvement of their oral fluency, and this without making a precise comparison with the average of the pretest.

Following that, in terms of the criteria, smoothness and fluency refer to producing language using simple grammatical forms and being able to understand and produce frequently used phrases and expressions related to interests, basic information, family, etc. Meanwhile, hesitation involves speaking without unnecessary pauses, as they make it difficult to understand the message. Additionally, searching for words refers to having conversations understandably and fluently without searching for unnecessary words. To conclude, volume refers to speaking with an appropriate tone of voice that allows the learner to function confidently in everyday situations.

The average of the exam that the 26 students took is 3.54 out of a total of 5 points. Following this, the first criterion was smooth and fluency, the learners received 3,80 out

of 5 points. This shows that students are able to understand and talk about everyday topics using simple grammatical structures. The next criterion is hesitation; the students obtained a total of 3,65 out of 5 points. This is a clear indication that they have control over pausing appropriately. The third criterion is searching for words, the average is 3,53 out of a total of 5 points. The students demonstrated to have a slightly more extensive vocabulary; it as a consequence since in class they asked how to express certain ideas and also unknown words. As the last criterion, volume, the average is 3,19 out of a total of 5 points. During the treatment, the students actively participated in communicative activities individually, in pairs, and in groups, and this was reflected in the post-test by reason of they seemed safer, calmer, and more confident than they spoke.

Finally, it is clear deduce that the interventions have had a significant effect, and this is reflected in the average for each criterion. In this part, it is essential to point out that the same students were aware that they showed an improvement compared to the initial results. Additionally, they developed their ability to establish a conversation fluently and understandably by making correct pauses with a sufficiently complete vocabulary and at an appropriate volume both for themselves and for their listeners. Hence, it can be concluded that the use of Web 2.0 does influence the improvement of oral fluency, considering the factors that are around the group to be investigated.

3.2.3. Pre and post-test comparison results

Table 4

Pre and post-test comparison results

Pres-test and Post-test results		
Oral fluency criteria	Initial average	Final average
Smooth and fluency	2,46	3,80
Hesitation	2,50	3,65
Searching words	2,46	3,53
Volume	2,46	3,19
Total	2,47	3,54

Note: The mean of the final average is higher than the initial average in each criterion.

Analysis and Interpretation

Table 4 shows a clear comparison between the pretest and post-test scores. The general characteristics of the process were the pre-test diagnosis of the students' oral fluency level. Then, the application of six lesson plans which were designed according to the reflected needs. Finally, a post-test was administered to determine the progress of each criterion in comparison to the pre-test. The population was the same, being that all 26 students showed collaboration and participation from the beginning to the end. The first column, denominated "initial average," shows a general average of 2.47 out of 5 points. However, the last column, denominated "final average," exposes the general average at 3.54 out of 5 points. The table has been distributed according to each criterion, as in previous tables, for much easier understanding.

Subsequently, Table 4 shows that the interventions covered the needs identified in the pre-test. To begin with, the first criterion is smoothness and fluency, where the initial average is 2.46 while the final average is 3.80. Following this, hesitation, the students initially scored 2.50 and eventually scored 3.65. Additionally, for the third criterion, searching for words, the students obtained a 2.46 and the final grade is 3.53. Finally, for the final criterion, volume, the students started with a score of 2.46 and ended with an average of 3.19. According to these results, it can be pointed out that the criterion that had the most improvement was smoothness and fluency, with a difference of 1.34, since the students were already able to construct well-organized answers.

Finally, the students not only improved their speaking at the level of oral fluency but also other features such as grammar and vocabulary. In addition, they corrected themselves, the errors were fewer than before. Thus, from the application of the treatment in the six face-to-face sessions, it can be stated that the use of Web 2.0 tools represents a great help in the classroom to the degree that it motivates both the student and the teacher to leave their comfort zone. Additionally, the final averages exceed 3.1 out of 5 points, which indicates that it is more than half, which is to say that the experiment worked properly.

3.2.4. Pre test and post test average and difference

Table 5

Pre-test and post- test average and difference

Results	Average out of 20
Pre test	9,88
Post test	14,19
Difference	4,31

Note: The mean of the post-test increased substantially in comparison with the pre-test mean.

Analysis and interpretation

Table 5 shows the averages of the pre-test and post-test. The pre-test average is 9.88 out of 20 points, and the post-test average is 14.19 out of 20 points. It is clear from these findings that there is an increase in the post-test since the difference is 4.31. This difference was possible after the application of the treatment to the group of 26 A2 level students of the Unidad Educativa Glenn Doman

According to these findings, it can be concluded that 4.31 represents a significant value, which reveals there is a favorable relationship between the treatment students undertook and their participation in this process as evidenced by an increase in the mean scores obtained on both tests, considering that learners demonstrate being able to express their ideas more effectively, to show confidence when speaking, and to establish a conversation fluently by eliciting and responding to their classmates' opinions. Likewise, the researcher developed an experimental design that consisted of applying 6 lesson plans during 6 days to cover the students' needs of the elements of oral fluency identified in the pre-test.

3.3. Verification of hypothesis

In order to verify the hypothesis, the researcher considered analyzing the data in SPSS software, which is used due to the ease of data appreciation thanks to its interface. It was essential to use the SPSS program to verify whether the hypothesis revealed the expected result, given that the current inquiry is experimental. The average acquired during the application of the pre-test and the post-test was used for this, and the T-test for paired samples was obtained. Thus, the t-test for paired samples is in charge of approving

or disapproving the alternative hypothesis, which states that Web 2.0 technologies influence the development of oral fluency in A2 students.

Table 6

Ranks

		N	Mean rank	Sum of ranks
Ranks				
Post-test - Pre-test	**Negative ranks**	0[a]	,00	,00
	Positive ranks	26[b]	13,50	351,00
	Ties	0[c]		
	Total	26		

A. Post-test < Pre-test
B. Post-test > Pre-test
C. Post-test = Pre-test

Note: No student obtained low grades after treatment

Table 7

Test statistics

	Post-test – Pre-test
Test Statistics	
Z	-4,509[b]
Asymp. Sig. (2-tailed)	,000

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

Note: The use of statistics supports the hypothesis whose significance value is smaller than a specific value.

Table 8

Paired Sample correlations

		N	Correlation	Sig.
Paired Samples Correlations				
Pair 1	**Pre-test & Post-test**	26	,951	,000

Note: The P value is (0.000) less than (0.05), thus the alternative hypothesis H1 is accepted and the null is rejected

Table 9

Paired sample statistics

Paired Sample Statistics		Mean	N	St. Deviation	Std. Error mean
Pair 1	Pre-test-	9,8846	26	2,86115	,56112
	Post-test	14,1923	26	2,43342	,47723

Note: The notable difference between the pre and- post-test in terms of means and the standard deviation

Table 10

Hypothesis test summary

Hypothesis Test Summary				
	Null Hypothesis	**Test**	**Sig.**	**Decision**
1	The median of differences between Pre-test and Post-test equals 0.	Related-Samples Wilcoxon Signed Rank Test	,000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is ,050.

Note: It displays evidently the alternative hypothesis is accepted and the null hypothesis is rejected.

Table 11

Normality test

Test of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	**gl**	**Sig.**	**Statistic**	**gl**	**Sig.**
Pre-test scores	,215	26	,003	,891	26	,010
Post-test scores	,185	26	,022	,886	26	,008

a. Lilliefors Significance Correction

Note: The P value on the post-test is (0,22) less than (0.05), hence the alternative hypothesis H1 is accepted and the null is rejected.

The previous tables displayed the statistical information about the experimental group, when applying the pre-test and post-test, respectively, collected. Table 6 Ranks shows the values that were taken into consideration for the development of the

verification of the hypothesis, where it can be identified that there are 0 data or negative values, that is to say that no student after the interventions lowered their grades, within the positive values there are 23 students with higher grades than the pretest and finally 0 equal values. Furthermore, in table 7 about test statistics, the calculation of the Wilcoxon statistic is shown where, having a value less than 0.05. Last but not least, all these table represents the differences between the values and contrasts if the mean differs from 0. In this case, 0.000 is less than 0.05. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted H1: The use of web 2.0 tools does foster oral fluency. Consequently, it is considered that the experimentation and therefore the interventions gave reliable and positive results.

3.4. Discussion

This present study demonstrated the efficacy of Web 2.0 in the improvement of the learners' oral fluency. The findings revealed that these tools contributed effectively in A2 level students. Arabaci and Akilli (2021) concluded in their study that the web 2.0 tools with the greatest impact were Kahoot, Prezi, Google forms, Logopit, Edmodo, Canva. Despite the fact that, the study used a descriptive approach professors pointed out that web 2.0 tools create a more student-centered language learning environment as they allow students to become creators of their own knowledge rather than passive recipients. Therefore, the oral fluency of the participants in this current study had a significant improvement through the use of tools such as Canva, Prezi, Kahoot. These tools were worked with oral production activities, such as discussions through a poster, dialogues, storytelling by using images, spoken report.

Moreover, Mohammed and Asma (2020) in their study highlighted that the use of Web 2.0 tools is an authentic educational strategy that allows the development of oral fluency. In that investigation, he demonstrated how students managed to communicate more fluently in real time by using blog discussions. By adopting the web 2.0 tools during the 6 sessions, a significant impact was evidenced because each tool was linked to the students' fluency achievement. Learners were exposed to peer-to-peer and group interaction activities in which each student shared their personal views, reflections, arguments and ideas on the topic of each session. In addition, this study was more thorough and differed from previous work in that Web 2.0 not only improved speaking skills but enhanced smooth and fluency, hesitation, searching words and volume.

Hernandez (2017) pointed out that at the beginning of her study the results of the pre-test revealed that the students have a low level of oral fluency. Furthermore, the focus of the use of web 2.0 tools during the treatment was based on creating a meaningful learning environment, also, funnier, and closer to the students' experiences through different visual input. Referring to the present work, the process of achieving oral fluency was linked to activities such as free production and rehearsal/repetition activities through the use of Web 2.0 tools mentioned above. Additionally, the participants showed more interest in participating in each session. At this point, it can be concluded that both works agree that the application of Web 2.0 tools positively affects the improvement of oral fluency being that students express their ideas fluently with new vocabulary, the level of pauses students made decreased considerably, and speak at an appropriate volume.

To sum up, the current work is supported by several authors, hence, it can be concluded that the use of Web 2.0 tools in teaching speaking brings a number of positive results in terms of improving learners' oral fluency. The achievements show the expected use of the target language by the majority of the students and the increase in their participation in class by participating more and more in each session, in addition, the interaction of the students among themselves and with the teacher improved. Additionally, it was evident the use of technology makes learning and teaching more student-centered, encourage student autonomy. Moreover, students' drive to learn a foreign language effectively increases as they become more confident. At this point, it is critical to stress that Web 2.0 tools must be used in conjunction with an appropriate lesson plan that takes into account pedagogical strategies directed to the learners' needs.

CHAPTER IV

CONCLUSION AND RECOMMENDATIONS

4.1. Conclusions

- In addition to the improvement in oral fluency, it was noted that other aspects were also improved, seeing that the students affirmed that the use of technology at school makes learning enjoyable and helps them learn better. Students also said that technology makes learning interesting, enjoyable and interactive. Because the classes become more interactive which promotes their participation in communicative activities

- The following web 2.0 tools were applied during the treatment: Kahoot, Prezi, Tagul, Canva, Google Forms, Weebly, Logopit, and Animaker. However, the ones that showed the most significant impact in terms of results were Canva and Prezi. Through these attractive presentations and activities integrated into them, they made the students show interest to participate in class from the beginning to the end. Among the benefits, it can be mentioned the clear improvement of the students' oral fluency and the fact that the majority of students are visual and auditory learners; Technology, graphics, and videos piqued their interest and encouraged them to participate in class.

- The rubric used to evaluate the pupils' oral fluency level has 4 criteria that are smooth and fluency, hesitation, searching words and volume. According to the average of each criterion, it is established that there is not much variation as per the fact that the pre-test mean revolves around from 2.46 to 2.50 where hesitation tends to be the best performed criterion with 2.5 while the other criteria reflect 2.46 out of 5, despite the grades are low. On the other hand, the results of the post-test reflect an improvement in all the criteria where values vary between 3.19 and 3.80, which correspond to volume that had an acceptable improvement and smooth and fluency that improved significantly.

- It was evident that the use of web 2.0 tools improved the oral fluency of the students during the 6-day treatment. The tools mentioned above were essential for the development of oral production activities such as discussions, dialogues, storytelling by using pictures, speaking for 1 minute, spoken report, the same ones

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that were developed in interaction patterns such as in pairs, in groups, or in whole classes. Thanks to the audio recordings, the researcher was able to notice that the students have spontaneous and unrehearsed conversations in class if the main topic interests them and they can relate to it. Furthermore, they communicate with each other most of the time in the target language, they used Spanish when they did not know how to express something or they decided to ask the teacher about the vocabulary and continue with the activity and in the best of cases they delivered their ideas and thoughts in a simple but explicit way

4.2 Recommendations

- It is recommended to encourage integrated technological learning environments. Since it has been established that technology and education are closely related fields. Following this, teachers gradually come to the realization that traditional approaches and pedagogical strategies do not work as well as they once did because the world is constantly developing, just like how pupils learn a language as they gain communication abilities. Therefore, the instructor must encourage the use of technology both within and outside of the classroom. Since the culture of utilizing technology for educational purposes will grow with an effective guide.

- Speech fluency can be attained with constant practice. For that reason, the teacher identifies the objectives of the lesson plan to select the web 2.0 tool since they vary according to their purpose. At this point, the teacher must constantly train about the changes, benefits and barriers that technology brings. It is recommended that professors use technology to encourage pupils to take ownership of their learning. The internet offers a variety of platforms, including Web 2.0 tools that let users re-record audio or video as often as they choose. At this point, the teacher must assume the role of facilitator and give examples of eb 2.0 tools to improve their oral fluency.

- In terms of evaluation, oral fluency improved after 6 days of therapy in a clear and orderly manner. More interventions should be made, if at all possible, to ensure lasting effects. Additionally, it is advised that the in-class exercises serve both formative and summative objectives so that students are not afraid to speak or make mistakes. In other words, the researcher must keep analyzing in light of the oral fluidity components that were worked on during the lessons.

- Last but not least, it is recommended that the teacher use web 2.0 technologies in a variety of ways to prevent students from anticipating which tool they will use, as well as different communicative strategies to encourage students to speak in class. Because incorporating technology is intended to be innovative and to encourage fluent speech. Additionally, if the class is new, integration must be gradual to allow the students to adjust and become accustomed since many students are unfamiliar with how web 2.0 works. Thereby both the teacher and the students must know that technology can be used both in face-to-face and virtually sessions.

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Annex 1: Approval

FORMATO DE LA CARTA DE COMPROMISO

CARTA DE COMPROMISO

Ambato, 17 de octubre de 2022

Doctor,
Marcelo Núñez
Presidente
Unidad de Integración Curricular
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Yo Mg. María Gabriela Camino Cepeda en mi calidad de Rectora de la Unidad Educativa "Glenn Doman", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: "Web 2.0 and oral fluency" propuesto por la estudiante Tatiana Belén Ichina Mazabanda, portadora de la Cédula de Ciudadanía 185062800-7, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto. Particular que comunico a usted para los fines pertinentes.

Atentamente

Mg. María Gabriela Camino
Rectora Unidad Educativa "Glenn Doman"
CI: 1802525 814
secretaria@glenndoman.edu.ec

Annex 2: Pre and post test

SPEAKING SECTION

Part 2 (5-6 minutes)

Phase 1
Interlocutor
2-3 minutes

Now, in this part of the test we're going to talk together.

Place Candidate booklet, open at Task 1, in front of candidate. Allow candidate adequate time to read the task.

Here are some pictures that show different hobbies.

Do you like these different hobbies? Say why or why not. I'll say that again.

Do you like these different hobbies? Say why or why not. All right? Now, we will talk together. Can you start?

Candidate   …….……….………………………………………………..
Allow a minimum of 1 minute before moving on to the following questions.

Interlocutor
 Use as appropriate.
Ask the candidate at least one question.

Do you think …
… playing computer games is boring?
… playing an instrument is difficult?
 … playing football is fun?
… reading is interesting?
… painting/drawing is easy?

 Which of these hobbies do you like best?
Thank you. (Can I have the booklet, please?) *Retrieve Candidate booklet.*

Phase 2
Interlocutor
Allow up to a minute.

Now, do you prefer to spend your free time alone or with other people?   (Why?)
Which is more fun, playing sports or watching sports? (Why?)
Thank you. That is the end of the test.

Do you like these different hobbies?

Annex 3: Speaking rubric

Oral fluency rubric

A2	Smooth and fluency	Hesitation	Searching words	Volume
5	Smooth and fluid speech	Few to no hesitation	No attempts to search for words	Volume is excellent
4	*Performance shares features of Bands 3 and 5*			
3	Speech is relatively smooth	Some hesitation and unevenness	Rephrasing and searching for words	Volume wavers
2	*Performance shares features of Bands 1 and 3*			
1	Speech is slow	Hesitant and use of short memorized phrases	Difficult to perceive continuity in speech	Inaudible
0	Performance below Band 1			

Note: Adapted English KET speaking rubric (Cambridge University Press)

A2 KET speaking rubric

A2	Grammar and vocabulary	Pronunciation	Interactive communication	Fluency
5	• Shows a good degree of control of simple grammatical forms. • Usses a range of appropriate vocabulary when takling about everyday situations.	• Is mostly intelligible and has some control of phonological features at both utterance and words levels.	• Maintains simple exchanges. • Requires very little prompting and support.	• Smooth and fluid speech. • Few to no hesitations. • No attempts to search for words. • Volume is excellent.
4	*Performance shares features of band 3 and 5*			
3	• Shows sufficiente control of simple grammatical forms. • Uses appropriate vocabulary to talk about everyday situations.	• Is mostly intelligible, despite limited control of phonological features.	• Maintains simple exchanges despite some difficulty. • Requires prompting and support.	• Speech is relatively smoot. • Some hesitation and unevenness caused by rephrasing and searching for words. • Volumen wavers.
2	*Performance shares features of band 1 and 3*			
1	• Shows only limited control of a few grammatical forms. • Uses a vocabulary of isolated words and phrases.	• Has very limited control of phonological features and is often unintelligible	• Has considerable difficulty maintaining simple exchages. • Requires additional promptimg and support.	• Speech is slow, hesitant and strained expect for short memorized phrases. • Difficult to perceive continuity in speech. • Inaudible.
0	*Performance shares features of band 1*			

Source:
https://cambridge.fundacioudg.org/pujades/files/cambridge%20english%20key%20handbook%20for%20teachers.pdf

Annex 4: Lesson plan Template

Assure Model Lesson Plan

ASSURE Lesson Plan	
Author:	Liliana Barrera
Title of Lesson:	History of Dinosaurs
Content Area(s):	History
Grade Level:	2 Grade
Content Standard(s):	Students will understand the history of dinosaurs and the different types there are by seeing visual pictures and videos of each.
Technology Standard(s):	Communication and collaboration. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
Time Required:	1-2 Days
Analyze learners	15 Students learning at grade level 5 learning below level 3 Gifted students who learn above grade level
State objectives	Students will learn the history of Dinosaurs Students will learn the different types of Dinosaurs Students will name the Dinosaurs by seeing pictures and videos Students will work on a worksheet to label each dinosaur to its correct name
Select methods, media, and materials	**Methods** As a whole class activity students will be shown a concept map to help them better understand the different types of dinosaurs.
	Media & Materials Smart Board Computer lab
	Differentiation: All students will be given a worksheet to label each dinosaur and name each type. Students will be paired in groups to help each other complete the activity. The students who work below level will have a partner to help them.
Utilize media and materials (Procedures)	**Teacher Preparation:** Prepared concept map to go along with lecture Prepare worksheet for students to work along Prepare Smart Board Schedule computer lab
	Lesson Procedures:

	Review with students the different types of dinosaurs Review the names of dinosaurs Show students videos and pictures of each dinosaurs Let students work in groups to complete worksheet
Require learner participation	Students will work at computers to create their own diagram pairing different dinosaurs
Evaluate and revise	**Students** **History:** Students will learn the different types of dinosaurs and will complete a worksheet to show students learn the different dinosaur's types. **21st century skills:** Concept map will give evidence of communication skills. **Technology skills:** Use of concept mapping to communicate ideas.
	Instruction: If the completed worksheet activity shows that they don't understand the difference between each dinosaurs, I will go over lesson again and demonstrate clear pictures and videos that explain more in detail. **Reflection/Revisions:** If students have a hard time understanding the topic I will redo the lesson and provide flashcards. Also, one on one assistance with students.

Annex 5: Experimental design

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Proyecto de Investigación de Titulación previo a la obtención del Título de Licenciado/a en Pedagogía del Idioma Inglés

THEME:

WEB 2.0 AND ORAL FLUENCY

AUTHOR: Ichina Mazabanda Tatiana Belén

TUTOR: Lcda. Mg. Ruth Elizabeth Infante Paredes

Ambato – Ecuador

2022

Lesson Plan Index

Introduction

Web 2.0 tools can be defined as the creation of online services that promote cooperation, communication, and knowledge exchange. It reflects a change from the static, "read only," passive experience of web pages to the dynamic, "read and interact" experience of web pages. These technological tools promote the use of Web 2.0 tools to improve oral fluency is using them to support a relevant setting rather than supporting direct instruction as in the traditional method to foreign language instruction. Therefore, in order to fully integrate technology into foreign language courses, foreign language teachers must go beyond PowerPoint. It is very crucial to investigate some Web 2.0 tools in order to determine the advantages of those technologies in foreign language teaching and learning.

Due to its advantages, Web 2.0 applications can become an essential tool in foreign language courses and are more than just a platform for social activities outside of the classroom. By incorporating online social networks into their lessons, foreign language teachers will be able to use technology more effectively while simultaneously reimagining traditional classrooms as new learning spaces where students may assume full responsibility for their language acquisition.

Speaking instruction has long been prioritized in educational settings. Every curriculum includes it, but it is underestimated that speaking is only taught by memorization and repetition of drills emphasizing the fluency of sound production. However, given that English is now the second most spoken language in the world, with 400 million native speakers, it is no longer sufficient to teach speaking through memorization and repetition. Instead, creative approaches to teaching and speaking are needed.

The findings of many studies showed that the modern technology have developed into an efficient instructional tool for speaking. In addition to lecturing, it is another form of instructor input. When assigning pupils to learn to speak, instructors do not use conventional methods or antiquated teaching techniques like chalk-and-board lectures; instead, they use current technologies as their medium. Additionally, the findings of incorporating technology into speaking instruction. Using technology to carry out

speaking tasks improves fluency and accuracy, fosters rapport, reduces fear and general awareness, and often boosts students' confidence.

General objective

- To design lesson plans with the integration of Web 2.0 tools and improve the students' oral fluency.

Specific objectives

- To design 6 lesson plans focused on two elements of oral fluency and the integration of two Web 2.0 tools alternately.

- To plan speaking activities considering interaction patterns such as individual, in pairs, in groups and the whole class.

- To evaluate the improvement of the students' oral fluency after the application of six days face-to-face treatment.

Scope of the experiment

Oral fluency lesson plans				
Number of the lesson	**Topic**	**Number of hours**	**Oral fluency element**	**Activities**
Nº 1	Sports	40 minutes	Smooth, fluency and hesitation	- Warm Up - Canva Presentation - Speaking practice: discussion about a poster
Nº 2	Places	40 minutes	Smooth, fluency and searching words	- Warm Up - Prezi Presentation - Speaking practice by using a map
Nº 3	Daily routines	40 minutes	Hesitation and searching words.	- Warm Up - Canva presentation - Kahoot activity - Speaking practice: storytelling by using pictures
Nº 4	Food	40 minutes	Hesitation, smooth and fluency.	- Warm Up using Google forms - Prezi presentation - Recognize food around the word – Tasteatlas - Oral production: talking for 1 minute
Nº 5	Parts of the house	40 minutes	Hesitation and searching for words	- Warm Up - Canva presentation - Oral production: controlled questions
Nº6	My last vacation	40 minutes	Smooth, fluency and volume	- Warm Up - Prezi presentation - Oral production; spoken report

Lesson plan 1: Sports

Universidad Técnica de Ambato

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

"WEB 2.O AND ORAL FLUENCY"

Lesson Plan 1

Ichina Mazabanda Tatiana Belén

ASSURE Lesson Plan 1	
Author:	Belén Ichina
Title of Lesson:	Sports
Content Area(s):	English
Grade Level:	10 Grade
Content Standard(s):	Students will speak fluently about sports by using web 2.0 tools.
Technology Standard(s):	2. Communication and collaboration. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
Time Required:	40 minutes
Web 2.0 tools:	Prezi,Tagul
Oral fluency element:	Smooth, fluency and hesitation
Analyze learners	26 Students learning at grade level 16 learning below level 10 Gifted students who learn above grade level
State objectives	Students will speak smoothly and fluently about sports Students will talk about sports with no hesitation.
Select methods, media, and materials	**Methods** Students will work as a whole class and in group in order to be able to speak fluently and with no hesitation At the beginning of the class, the teacher uses a warm-up on Tagul to let the students know what the class will be about. Then the teacher will present flashcards about sports using Prezi. Then the students will work in groups to draw a sentence. Finally, students will participate in a discussion about a poster.
	Media & Materials TV Laptop
	Differentiation: The teacher will distribute groups considering their grade level.
Utilize media and materials (Procedures)	**Teacher Preparation:** **Warm-Up on Tagul** https://wordart.com/p6amep9r2gr0/word-art%201 - The teacher opens Tagul and asks students: - What sports do you know? - What is your favorite sport? - Why is it your favorite sport? **Presentation on Prezi**

	https://prezi.com/view/Db3i6bTQh48PFLmugUc6/
	- The teacher presents vocabulary about sports on Prezi.
	- The students repeat the vocabulary
	- The students work in teams to be able to talk about their drawings.
	- The students participate in a discussion about a poster while speaking fluently and without hesitation.
	Lesson Procedures:
	- The teacher asks questions and students talk about their favorite sport by answering the teacher's questions on Tagul.
	https://wordart.com/p6amep9r2gr0/word-art%201
	- The teacher explains the next activity by using Prezi. The teacher will assign a phrase to each group. *(See worksheet 1) All* members of the group repeat it. The last student in the column will draw the sentence. *(See worksheet 2).* At the end, the last person of each column will describe the drawing of the other team in order to determine which team was the most successful.
	- Finally, the teacher divides the class into groups of 5; each group choose a number from 1 to 5 in order to discuss about a poster shown by the teacher on Prezi.
	https://prezi.com/view/DmzjqzrXJhMZ4cpLt1yB/
Require learner participation	Students will work as a whole class and a group activity in order to be able to speak fluently and with no hesitation
	- First students will work as a whole class to know, what will the topic of the class be.
	- Then, students will work in teams in order to draw the idea of the original phrase.
	- Finally, students will work in teams again to discuss about a poster.
Evaluate and revise	**Students**
	• **Sports:** Students will be able to speak fluently and with no hesitation about sports.
	• **21st century skills:** Discussion using Prezi will give evidence of communication skills.
	• **Technology skills:** Using Tagul to brainstorm the topic gives the class a chance to tap into their previous knowledge and form connections between the current topic and what they have already learned.
	Instruction: If the completed discussion activity shows students need more vocabulary or phrases, the teacher will pause the lesson and demonstrate clear pictures and videos on Prezi.
	Reflection/Revisions: If students have a hard time understanding the topic. The teacher will ask students which

	part they had difficulty with, and take that into account for the next lessons

WORKSHEET 1

The teacher will assign a different phrase to each group to work on worksheet 2
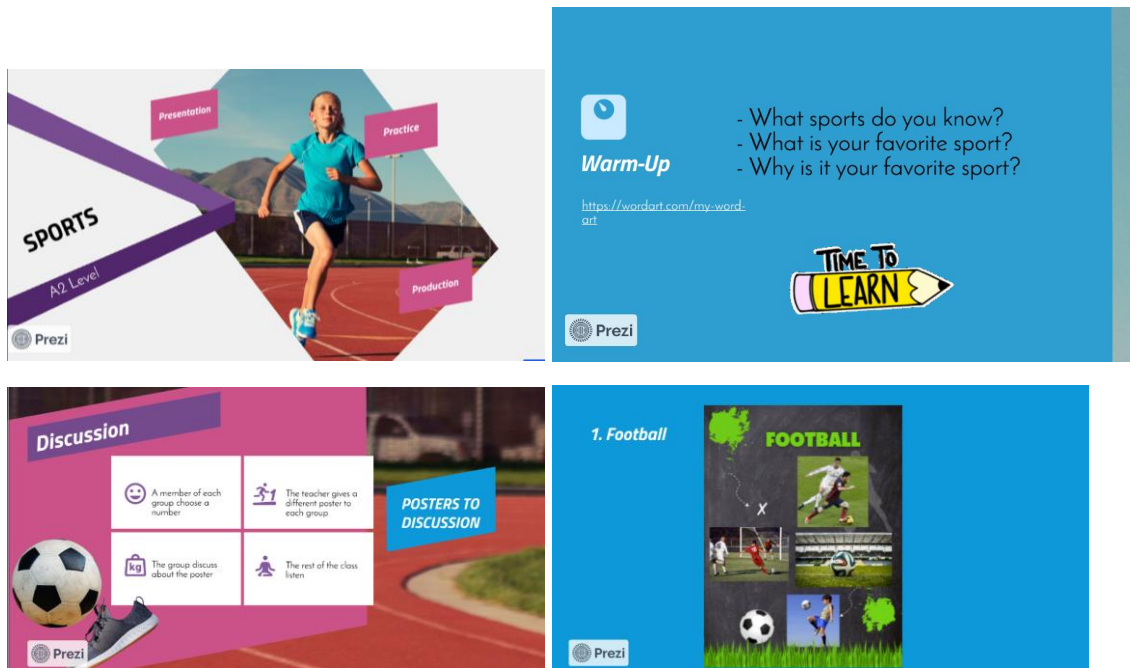
Nota:

Phrases:

1. Sara is playing basketball with her brother in the city park.
2. Leo Messi is playing with 7 friends in the rain.
3. Three children are playing volleyball with a yellow ball on the beach.
4. Peter is swimming in the pool with his younger brother John.
5. Pablo likes to run at 5 am in the park with his dog Cookie.

WORKSHEET 2

Group members:

Original phrase:

This is a teamwork activity, each team will have a different phrase, all members must repeat the phrase, and the last student in each column will draw what he hears

Drawings

Lesson plan 1 Annexes

Prezi presentation

Tagul
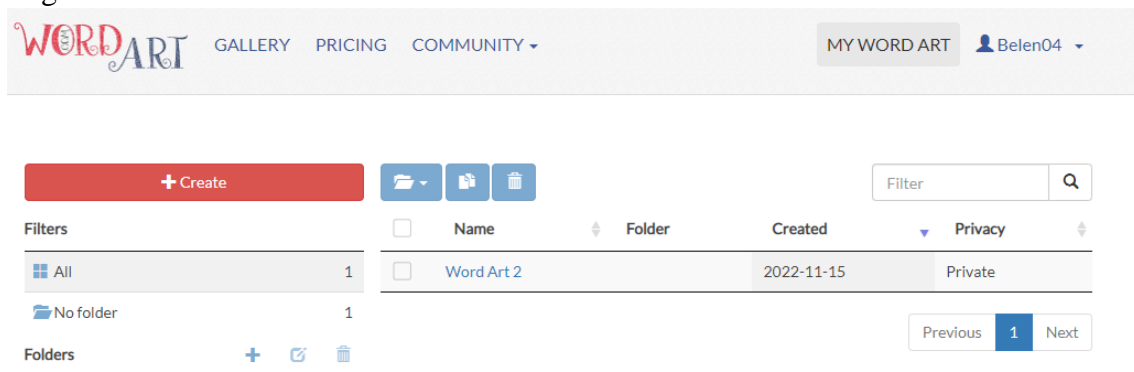
Lesson plan 2: Places

Universidad Técnica de Ambato

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

"WEB 2.O AND ORAL FLUENCY"

Lesson Plan 2

Ichina Mazabanda Tatiana Belén

ASSURE Lesson Plan 2	
Author:	Belén Ichina
Title of Lesson:	Places
Content Area(s):	English
Grade Level:	10 Grade
Content Standard(s):	Students will speak fluently about places by using web 2.0 tools.
Technology Standard(s):	2. Communication and collaboration. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
Time Required:	40 minutes
Web 2.0 tools:	Canva and animaker
Oral fluency element:	Smooth, fluency and searching words
Analyze learners	26 Students learning at grade level 16 learning below level 10 Gifted students who learn above grade level
State objectives	Students will speak about places smoothly and fluently. Students will talk about places, with no attempt to search for words
Select methods, media, and materials	**Methods** Students will work as a whole class, in teams and in pairs in order to be able to speak fluently and with no attempt to search for words. At the beginning of the class, the teacher uses a warm-up on Animaker to let the students know what the class will be about. After that, the teacher explains how to use prepositions of place by using Canva. Then the students will work in teams to answering questions. Finally, students will work in pairs; it consists in a conversation about a map.
	Media & Materials TV Laptop
	Differentiation: The teacher will distribute groups considering their grade level.
	Teacher Preparation: **Warm-Up on Animaker** https://app.animaker.com/video/F72XLKLQIVCRBNMD

	The teacher opens Animaker, the students watch a video and teacher asks: 1) Where is the cat? 2) Where is the phone? 3) Where is the sofa? 4) Where is the coffee table? **Presentation on Canva** https://www.canva.com/design/DAFSGDM8ioQ/LfNUu46FE4LOZ6FH4f Ka5Q/view?utm_content=DAFSGDM8ioQ&utm_campaign=designshar e&utm_medium=link2&utm_source=sharebutton - The teacher explains how to talk about places by using prepositions of place on Canva - The students work in teams to answering questions about preposition of place - The students work in pairs; they stablish a conversation based on a map.
Utilize media and materials (Procedures)	**Lesson Procedures:** - The Warm-up is a video quiz questions. The teacher opens Animaker and plays the video. Students watch the video and answer orally. https://app.animaker.com/video/F72XLKLQIVCRBNNMD - Then, the teacher opens Canva and explains how to use the prepositions of place to talk about places by giving clear examples and asking students to give their own examples. - Then, the teacher divides the class into 2 groups. The activity consists of answering questions such as true or false, where is the object, etc; The fun thing about the game is that there are power ups, for example, you have lost 3 points, give 5 points to the other team, etc. All members of each team have to participate, the team that accumulates the most points win. - The students work in pairs in order to have a conversation; the teacher will divide the class into teams A and B. The teacher will give a map to each pair *(See Worksheet #1).* Columns A are tourists and columns B are locals. The students will talk about at least 3 places and switch roles. - The teacher asks for any pairs to participate in front of the class.
Require learner participation	Students will work as a whole class, in groups and in pairs activities in order to be able to speak with an appropriate volume and with no searching words. - First students will work as a whole class to know, what will the topic of the class be. - Then, students will work in teams in order to answer some questions related to prepositions of place

	- Finally, students will work in pairs to create a conversation.
Evaluate and revise	**Students** • **Places:** Students will be able to speak fluently about places and with no attempts to search for words • **21st century skills:** Teamwork gives evidence of collaboration to achieve the same goal • **Technology skills:** Use of Animaker helps learners ease into the classroom and the expectation of learning in a low-key way that isn't stressful.
	Instruction: If the completed conversation activity shows students need more vocabulary or phrases, the teacher will pause the lesson and demonstrate clear pictures and videos on Canva. **Reflection/Revisions:** If students have a hard time understanding the topic. The teacher will ask students which part they had difficulty with, and take that into account for the next lessons

Lesson 2 Annexes

Canva presentation

Animaker

Names:

Preposition of places

Written prompts

To ask for places

Where is……?

Excuse me, Where I can find a …...?

I really need to get to ……

Conversation model

A. Excuse me, where is the Chinese restaurant?

B. Hi, there's one on Maple Street

A. Over there?

B. Yes, It is between the museum and the book store

A. Thanks, I want to try sushi.

Lesson plan 3: Daily routines

Universidad Técnica de Ambato

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

"WEB 2.O AND ORAL FLUENCY"

Lesson Plan 3

Ichina Mazabanda Tatiana Belén

ASSURE Lesson Plan 3	
Author:	Belén Ichina
Title of Lesson:	Daily routines
Content Area(s):	English
Grade Level:	10 Grade
Content Standard(s):	Students will speak fluently about daily routines by using web 2.0 tools.
Technology Standard(s):	2. Communication and collaboration. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
Time Required:	40 minutes
Web 2.0 tools:	Kahoot and Canva
Oral fluency element:	Hesitation, searching words.
Analyze learners	26 Students learning at grade level 16 learning below level 10 Gifted students who learn above grade level
State objectives	Students will speak about daily routines. Students will talk about sports with no hesitation
Select methods, media, and materials	**Methods** Students will work as a whole class and in group in order to be able to speak fluently and with no hesitation At the beginning of the class, the teacher uses a warm-up on Kahoot to let the students analyze the sentences and intuit the topic of class. Then the teacher will present how to use adverbs of frequency to talk about daily routines using Canva. Then the students will work in teams in order to participate in a game show activity. Finally, students will participate in a storytelling activity.
	Media & Materials TV Laptop
	Differentiation: The teacher will distribute groups considering their grade level.

|	
Utilize media and materials (Procedures)	**Teacher Preparation:** **Warm-Up on Kahoot** - https://create.kahoot.it/hub/accesspass - The teacher opens Kahoot, there are the following questions: - **Which sentence is correct?** - **a.Our teacher is often late.** - b.Our teacher often is late. - c.Is often our teacher late? - d.Often our teacher is late. - **Which sentence is correct?** - a.Never we eat fast food. - b.We eat never fast food. - c.We eat fast food never. - **d.We never eat fast food.** - **Which sentence is correct?** - a.Do often you go to the cinema? - **b.Do you often go to the cinema?** - c.Do you go often to the cinema? - d.Do you go to the cinema often? - **Presentation on Canva** https://www.canva.com/design/DAFSo-REKCs/Kyvv-z2MMYEWBuyDjiNZvA/view?utm_content=DAFSo-REKCs&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton - The teacher explains how to talk about daily routines by using adverbs of frequency. - The students work in teams to answer questions related to daily routines. - The students participate in a storytelling activity
	Lesson Procedures: - The teacher asks the students for the correct sentence through Kahoot. This makes them analyze each option and become interested in the topic. Link : https://create.kahoot.it/hub/accesspass - The teacher explains how to use adverbs of frequency to talk about daily routines by using Canva. https://www.canva.com/design/DAFSo-REKCs/Kyvv-z2MMYEWBuyDjiNZvA/view?utm_content=DAFSo-REKCs&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton - In the same presentation there is a game show activity, where students select a value, each value will have different questions related to daily routines and adverbs of frequency. The team that accumulates the most points win the round.

	- The teacher will divide the class in groups of 5. The activity is about storytelling with pictures. Each group will have images of different situations
Require learner participation	Students will work as a whole class and a group activity in order to be able to speak about daily routines fluently and with as few hesitations as possible. - First students will work as a whole class to get familiarized with the topic. - Then, students will work in teams in order to answer questions about daily routines. - Finally, students will work in teams again to create a story based on pictures.
Evaluate and revise	**Students** • **Daily routines:** Students will be able to speak fluently and with as few hesitations as possible about daily routines. • **21st century skills:** Storytelling is evidence of the creativity of the learners, since through the communication of stories, we get the listener to feel identified • **Technology skills:** Using Kahoot helps to catch students' attention as they want to find the correct answer as soon as possible
	Instruction: If the completed storytelling activity shows students need more vocabulary or phrases, the teacher will provide a list of useful phrases or suggestions. **Reflection/Revisions:** If students have a hard time understanding the topic. The teacher will ask students which part they had difficulty with, and take that into account for the next lessons

Lesson plan 3 Annexes

Canva presentation
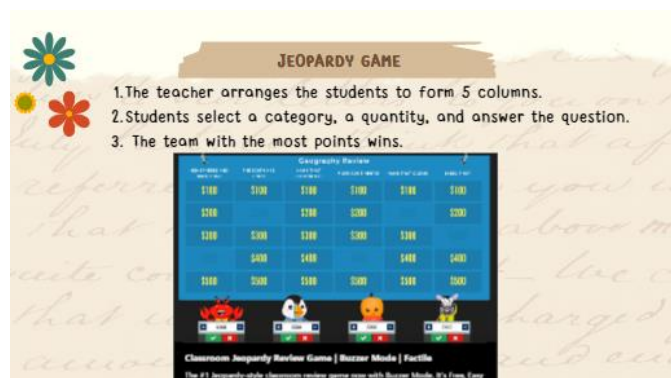
Lesson plan 4: Food

Universidad Técnica de Ambato

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

"WEB 2.O AND ORAL FLUENCY"

Lesson Plan 4

Ichina Mazabanda Tatiana Belén

ASSURE Lesson Plan 4	
Author:	Belén Ichina
Title of Lesson:	Food
Content Area(s):	English
Grade Level:	10 Grade
Content Standard(s):	Students will speak fluently about food by using web 2.0 tools.
Technology Standard(s):	2. Communication and collaboration. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
Time Required:	40 minutes
Web 2.0 tools:	Weebly, prezi,google forms
Oral fluency element:	Hesitation, smooth and fluency.
Analyze learners	26 Students learning at grade level 16 learning below level 10 Gifted students who learn above grade level
State objectives	Students will speak about food smoothly and fluently Students will talk about food with as few hesitations as possible.
Select methods, media, and materials	**Methods** Students will work as a whole class and in groups in order to be able to speak about food fluently, smoothly and with as few hesitations as possible. At the beginning of the class, the teacher uses a warm-up on Google forms to let the students know what the class will be about. Then the teacher will explain the famous food around the world by using Weebly. Then, students will work as a whole class in order to answer questions about food. Finally, students will work in teams with a worksheet to complete a speaking activity.
	Media & Materials TV Laptop
	Differentiation: The teacher will distribute groups considering their grade level.
Utilize media and materials (Procedures)	**Teacher Preparation:** **Warm-Up on Google forms** https://forms.gle/Ye7SJNvfgHjJxhnu6 - The teacher opens Google forms, sends the link to the students.

The questionnaire has the following questions.
- What did you eat yesterday?
- What is your favorite food?
- What is the food you don't like?

Do you prefer to eat unhealthy or healthy food?
- What is your favorite drink?
- What is a traditional dish in your city/family?
- **Presentation on Weebly**

 https://fooda2level.weebly.com/

- The teacher presents food around the world
- The students answer some questions about food by playing a game.
- https://prezi.com/p/2abwbwxsyhw6/?present=1

- The students work in groups to speak for 1 minute according to what the teacher shows in Prezi

Lesson Procedures:
- The teacher makes sure that everyone has filled out the survey and checks the responses in order to have a discussion. Link:
- https://forms.gle/Ye7SJNvfgHjJxhnu6

- The teacher explains the next activity by using Weebly. The teacher presents food around the world.
Link **:**
 https://fooda2level.weebly.com/

- The next activity is a board game in Prezi where students will have to participate in groups.
Link: https://prezi.com/view/fWUGeVsEjLoMznYbWNUd/

- What's your favorite food?
- What's your favorite fast food?
- What's your favorite drink?
- What's your favorite food restaurant?
- What's your favorite snack?
- Do you like trying new foods?
- Do you like fruits or vegetables?
- Can you cook any dish?
- Mention 3 healthy foods
- Mention 3 junk foods
- The last activity is in Prezi. The teacher divides the class into 2 groups. The teacher will show cards with certain sentences. The group member must talk for 1 minute about what the card says. Then, the teacher changes the card and the other team member must speak for 1 minute and so on until everyone has spoken.

|	-
Require learner participation	Students will work as a whole class and a group activity in order to be able to speak fluently about food and with as few hesitations as possible. - First students will work as a whole class where the teacher and the students will analyze the answers and have a discussion. - Then, students will work as a whole group as well in order to answer questions about food. - Finally, students will work in groups to talk about for 1 minute.
Evaluate and revise	**Students** • **Food:** Students will be able to speak fluently about food and with as few hesitations as possible. • **21st century skills:** Talking for 1 minute is evidence of communication skills • **Technology skills:** Using Weebly makes the learning process fun & engaging as it is easy to add content, images, videos, forms, and other features to a website.
	Instruction: If the last completed activity shows students need more vocabulary or phrases, the teacher will pause the lesson and demonstrate clear pictures and videos on Canva. **Reflection/Revisions:** If students have a hard time understanding the topic. The teacher will ask students which part they had difficulty with, and take that into account for the next lessons

Lesson plan 4 Annexes

Google forms survey

Prezi presentation

Weebly
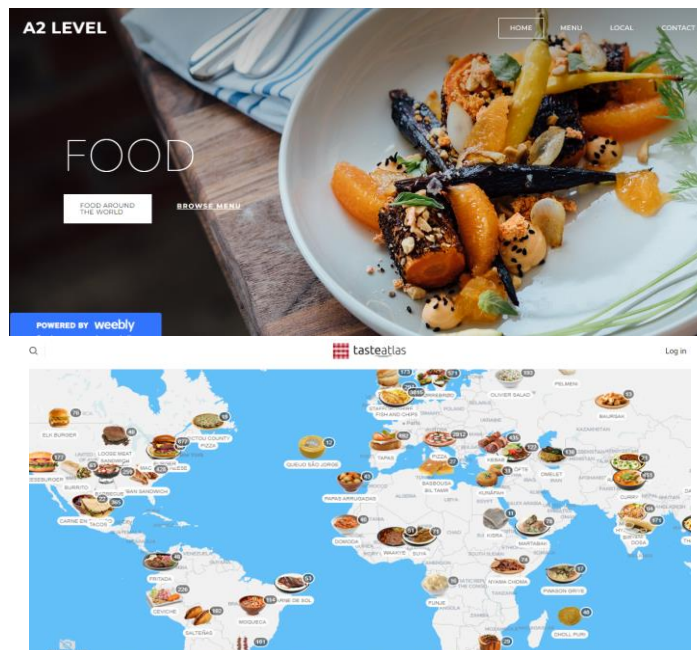
Lesson Plan 5: Parts of the house

Universidad Técnica de Ambato

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

"WEB 2.O AND ORAL FLUENCY"

Lesson Plan 5
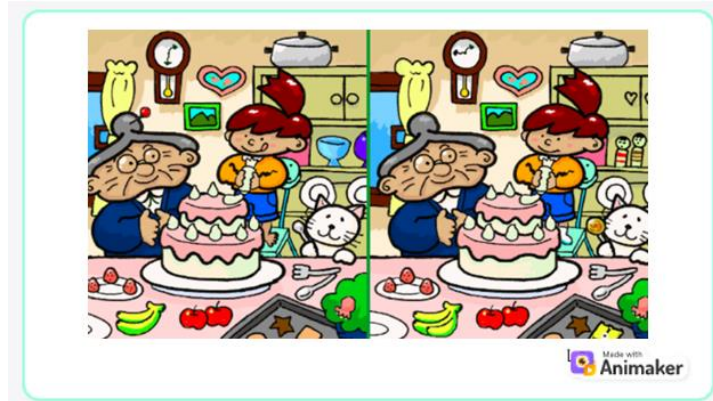
Ichina Mazabanda Tatiana Belén

ASSURE Lesson Plan 5	
Author:	Belén Ichina
Title of Lesson:	Parts of the house
Content Area(s):	English
Grade Level:	10 Grade
Content Standard(s):	Students will speak fluently about parts of the house by using web 2.0 tools.
Technology Standard(s):	2. Communication and collaboration. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
Time Required:	40 minutes
Web 2.0 tools:	Prezi and animaker
Oral fluency element:	Hesitation and searching for words
Analyze learners	26 Students learning at grade level 16 learning below level 10 Gifted students who learn above grade level
State objectives	Students will speak with as few hesitations as possible about parts of the house. Students will talk about parts of the house with no attempts to search words.
Select methods, media, and materials	**Methods** Students will work as a whole class, in groups and in pairs to be able to speak with as few hesitations as possible and with no attempts to search words about parts of the house. At the beginning of the class, the teacher uses a warm-up on Animaker to let the students find differences in a picture. Then the teacher will explain how to use there is/there are using Prezi. The students will answer some questions. Finally, students will have a speaking activity about a picture shown on Prezi.
	Media & Materials TV Laptop
	Differentiation: The teacher will distribute groups considering their grade level.
Utilize media and materials (Procedures)	**Teacher Preparation:** **Warm-Up on Animaker** https://app.animaker.com/thereisthereare

|	
	- The teacher opens Animaker and asks students to find the 15 differences **Presentation on Prezi** https://prezi.com/view/8QoRKYp9x31svZ95SQDY/ - The teacher explains how to use there is / there are by providing and asking for examples. - The students work in pairs; the teacher shows a picture ans students asks questions to each other.
	Lesson Procedures: - The teacher opens Animaker and presents the images to the students and asks them to find the 15 differences. Link: https://app.animaker.com/thereisthereare After that, the teacher will explain how to use there is/ there are on Prezi. Link: https://prezi.com/view/8QoRKYp9x31svZ95SQDY/ - In the same presentation, there is a whole class activity where the students look at the picture and answer the following questions. • How many robots are there on the floor? • How many lamps are there on the table? • How many windows are there? • How many books are on the shelf? • How many cars are there on the floor? • How many curtains are there? • How many blocks are there on the floor? • How many teddy bears are in the basket? - Finally, the teacher will divide the class in teams A and B. Students from team A ask questions and students B answer. Then, they switch the roles.
Require learner participation	- Students will work as a whole class and in teams in order to speak with as few hesitations as possible and with no attempts to search words about parts of the house. - First students will work as a whole class to find the differences. - Then, students will practice the target language by asking and answering questions.
Evaluate and revise	**Students** - **Part of the house:** Students will be able to speak with as few hesitations as possible and with no attempts to search words about parts of the house. • **21st century skills:** Find the differences using Prezi will give evidence of perseverance. In addition, learners will be very careful when viewing the images in order to find the differences as soon as possible.

	• **Technology skills:** The usage of animaker to explain the target language helps to enhances the creativity and attention of the students.
	Instruction: If the completed discussion activity shows students need more vocabulary or phrases, the teacher will pause the lesson and demonstrate clear pictures and videos on Prezi. **Reflection/Revisions:** If students have a hard time understanding the topic. The teacher will ask students which part they had difficulty with, and take that into account for the next lessons

Lesson plan 5 Annexes

Animaker video

Prezi presentation
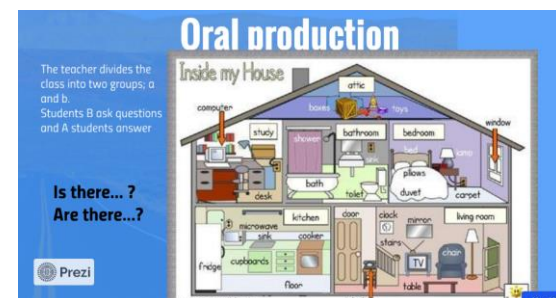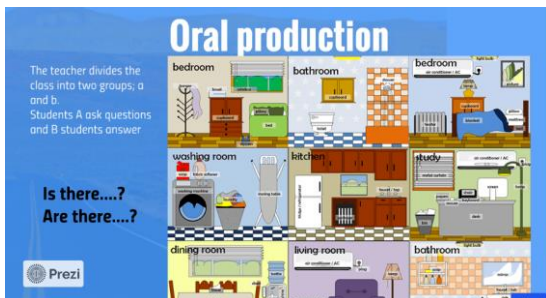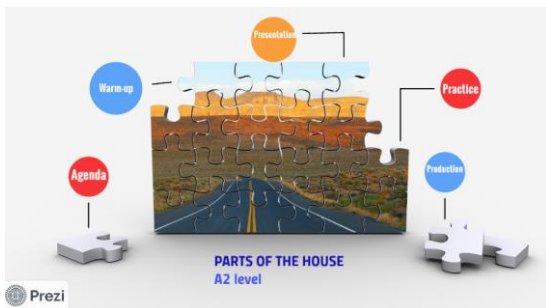
Lesson plan 6: My last vacation

Universidad Técnica de Ambato

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

"WEB 2.O AND ORAL FLUENCY"

Lesson Plan 6

Ichina Mazabanda Tatiana Belén

ASSURE Lesson Plan 6

Author:	Belén Ichina
Title of Lesson:	My last vacation
Content Area(s):	English
Grade Level:	10 Grade
Content Standard(s):	Students will speak fluently about their last vacations by using web 2.0 tools.
Technology Standard(s):	2. Communication and collaboration. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
Time Required:	40 minutes
Web 2.0 tools:	Weebly, Canva
Oral fluency element:	Smooth, fluency and volume
Analyze learners	26 Students learning at grade level 16 learning below level 10 Gifted students who learn above grade level
State objectives	Students will speak smoothly and fluently about their last vacations. Students will talk about vacations with suitable volume
Select methods, media, and materials	**Methods** Students will work as a whole class and in group in order to be able to speak fluently and suitable volume about their last vacations. At the beginning of the class, the teacher uses a warm-up on Weebly in order to brainstorm the topic. Then the teacher will present pictures about some ideas of vacations using Weebly. Then the students will work as whole class to give their opinion about tourist places in Ecuador. Finally, students will work individually to talk about their last vacations.
	Media & Materials TV Laptop
	Differentiation: The teacher will distribute groups considering their grade level.
	Teacher Preparation: **Warm-Up on Weebly** - https://www.weebly.com/vacation

Utilize media and materials (Procedures)	- The teacher opens Weebly, it contains a search words game: - Read - Listen - Dance - Play - Eat - Swim - Drink - Buy **Presentation on Canva** https://www.canva.com/design/DAFSA68Y9GI/YxqVfX0SYu-tNY8J5HEZWw/view?utm_content=DAFSA68Y9GI&utm_campaign=designshare&utm_medium=link&utm_source=homepage_design_menu - The teacher presents pictures about ideas to vacations in Ecuador. - The students analyze the pictures and gives their opinions. - The students work in groups to play a board game - The students work in pairs to talk about their last vacations.
	Lesson Procedures: - The teacher opens weebly and students will find some words related with the topic.The teacher asks them to say the past simple of each verb. Link: https://www.weebly.com/ - After that, the teacher opens Canva and shows students pictures about ideas of vacations in Ecuador. She gives brief explanations and asks for the students' opinions. Link: https://www.canva.com/design/DAFSA68Y9GI/YxqVfX0SYu-tNY8J5HEZWw/view?utm_content=DAFSA68Y9GI&utm_campaign=designshare&utm_medium=link&utm_source=homepage_design_menu - - The teacher divides the class into groups of 5 and play a board game in Canva as well. - Finally, pupils work in pairs and they ask questions to each other. The teacher asks for the information of their partner. The teacher provides some questions in order to help students to organize their ideas by using Canva.
Require learner participation	Students will work as a whole class and a group activity in order to be able to speak fluently and with suitable volume about their last vacations - First students will work as a whole class to find the words and brainstorm ideas about the topic. - Then, students will pay attention to the teacher explanation in order to give their opinion.

	- Finally, students will work in pairs in order to talk about their partner last vacation.
Evaluate and revise	**Students** • **My last vacation:** Students will be able to speak fluently and with suitable volume about their last vacation. • **21st century skills:** Talking about their partner's last vacation is evidence of communication skills, collaboration and they take full advantage of that as it is able to apply in real life. • **Technology skills:** Using a searching words activity to brainstorm the topic gives the class a chance to tap into their previous knowledge and form connections between the current topic and their experiences.
	Instruction: If the completed reported speech activity shows students need more vocabulary or phrases, the teacher will pause the lesson and provide useful phrases to use in their next speech. **Reflection/Revisions:** If students have a hard time understanding the topic. The teacher will ask students which part they had difficulty with, and take that into account for the next lessons

Lesson plan 6 Annexes

Canva presentation
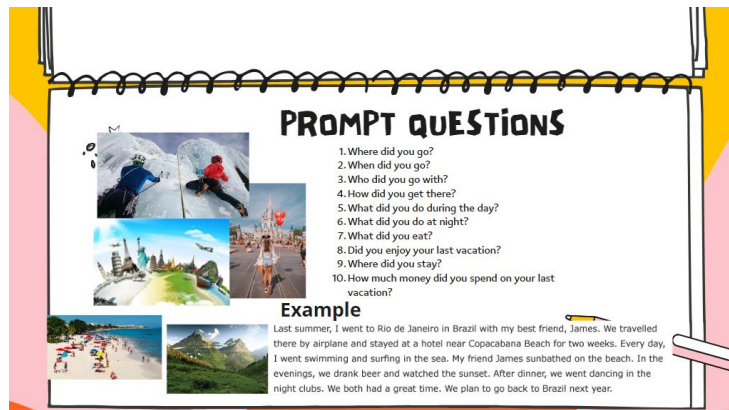
Annex 6: Checklist validation

Ambato, 2 de noviembre de 2022

Licenciada
Daniela Altamirano
Docente de la Unidad Educativa Glenn Doman
Presente

De mi consideración:

Con un saludo cordial y conocedor de su alta capacidad profesional, me permito solicitarle muy comedidamente su valiosa colaboración en la validación de los instrumentos (rúbrica) a utilizarse en la recolección de información para el desarrollo del proyecto: "WEB 2.0 AND ORAL FLUENCY" para lo cual se adjunta Matriz de operacionalización de variables, los objetivos, el instrumento y las tablas de validación.

Seguro de la favorable atención a la presente, anticipo mis debidos agradecimientos.

Atentamente,

Tatiana Belén Ichina Mazabanda
1850628007
tichina8007@uta.edu.ec

Theme: WEB 2.O AND ORAL FLUENCY

Objectives

General

- To determine the relationship between web 2.0 tools and students' oral fluency

Specific

- To identify the type of web 2.0 tools that help students to improve their oral fluency

- To evaluate the level of oral fluency that students have

- To apply web 2.0 tools for the development of oral fluency.

OPERACIONALIZACIÓN DE VARIABLE

Table 1- Variable system

Variable	Categories	Dimensions	Technique	Instruments	Criteria
Dependent Oral fluency is a productive sub-skill that focuses on content rather than form. Skehan (1966) argued that oral fluency is an integrated component of language. Among the essential elements of oral fluency, it can be mentioned smoothness and fluency, hesitation, searching words, and volume, since the listener must be able to hear and distinguish the words that he is saying. In this sense, oral fluency is a measure of how well and how easily a person can communicate their ideas clearly and accurately in speech.	Elements of oral fluency	Smooth and fluency	Rubric	Rubric items	1
		Hesitation			2
		Searching words			3
		Volume			4

Note: Operationalization of variables about Oral Fluency

Instrument

A2	Smooth and fluency	Hesitation	Searching words	Volume
5	Smooth and fluid speech	Few to no hesitation	No attempts to search for words	Volume is excellent
4	*Performance shares features of Bands 3 and 5*			
3	Speech is relatively smooth	Some hesitation and unevenness	Rephrasing and searching for words	Volume wavers
2	*Performance shares features of Bands 1 and 3*			
1	Speech is slow	Hesitant and use of short memorized phrases	Difficult to perceive continuity in speech	Inaudible
0	Performance below Band 1			

CHECKLIST VALIDATION FOR RUBRIC

ITEM	CRITERIA TO EVALUATE										Observations
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives/research questions		
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1											
2											
3											
4											
General Aspects									Yes	No	********
The instrument has clear and precise instructions to answer the questionnaire											
The items allow to accomplish the objective of the research.											
The items are distributed in a logical and sequential way											
The number of items is enough to collect data. If not, suggest the items to be included.											

APPLICABLE		NOT APPLICABLE	

Validated by:	ID:	Date:
Signature:	Email:	
Place of work:	Academic degree;	

Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. *Revista Ciencias de la Educación*. 19. 228 - 247

CHECKLIST VALIDATION FOR RUBRIC

ITEM	CRITERIA TO EVALUATE										Observations
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives/research questions		
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1	✓		✓		✓		✓		✓		
2	✓		✓		✓		✓		✓		
3	✓		✓		✓		✓		✓		
4	✓		✓		✓		✓		✓		

General Aspects	Yes	No	********
The instrument has clear and precise instructions to answer the questionnaire	✓		
The items allow to accomplish the objective of the research.	✓		
The items are distributed in a logical and sequential way	✓		
The number of items is enough to collect data. If not, suggest the items to be included.	✓		

APPLICABLE	⌐	NOT APPLICABLE	

Validated by: Danielo Altamirano   ID: 1802512994   Date: 07/11/22

Signature: [signature] 0987334488   Email: danialta@hotmail.com

Place of work: UE Glenn Doman   Academic degree: Licenciado

Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. *Revista Ciencias de la Educación.* 19. 228 - 247

CHECKLIST VALIDATION FOR RUBRIC

ITEM	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what is stated in the objectives/research questions		Observations
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1	✓		✓		✓		✓		✓		
2	✓		✓		✓		✓		✓		
3	✓		✓		✓		✓		✓		
4	✓		✓		✓		✓			✓	Please, speak louder

General Aspects	Yes	No
The instrument has clear and precise instructions to answer the questionnaire	✓	
The items allow to accomplish the objective of the research.	✓	
The items are distributed in a logical and sequential way	✓	
The number of items is enough to collect data. If not, suggest the items to be included.	✓	

APPLICABLE	✓	NOT APPLICABLE	
Validated by: Pablo F. Barrera		ID: 1803885928	Date: 07/11/2022
Signature:		Email: pablofbarrera@gmail.com	
Place of work: Glenn Doman		Academic degree: Licensed	

Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. *Revista Ciencias de la Educación.* 19. 228 - 247

0997297111
Pablo F. Barrera

CHECKLIST VALIDATION FOR RUBRIC

ITEM	CRITERIA TO EVALUATE										Observations
	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives/research questions		
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1	✓		✓		✓		✓		✓		
2	✓		✓		✓		✓		✓		
3	✓		✓		✓		✓		✓		
4	✓		✓		✓		✓		✓		

General Aspects	Yes	No	********
The instrument has clear and precise instructions to answer the questionnaire	✓		
The items allow to accomplish the objective of the research.	✓		
The items are distributed in a logical and sequential way	✓		
The number of items is enough to collect data. If not, suggest the items to be included.	✓		

APPLICABLE	✓	NOT APPLICABLE	

Validated by: Wendy Arcos   ID: 1804891008   Date: 07. Nov. 2022

Signature: 0963358001   Email: wa30954 @ gmail. com

Place of work: U. E. Glenn Doman   Academic degree: Licenciada

Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. *Revista Ciencias de la Educación*. 19. 228 - 247

Annex 7: Urkund report

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Sources included in the report

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