HOW TO FOCUS YOUR TEACHING ON
ENGLISH LEARNING STUDENTS´
PERCEPTIONS

CASA EDITORA DEL POLO

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How to focus your teaching on English learning students´ perceptions

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FOREWORD

In today's world, the rapid evolution of technology and communication means that teachers need to keep updating their knowledge to find new ways of teaching and learning.

The traditional methodology of the master class has been left behind. In the classrooms, we find students who acquire a large amount of increasingly varied information thanks to technological progress.

This study aims to provide an in-depth view of the current trends in language learning and instruction, which encourages integrating technology in teaching and learning processes while attending to cultural diversity and intercultural exchanges, considering learners' personalities, attitudes, beliefs, and values.

The research is focused on putting into practice new strategies in an ESL class. Therefore, a vast range of techniques is implemented in lesson plans based on designed and evaluated surveys, tests, videos, and lived performances.

Finally, the authors will collect data about students' perceptions and evaluation results to compare and, analyze the dispersion range.

ESL English learning techniques and strategies respond to teachers' necessity to update their knowledge and skills to enthrall students in online and on-site classes.

There are many books on strategies and techniques for

teaching English. Still, they do not detail step-by-step how to put them into practice or the advantages and disadvantages that students have experienced. This book describes how to apply innovative strategies to improve each of the skills students have to develop in teaching and learning English. Assessment rubrics for each of the strategies are also considered. Finally, the results obtained from surveys on the students' perception after applying strategies such as blackout poetry, flipped classroom, short films, role play, podcast and electronic portfolios are presented.

The globalized world in which we live demands that all processes be constantly renovated and improved. With this premise, we can say that teachers need to innovate our way of teaching. An educational innovation starts from an actual situation, a form of education that is no longer giving the results we expect. Students no longer put the same interest in the activities planned for class hours because their world is constantly changing due to technological advances in our society. Therefore, we look for engaging activities to ensure that the student acquires English language skills in a playful and fun way.

The book aims to present different teaching strategies for university students to learn English. Its development shows how each design has been applied, the evaluation rubrics, and the results obtained from the students' point of view. It is divided into five chapters.

Chapter One explains the application of Blackout poetry as a strategy for learning writing in English. First, Blackout poetry is defined as a strategy for teaching English. Subsequently, a detailed explanation of how poems have been developed through Blackout poetry is made. In this first chapter, the students' experiences using the Blackout poetry strategy are also presented.

In Chapter Two, we refer to Podcasts as a tool for improving listening comprehension in English. We analyze the process of learning English outside the classroom using this tool and implement Podcasts. To finish this chapter,

the reader's opinion after using Podcasts is considered.

Chapter Three describes Short Films and Role Plays as techniques to improve English fluency and pronunciation. The results obtained after applying these two English teaching techniques are compared. Finally, the students' opinions on the advantages and disadvantages of performing these activities to improve their spoken English are presented.

Chapter Four mentions another popular English teaching strategy today, the Flipped Classroom, and describes their experience adapting this technique to lesson planning. This innovation is implemented in the teaching of conditionals for research purposes. At last, they represent the results obtained by comparing students' grades in two groups of the same proficiency level: one group used the Flipped classroom and the other continued traditional teaching.

Finally, in chapter five, Electronic Portfolios are presented as an innovative strategy in the teaching-learning process. It describes how to create electronic portfolios using Pathbrite and use them as an evaluation tool.

CHAPTER I

BLACKOUT POETRY AS WRITING STRATEGY

1.1. Blackout poetry preface

Speaking and writing correctly in a foreign language is the main goal for many people today because language is the instrument for global communication.

Higher education students face many difficulties when learning a new language because they must develop communicative skills in a language other than their mother tongue.

However, in the modern world, it is essential to learn English correctly to communicate effectively.

Denise Johnson, in her book, "Reading, Writing and Literacy 2.0. Teaching with Online Texts, Tools, and Resources, K–82", indicates that the skills involve creativity, communication, collaboration, critical thinking, and comprehension, as well as the use of strategies for locating relevant information, evaluating, and communicating, (Johnson, 2014). From this perspective, foreign language empowerment demands managing procedures to develop both receptive and productive skills. For this reason, teachers have the necessity and responsibility to look for new teaching strategies and prove them in the classrooms.

In writing a text, a person produces sentences that are graphic representations of the message. Peter Westwood makes it known that "writing can be extremely demanding and is arguably the most difficult of all skills

and its development involves the effective coordination of many cognitive, linguistic and psychomotor processes" (Westwood, 2018). Therefore, the skill of writing goes beyond learning grammatical rules of the English language and putting them into practice. It is essential first to improve the ability to write correctly in the mother tongue, Spanish.

Writing involves linguistic knowledge and skills and a solid cognitive capacity to process ideas, develop critical thinking, creativity, and reasoning; therefore, its development is fundamental to foreign language acquisition. Writing is one of the means of communication, considered by teachers and students to be a laborious and stressful process; however, applying new strategies makes students feel that it is a fun, rewarding, reflective, and motivating process.

Blackout poetry is one of those strategies to improve writing in a foreign language. It is not a well-known strategy, but for some time now, English teachers have been advocating blackout poetry, both in the classroom and on social media. Blackout poetry has become more and more popular, especially in newspapers, because it is a simple, fun, and imaginative way to get the art and process of learning to write, especially for English learners as a foreign language.

Blackout poetry is a form of visual art. By applying this strategy in the classroom, ESL students identify

new and innovative ways of writing, which decrease their emotional stress by using their creativity. Writing skills in English are known to be the most precise and demanding. Developing this skill requires the learner to go through a long and insidious process based on exercises. Blackout poetry is a good alternative that will help them to improve sentence structure and help them to increase their vocabulary.

1.2. Strategies to improve English writing

In Ecuador, English as a foreign language has been part of the educational curriculum.

Historically, there have been numerous ways to teach English language learners. However, recent studies show that there needs to be a change in how writing is taught.

One obstacle that stands in ESL students´ success is writing. Writing is a fundamental component of language. When a person writes, thoughts and knowledge blend is creating a unique meaning.

Consequently, students identify the skill of writing as more complex than listening and comprehending a reading (Cole & Feng, 2015),

Because of the above, English language teachers often show great concern, frequently looking for methods to improve student´s writing skills.

Writing has been considered an essential skill in acquiring English as a second language. This importance is because

this activity reinforces the grammatical structures and vocabulary that educators strive to teach their students. It is the area where teachers should devote more time in the classroom to prepare students to communicate effectively in real life and academic situations. To achieve this goal, they should be exposed to the writing process itself through various means. Numerous studies have found the need for students to be exposed to multiple genres, strategies, and methods to succeed in English writing.

1.3 What is blackout poetry as a teaching English strategy?

Goldsmith, in his work "The Evolution of and Connections Within the Blackout Poetry Community", indicates that Blackout poetry refers to any poem that an author transforms by covering most of its source text to expose words and phrases that, when they are reading in order, will structure a different poem (Goldsmith, 2020).

E. Ce. Miller explains that blackout poetry is created by covering up unnecessary words in a text. The text would be getting from newspapers, magazines, old books, etc. After that, it is necessary to cover up the words in the source text with a permanent marker, decorations, paint, collage, crayons, pens or pencils, or other materials that leave only the comments that make up the desired poem legible (Miller, 2017).

The concepts given by each of these authors give us many

possibilities. We could adapt the reading of a literary work, a fairy tale, a scientific article, or any text according to the level of English at which the students are so that after reading comprehension, they can structure a poem based on the pages of the texts mentioned. Blackout poetry opens up a range of possibilities to develop more than one skill through this strategy.

On the other hand, Sean Glatch, says that Blackout poems are easy to create and share, so it is common nowadays to find them published on websites. This author indicates that although the lyrics produced using this technique are long, short, abstract, concrete, linear or lateral, they all follow a single rule to have fun creating them (Glatch, 2021).

According to (Nyers, 2021) and (Davenport, 2020) agree that the person de-stresses and restores their energy by creating Blackout Poetry. Therefore, we can say that this technique to improving writing skills is also a therapy to promote mindfulness, creativity and helps general wellbeing and mental health.

Any activity that involves developing new skills causes stress for students. Applying the knowledge in a fun and creative way, such as finding rhyming words and expressing our emotions through a poem, makes the experience less stressful and makes people want to continue doing it.

Ladenhein compares the Blackout poetry technique to

carving a piece of wood, as a hidden object is revealed as the work is completed. (Ladenheim, 2014). This comparison is very apt because students can compose beautiful poems hidden within the texts. Their motivation to continue writing poetry makes them feel the need to learn vocabulary and structuring sentences in English.

English has been conceived as a complex language to learn. Most Ecuadorian schools and colleges have English as a foreign language in their curriculum. What are we doing wrong as English teachers so that students do not put more effort into learning English? After twelve years of learning, we should be getting better results. The answer lies in how we teach it and how we apply it. Blackout poetry helps students discover fun and creative ways to learn to write in English.

1.4 How to develop writing through blackout poetry

The elaboration of Blackout poetry in the classroom is not a complicated process. First of all, analyze and choose the type of text we want to work with a specific group of students. Consider the number of students, their age, their level of English, and the topics that catch their attention.

In the second phase we will teach the Blackout poetry technique, which consists of choosing a page from the predetermined text, scanning it, and underlining the words that will be part of the poem. They can be words,

phrases, articles, prepositions or we can even choose single letters that will form a new comment.

Then, darken the words around the underlined words or letters because they will not be part of the work. Crossing out or obscuring the words or letters well will help readers to comprehend the new creation easily.

The number of poem lines will depend on the length of the page chosen and the number of words. Pages with many pictures or large drawings are inappropriate because they do not contain enough words to create the poem.

> In his paper "Taking Blackout Poetry to the Next Level," Farkas suggests that students doing blackout poetry for the first time should use a short text. To encourage them to do their first work, one might ask, "What do you need to hear right now?" and tell them to look for it in the paragraphs of the texts that they have chosen. (Farkas, 2019)

Once students finish the poem, they can create images, shapes, lines or dots to connect the ideas. You can also create a background according to the poem's meaning to make the work stand out more.

This technique is a restructured poem looking for words that rhyme and form well-structured sentences with a whole meaning. Blackout poetry is a personal work. This type of work makes evaluation, not a simple task.

Evaluating is a process through which information is obtained about the student's performance through an elaborated product. (Durán, Barrios, Vidal, 2018). Blackout poetry needs the elaboration of a rubric to be evaluated.

A rubric is an instrument that facilitates the evaluation of learning. The rubric is a double-entry table where the variables being assessed, the student´s learning levels, and the indicators that evidence performance at each level are indicated. (Kweksiber & Trías, 2020).

Blackout poetry rubric includes variables that were obtained after the literature review on:

- English writing assessment.

- Assessment of poems with images

- Assessment of English vocabulary

From the analysis of the different headers mentioned, the following result was achieved: (See Table 1.1).

Table 1. Blackout poetry evaluation rubric.

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EVALUATION CRITERIA	EXCELENT 5 POINTS	VERY GOOD 4 POINTS	GOOD 3 POINTS	REGULAR 2 POINTS
ORIGINALITY AND MEANING OF THE POEM	The poem is creative and thoughtful. The poem is consistent and rhymes throughout.	The poem is creative and thoughtful. The poem is consistent and rhymes throughout most of the text.	Most of the poem is creative and thoughtful. The theme is some-what consistent and rhymes in some parts of the text.	The poem is not creative nor reflective. The theme is some-what consistent.
GRAMMATICAL STRUCTURE	The sentences in the text are grammatical-ly well-struc-tured.	There are up to 5 grammatical errors in the text.	There are six to ten grammat-ical errors in the text	There are more than ten gram-matical errors in the text
USE OF VOCA-BULARY	The words have been analyzed and well-chosen to convey your ideas and emotions.	Two words or a phrase could be changed, but the overall product is care-fully written.	Words are used that do not enhance the poem.	The text seems thoughtless or hasty.
TEXT - IMAGE CORRELATION	The image is visually appealing, creative, and well related to the text.	The image is visually appealing, creative, and moderately related to the text.	The image has a certain visual appeal. The idea is some-what related to the text.	Unclear image. The image does not relate to the text.

Source: The authors

In the table presented to evaluate the works of Blackout poetry, the following criteria were considered:

. The originality and meaning of the poem. The student must be creative and original and purpose of the poem.

The poem cannot be copied from another author, and the sentences that compose it must rhyme. That is, the final sounds in two or more sentences must repeat.

– Grammatical structure. The sentences that make up the poem will be analyzed to verify that they are grammatically well structured in the English language.

– Vocabulary usage. It will be taken into account that the words included in the poem are well chosen to convey the feelings that the author intends to be perceived in his poetry.

– The text–image relationship. The background image of the poem should be creative, visually attractive, and closely related to the poem's meaning.

For the application process of the Blackout Poetry technique, it has been considered that the students present one poem per partial. According to the criteria considered in the evaluation rubric, a grade is given to each student´s work. The best result was chosen to be presented in the course and to the educational community of the Escuela Superior Politécnica de Chimborazo.

1.5. Experiences through blackout poetry

The use of black poetry is an innovative and revision technique for writing in English as a foreign language learner. To evaluate this technique, the protagonists who put it into practice answered a satisfaction survey.

After a survey applied to university students of the first four levels of study of English, the results from their experience in elaborating blackout poetry are the following.

- The elaboration of blackout poetry has a medium level of difficulty according to the point of view of higher education students.
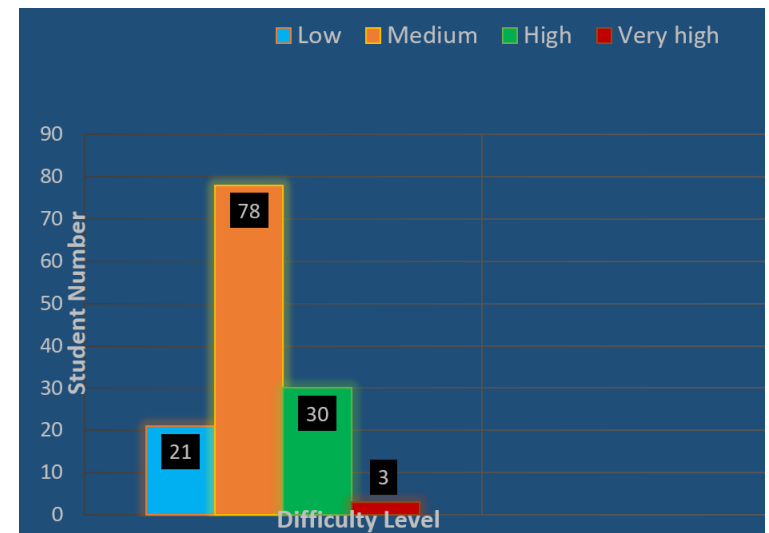
Figure 1.1. Blackout Poetry Level of Difficulty

Source: The authors

Seventy-eight of hundred and thirty-two students surveyed indicated that the level of difficulty in developing Blackout poetry in English and obtaining the final product was medium. For thirty of them, the implementation of this technique had a great tribulation, and only three stated that the difficulty of this task was severe.

It should be noted that the survey did not consider asking the reasons that the students had for giving this answer; the question could be raised as to what part of the development of the technique was difficult for the student to perform.

- The total time it takes to produce blackout poetry is about two to three hours to obtain the final product.
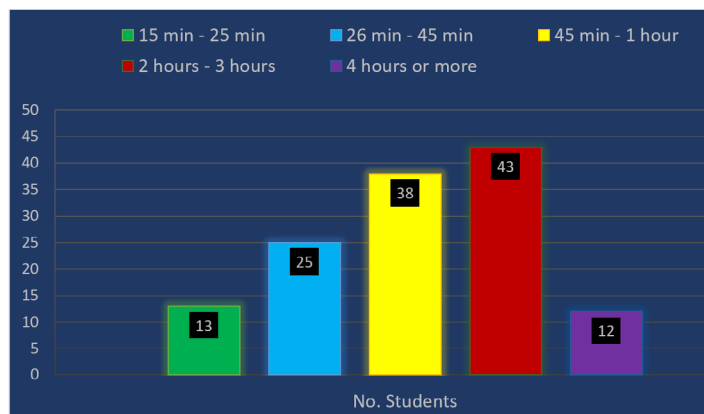
Figure 1.2. Time that students take to make blackout poetry

Source: The authors

The time needed to perform Blackout poetry depends a lot on the level of difficulty of the original text that has been chosen. Forty-three students that correspond to 32.8% of the total indicated that the average time needed to perform the blackout poetry was between two and three hours, while 19.1% indicated that only forty-five minutes to one hour were needed for this work. Therefore, 51.9% of the total number of respondents, a little more than half, needed an average of two hours to perform the poem and the background related to its content.

It should be noted that twelve students indicated that they spent four or more hours completing the work. The reasons why it took some students only 15 to 25 minutes to complete Blackout poetry while others needed more than four hours remain for further study.

- Within the creation process of blackout poetry, it takes students more time to structure the poem than create the image that complements the work.
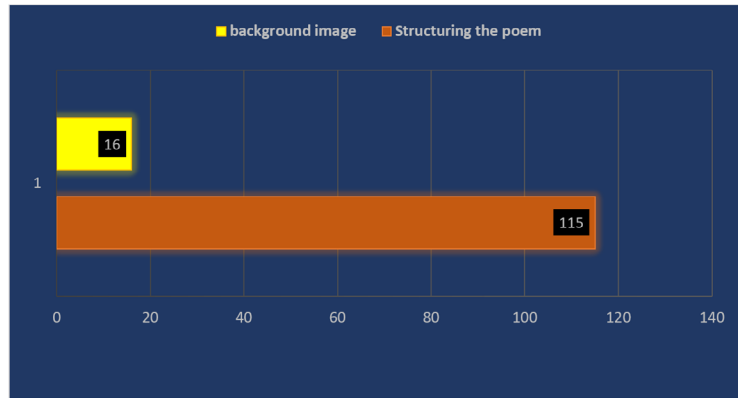
Figure 1.3. Time that students take to structure the poem and the background image

Source: The authors

As much as 87.8%, most students claimed that they needed more time to look for the words that make up the poem and structure the sentences than to create the image related to the poem.

- The difficulty in finding the words that make up the poem was because the sentences had to rhyme.
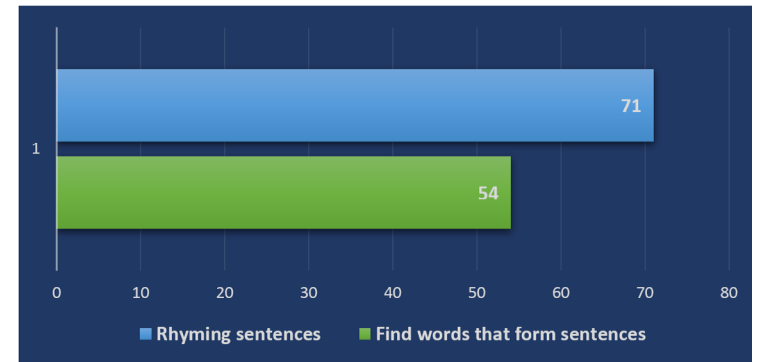
Figure 1.4. Difficulty students encounter in structuring the poem

Source: The authors

Students stated that structuring the poem was more difficult than creating the background image. Seventy-one students out of 125, or 56.8%, indicated that the difficulty was rhyming the sentences to make the poem, and 43.2% said that the most challenging part was finding the right words to structure the sentences.

- The English skill that students improved by applying the Blackout poetry technique was to increase their English vocabulary.
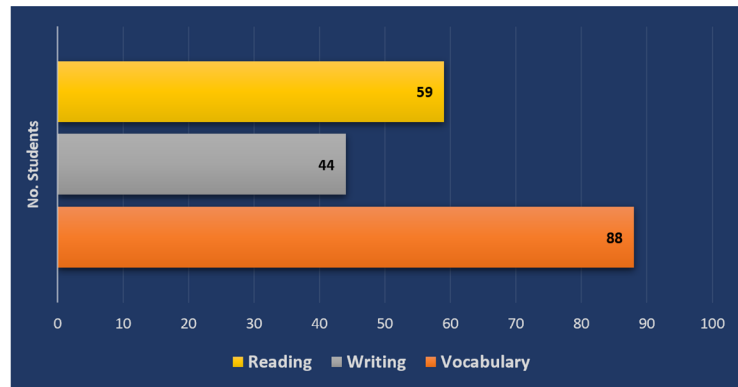
Figure 1.5. Skills students improve using Blackout poetry

Source: The authors

Applying the Blackout Poetry technique for teaching English improves several skills. To identify the improved skills, one hundred and thirty-five students answered a survey was made, who indicated which skills they had improved by developing a Blackout Poetry. Eighty-eight students (46.1%) said that their talent improved to increase their knowledge of English vocabulary.

Almost thirty-one percent (30,9%) of the students improved their reading comprehension, and 23.04% improved their sentence structuring.

- The most significant advantage the students experienced from developing Blackout poetry as an English learning strategy is learning new

English words interestingly.

Two hundred and forty-four students gave their opinion about the advantages of doing blackout poetry as an end-of-semester project complementing the argument presented in Figure 1.5.

The following table shows the survey results on the advantages of participating in the end-of-semester project by doing blackout poetry. (See table 2)

Table 2. Advantages of participating in blackout poetry

ADVANTAGES	NUMBER OF STUDENTS	FREQUENCY
Learned new words – Interesting way to learn vocabulary	55	22,54%
Improve reading comprehension	35	14,34%
Learn how to write creatively	25	10,25%
Improve sentence structure	20	8,20%
Improve grammar	17	6,97%
Improve writing	13	5,33%
Learn how to rhyme words	13	5,33%
Fun and dynamic way to learn English	12	4,92%
It´s a new, and excellent activity to learn English	7	2,87%
To use your imagination	7	2,87%
E3n	7	2,87%
English comprehension	6	2,46%
Applying the learned grammar	6	2,46%
Improved the way of expressing oneself	5	2,05%
Learn how to structure a poem	4	1,64%
Improve the ability to analyze a piece of writing	4	1,64%

No advantages	2	0,82%
Understanding and fluency in pronunciation	2	0,82%
Improve listening	1	0,41%
Improve speaking	1	0,41%
Improving the lexicon	1	0,41%
Learning digital design	1	0,41%
TOTAL STUDENT´S OPINIONS	244	100%

Source: The authors

Fifty-five students said they learned new English words and that Blackout poetry is an exciting way to learn vocabulary.

Secondly, there was improved reading comprehension. Thirty-five students mentioned this advantage.

The following were also among the most highly rated advantages:

- Learn how to write creatively – twenty-five students.

- Improve sentence structure – twenty students.

- Improve writing – thirteen students.

- Learn how to rhyme words – thirteen students.

- Fun and dynamic way to learn English – twelve students.

- It´s a new, and excellent activity to learn English – seven students.

- To use your imagination - seven students.

- Improve mental skills – seven students.

- The primary disadvantage students indicated in developing blackout poetry was finding rhyming words in the texts.

Table 3. Disadvantages of participating in blackout poetry

DISADVANTAGES	NUMBER OF STUDENTS	FREQUENCY
Difficult to find rhyming words	31	29,5%
It takes a long time to do it	25	23,8%
No disadvantages	15	14,29%
Difficulty in structuring English sentences.	9	8,57
It would be better to have free topics than a single book to apply the technique.	7	6,67
A lot of creativity is needed.	6	5,71%
It takes a long time to find an image that matches the poem.	5	4,76%
Lack of knowledge of English vocabulary	4	3,80%
There are some readings with which the technique is challenging to apply.	2	1,90%
Lack of knowledge of how to structure poems	1	1%
TOTAL STUDENT´S OPINIONS	105	100%

Source: The authors

As shown in Table 3, students have indicated some disadvantages they experienced in developing Blackout poetry. It has been indicated that the biggest challenge was making the words rhyme. The second highest-rated disadvantage was that developing this work took a lot of time, followed by the criterion of fifteen students who said they found no weaknesses.

- To apply Blackout poetry as an English learning strategy is better that students choose the texts to use.
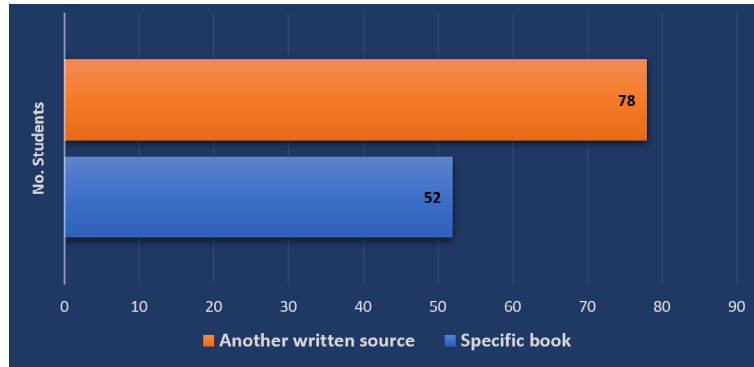
Figure 1.6 Source texts for developing Blackout poetry as an English language learning strategy

Source: The authors

Seventy-eight students indicated that choosing the text for the final work is up to them to get the most out of this learning strategy.

- Narrative texts such as stories, fables, legends were the most chosen by students to make Blackout poetry.
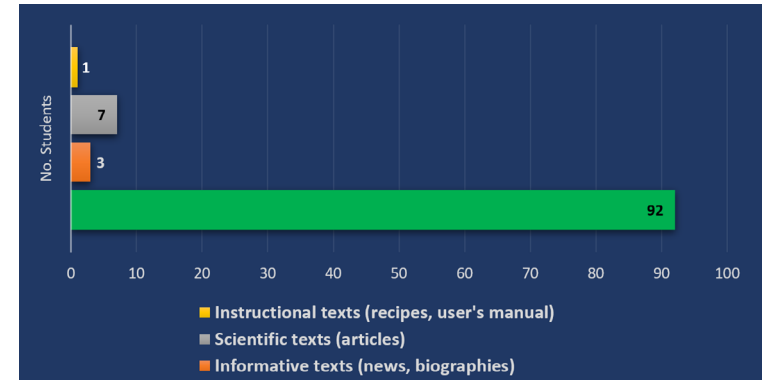
Figure 1.7 Types of texts chosen for Blackout poetry as an English language learning strategy.

Source: The authors

Ninety-two out of one hundred and three students indicated that the best texts to develop um Blackout poetry are narratives, stories, fables, legends, and myths.

In conclusion, Blackout poetry is a teaching technique different from traditional ones that students like, motivating them to learn English.

Figure 1.8 Blackout Poetry work from a fourth-level English student

Source: Cecilia Petsain student of ESPOCH – Morona Santiago

It would be wise to apply the Blackout poetry technique in the teaching-learning process of high school and college students.

CHAPTER II

PODCASTS AS A LISTENING STRATEGY

2.1 Podcast as an English learning strategy

Podcasting has increased in popularity in recent years. Different reasons are linked to the use of podcasting in different fields. For instance, technology use in people`s daily life has encouraged to do activities in a different fashion since technology makes life easier. Another important reason is that internet access is available in many parts of the world which makes it possible to be connected. What is more, the huge amount of information people can find on internet allows them to use it in different ways such as education, entertainment, business, communication, politics and so on. Moreover, information can be found in a written form or as type of audio, video or illustrative.

This represents that everything we have access on the internet is with a main objective which is to inform. Information has been an essential part in this new era since it can bring people knowledge. It is common to see how people who are connected are sending or receiving information, reading, watching videos or listening to audios. One of the possibilities people can find on websites are podcasts which are more common now and its use is increasing daily. To understand the importance and use of a podcast, it is important first to comprehend its definition.

Podcasting comes from two words, which are related with new technological tools and regular communication

forms. In other words, podcasting is derived from the iPod which belongs to Apple company and the word "broadcasting". This does not mean that people need to have an iPod in order to listen a podcast; on the contrary, they can have access to MP3 formats, too. (Campbell, 2005 & Laaser et al., 2010). Podcasting means to record an audio, save and share online, which can be downloaded (Warlick, 2005). Furthermore, there are more terms that are related with podcasting which are important to understand in order to have a clear idea of the podcasting practicality. Schnackenberg (2009) defines different words related with podcasting and among them are iPod, MP3, MP3 players, podcast, podcasting and podcaster. As it was explained before, an iPod was launched by apple company and it is considered as a device to have music and listen to everywhere. A podcaster is the person who is in charge of creating the podcasts which are audio files available. These audios are in an MP3 format which contains audio files. On the other hand, a Vodcasting is defined as a delivering of audio and video. This means that it is similar to a podcast but it is added a video in which viewers can have access and enjoy their favorite topics. According to the author, a vodcast, vidcast, video cast or a video podcast are the other names that can have this type of material.

Audios or videos can be used in podcasting. They are files, which are found on internet and are downloadable (Beamish & Brown, 2008). It can be less expensive, and the learning effectiveness can even be as good as in-class

instruction.

Educators are using podcasts in their classes as a resource to promote learning. Podcasts are available on the web, and it makes easy to have access now since technology has improved, increased and expanded in people´s daily routines. This means that educators and students need to use technological tools in their learning path. For instance, it is common to see how teachers have introduced technology in their teaching practices not only inside the class but outside it. Additionally, students have also learnt to use different tools that are useful for their learning process in order to complete assignments which are mostly done as homework. One interesting point is that podcasts as a resource to be exposed to audios or videos can be essential in the learning of a new language. For this reason, this chapter is going to be focused on using podcasting in the process of acquiring a new language which can be a second or foreign language.

According to Flanagan and Calandra (2005), podcasting is beneficial since it allows to have access to lectures in a low cost and the quality does not have any difference from attending a lecture on site. Foreign language learners have also benefited from this kind of tools since there is music, literature about History or English, and plays available as podcasts. This means that educators can use them in order to deliver classes and take the most advantage from it. Furthermore, students can be exposed to the target language as many times as possible

while they listen podcasts. It is important to state that this resource is available not only when someone is with internet access but it can be downloaded and listen to at anytime or when it is necessary.

Podcasting can support teachers' teaching process because they can use inside and outside classes. In this new era, students have access to technological tools and devices that permit them to have access to different kind of information, not to mention social media. This is an advantage for teaching only if educators and students are committed to use it correctly.

Referring to the views of Facer, Abdous and Camarena (2009) integrating podcasts in the curriculum instruction is effective because students can reach their learning outcomes and acquire a study habit. What is more, the study demonstrated that students improved their language skills including reading and listening comprehension, speaking, vocabulary, and writing. It would appear that not only listening skills can improve while using podcasts, but students also develop other skills that involve learning a language.

With respect to the implications of podcast use on language skills development, Abdous, Camarena, and Facer (2009) concluded in their study about using podcasts as a supplementary material and as an element included in curricula that students improved their listening and speaking skills in both; however, they also determinate that students´ vocabulary

and grammar knowledge would increase if it were used as a material integrated on the syllabus.

Another study demonstrated that podcasts have an impact in listening comprehension. Abdulrahman, Basalama and Widodo (2018) stated that exposing students to listening through podcasts had a significant impact on their listening comprehension and students' positive attitudes towards podcasting using in instruction delivering was also relevant. Among the conclusions that students provided in this study was that a podcast was interesting because it was considered as an authentic material, the activities were interesting and meaningful. In other words, students concluded that their English learning motivation increased and the researchers recommend the use of podcasts as a technological tool in teaching listening. Al Qasim and Fadda (2013) also support the use of podcasts in listening comprehension. In this case the researchers conducted an study in and EFL context.

There were two groups the control and the experimental and the results demonstrated that the experimental group got better results in the tests in the post-test. Lu (2007) carried out an interesting study which consisted in a single participant research. This case study was conducted in an EFL context and of course it should not be generalized for other settings, but the results are important. The author suggests that apart from just exposing to a video or an audio transcription is important

because it provides a visual context.

On the other hand, podcast have also demonstrated to be useful in other language skills development such as speaking. Farangi, Nejadghanbar, Askary and Ghorbani (2015) demonstrated in their study that podcasting has a positive effect on speaking skills development. This investigation was conducted in and EFL setting with upper-intermediate students, but in this case, students had to produce their podcasts. The results showed that the students improved their speaking skills. According to this information, it is essential to mention that podcasting is not only downloading audios or videos from the internet but creating students or teachers´ own materials. In this case, not only listening but speaking and other subskills like grammar and vocabulary are being part of the learning process in a single task which is podcasting.

On top of that, podcasts can not only be created by experts, but students can create podcasts as form of sharing knowledge and different studies have concluded that students creating their own podcasts is possible with a correct instruction. For instance, Frydenberg (2007) conducted a study with 47 college students who created their own podcasts explaining certain topics about the class in order to share other partners (responsibility as a teacher and content creator), then they had to listen to others (act like consumers) and learn about these experiences. The study concluded that students

felt engaged, and they had the opportunity to learn in an informal way by their own.

McMinn (2008) maintains that English teachers can allow their students to practice the language skills by using four podcast types. Firstly, ESL podcast is a way of providing students who are learning English as a Second language lessons related with specific use of language in a meaningful form. Secondly, native-English podcasts are useful for those people who are fluent in English. Then podcasts focused on test preparation help everyone who is trying to pass international standardized tests according to their needs. For example, some people need to pass the TOEFL test, which is required when they want to study in a university, and it is part of the admission process mainly.

The IELTS test, which is also a common international test, is for those people who want to work for international companies, government agencies or they want to attend universities where English is the official languages. Finally, the student-produced podcast is the audio or video created by the students as part of their learning process, which can be a task or a class project.

Several key issues arise from the use of podcasting in education and that is why information available about this topic such as studies and literature review from scientific articles are valuable. The more information teachers have about the use of podcasts in the learning or

teaching process, the more options they have to apply in their daily lessons. To illustrate, Hamzaoğlu and Koçoğlu (2016) discovered in their research that students who were exposed to podcasts use reduced their speaking anxiety and they were more confident at the moment of oral performances. In addition, their pronunciation and vocabulary also improved. Fox (2008) also mentions that using a podcast in language classes meets the needs of students to be exposed to oral tasks that in many cases are avoided by educators. Furthermore, the author says that having access to podcasts could encourage students to be involved in a lifelong learning and engage them in real life experiences using the target language.

2.2. Learning English outside the classroom

The pedagogical implications of using podcasts are important not only inside but outside the classroom. Teachers plan their instruction, and many follow-up activities must be completed outside the class. It means that teachers need to look for strategies that are going to be relevant and keep students motivated; so, they can accomplish the lesson goals. Among these activities, podcasts can be useful to increase students' enthusiasm to learn English. However, it is indispensable that teachers be careful when choosing the right podcast because students´ English level, technology access and task comprehension are some of the elements that are involved to complete the task successfully.

Gannod (2007) considers that podcasting is beneficial when

teachers want to use it in inverted classes. It is universally acknowledged that inverted classroom is a way of delivering instruction in this era and many institutions rely on this system of teaching. Talbert (2012) says that an inverted classroom is also known as flipped classroom and it has great benefits in higher education because students interact more, it is inclusive and effective. Nevertheless, teachers do not need to forget that an inverted classroom requires time, engagement, responsibility and adaptation.

Therefore, Gannod (2007) concludes that the use of podcasts in an inverted classroom is important now that technology use is increasing. Apart from this, if a topic cannot be covered during the class period, a podcast is beneficial to continue the task outside the class. In other words, students need to watch or listen to podcasts before or after the class.

Chang and Huang (2009) conclude that adapting podcasts in an asynchronous learning is a good option, but there should use different tactics to take the most advantage of this technological tool. Fox (2008) states that among the great advantages of using English language podcasts is that students learn by accident the language which means that they are not worried about grammar structures because it is natural.

2.3 How to teach English with Podcasts

The increase of technology use in the class instruction has encouraged teachers to use additional resources rather than just using the traditional ones. Podcasts as an additional resource to produce language or as a tool to improve listening skills can help teachers to support the teaching process. Its use will depend on teachers´ creativity, need and the type of lesson planning. There are plenty of resources available on the net, but teachers´ necessity is also essential to make the right choice. First, teachers need to know the lesson objective, and then look for the materials that they need to use in class or probably to send as an assignment. Within these material choices, a podcast can be one according to some considerations to keep in mind.

Before explaining what kind of strategies teachers can use in order to implement the use of podcasts in the learning and teaching process, it is essential to understand the skills that can be develop while using podcasts in classes.

Listening is one skill to be developed while exposing students to podcasts. McMinn (2008) states that "a podcast is a tool that can be used to assist with listening exercises" (p. 2). Gonulal (2020) states that podcasting (audio) and vodcasting (video) were used in a study where students had to complete different tasks based on their extensive listening exposure. The progress was significant since it was a longitudinal study, but

podcasting was more appreciated by students than vodcasting. Additionally, students demonstrated that they have improved their language pronunciation and their vocabulary knowledge has also increased.

First of all, it is important for English teachers to know and analyze which tool is more useful in each setting. This information is essential since there should be a careful selection of the technological tools in order to use in class. One of the main reasons to make this selection is that students' needs are not similar, and they need to be exposed to material that is going to be meaningful in their learning path. For this reason, in the next chart there will be a short description of some websites which could be convenient to explore and take some of the podcasts or additional resources in order to include in the teaching and learning process.

Table 1. Website address to find podcasts

Tool	Website address	Description
Podcastinenglish.com	https://www.podcasts-inenglish.com/	This webpage helps users to select podcasts according to their level. In each level there is plenty of podcasts with their own transcript and additional resources such as worksheets and vocabulary task.
The English We Speak	https://www.bbc.co.uk/learningenglish/english/features/the-english-we-speak	It is useful for intermediate level. One on the most important features in this webpage is that you can find audios under 3 minutes. It suggests that using these podcasts will help users to practice words and phrases that are common in people's lives.

ESL pod	https://www.eslpod.com/	In this website users can find podcasts based on topics. The topics are really interesting since they are related with real life situations and very common for English learners. Users can become members and have access to activities in order to practice more.
Better@English	https://www.betteraten-glish.com/	BetteratEnglish is organized in levels so users can choose according to their needs and objectives. There are links that lead to other videos or podcast to connect ideas and keep learning more about the topic.
VOA Learning English	https://learningenglish.voanews.com/	Voice of America (VOA) is also a complete webpage to look for podcasts. It is organized by levels, topics and videos or audios preferences.
Vox	https://www.vox.com/pag-es/podcasts	Vox contains podcasts about a topic with a lot of audios related to it. One important feature of this webpage is that the audios last in many cases more than 20 minutes long.
British Council LearnEnglish	https://learnenglish.brit-ishcouncil.org/general-en-glish/audio-series/podcasts	The British Council webpage provides a lot of materials that are suitable for English teachers. However, podcasts can be accessed only with the application which must be downloaded from Google Play or App Store. It means that handlers will have the opportunity to have these podcasts in an app that is common in these days to have in our devices such as cellphones or tables. On the other hand, there is also another option to have access to podcasts without down-loading an application. There are series and episodes with meaningful information and audios that can be used in instruction.
PodBean	https://www.podbean.com/podcast-detail/xmuz2-342eb/Espresso-En-glish-Podcast	Users could not agree more that this web-site contains a lot of podcasts which can be downloaded and used in different settings. Its incredible number of audios allows everybody to find phrases and information related with real life situations.
6 Minute English	https://www.bbc.co.uk/programmes/p02pc9tn/episodes/downloads	If a teacher or a learner needs to download episodes and listen to, this website is a good option. The audios can be used in differ-ent activities to improve English learning because there are interesting and trending topics

Source: The authors

2.4 Students' views on using podcasts to learn English

Since different studies have suggested that podcasting use inside and outside classes is beneficial for learning English, it is significant to keep investigating in different contexts further implications in this field. First of all, let us try to understand that in recent years the use of technology has improved, increased, and this has led teachers to innovate their classes. Many educators are innovating in different ways, but technology is the main resource to incorporate innovation in class.

Then it is a well-known fact that devices such as smartphones, computers or tables are available for many people special for those who are in the education system or the working force. Therefore, English teachers can take an advantage of the available resources and consider some of them to use in class while innovating it. Tohill (2008) argues that mobile technology devices and social media, which is available all the time, benefit English language instruction because it is clear that learning does not only involve what teachers do inside the class, but outside too.

In addition to this, a study was conducted in a college with 20 students who were attending English classes level A1 in the academic period September 2018 – February 2019. The focus of the study was to use podcast to know the impact on listening comprehension. Students listened to different audios for 6 weeks. In each

week they had to listen to the audio and complete some follow-up activities during the classes. The audios were selected according to students' English level (A1) based on the Common European Framework of References for Languages. There were interviews at the end of the study. The aim of this study was to understand students' perceptions and opinions based on the use of podcasts at a university level.

At the end of the study, there were some conclusions and affirmations that students provided in order to get a deep insight of the influence of this strategy in classroom instruction. A questionnaire was the tool that was used to get information related with the impact of the use of podcasts in motivation, listening, vocabulary and grammar improvement. According to the collected data 12 students considered that utilizing podcasts helped them to improve their listening skills, while 7 students mentioned that it sometimes helped to improve listening tasks. See table 2.2.

Table 2. Listening improvement through podcast use

Listening improvement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	12	60,0	60,0	60,0
	Sometimes	7	35,0	35,0	95,0
	Never	1	5,0	5,0	100,0
	Total	20	100,0	100,0	

Then information about students' vocabulary improvement was also gathered and the results demonstrated that motivation sometimes increased since 10 students answered it. While 8 students were always motivated, and 2 students were never interested. See table 2.3.

Table 3. Students´ motivation through podcast use

Increase motivation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	8	40,0	40,0	40,0
	Sometimes	10	50,0	50,0	90,0
	Never	2	10,0	10,0	100,0
	Total	20	100,0	100,0	

The questionnaire was also directed to comprehend how students´ vocabulary increased according to their perceptions. In this case, 12 students concluded that their vocabulary improved and only 8 students mentioned that their vocabulary knowledge sometimes improved. These data provided clear evidence about the usefulness of podcasts in vocabulary development. See table 2.4

Table 4. Students´ vocabulary improvement through podcast use

Vocabulary development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	12	60,0	60,0	60,0
	Sometimes	8	40,0	40,0	100,0
	Total	20	100,0	100,0	

Another important element in language learning is grammar. The grammar knowledge allows students to communicate ideas correctly and the message can be understood in a clear way. According to the information provided by the students, 11 students improved their vocabulary which represents 55% of the total. 8 students concluded that it sometimes helped to improve their grammar knowledge, and this is 40%. Only 5% of students stated that they never improved their grammar knowledge.

Table 5. Students´ grammar improvement through podcast use

Grammar improvement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	11	55,0	55,0	55,0
	Sometimes	8	40,0	40,0	95,0
	Never	1	5,0	5,0	100,0
	Total	20	100,0	100,0	

In general, the use of podcast is important in English language teaching since there are different resources available on internet which must be used by instructors. This is a suggestion based on the results that students provided in the survey applied at the end of an academic period with college students. However, it is important to keep in mind that there were only 20 students who provided their answers. This means that the study in this field must continue in different settings and with more participants. Also, it is recommended to use other types of methodologies to gather additional information to contrast with previous research.

CHAPTER III

SHORT FILMS AND ROLE PLAY AS SPEAKING STRATEGY

3.1 Use of Short films for Teaching English

Language teachers have been using films in their classes for decades, and there are several reasons why film is an excellent teaching and learning tool. When film has a set of stories, compelling narratives, interesting characters, engaging situations, then it scaffolds anybody's engagement with the language. So, you're given a reason to learn and understand what two people are saying because the situation is interesting, because the drama is compelling. Film can bring variety and flexibility to the language classroom by extending the range of teaching techniques and resources, helping students to develop all four communicative skills. For example, a whole film or sequence can be used to practice listening and reading, and as a model for speaking and writing.

Therefore, the role of teachers in EFL learning process is essential to guide students and reinforce their engagement in the subject. Hence, they have the responsibility to continuously keep themselves update to any new and innovative technique, which might be useful in class and must take into consideration more other factors, such as the current situation too.

Society has seen the need to adopt different learning strategies that help it carry out a curricular renovation where new teaching methodologies can be introduced to reach their learning objectives (Johnson and Johnson, 1999). Because as Feldman (2005) specifies, learning is

a process of change in a person's behavior generated by experience, but not all people acquire knowledge, think, and act in the same way.

Short film represents one of the strategies for teaching English as a second language in an innovative and enthralling way. Therefore, it consists in sharing experiences and knowledge apart from reaching the same object and be collaborative.

On the other hand, Gallego and Martínez (2011) suggest that teachers should not only train professionals with knowledge and values but also turn them into creative and innovative researchers. To this end, students should be encouraged to discover and learn about the unknown and do different and original things that will risk them to seek answers to a problem, but multiple solutions to deepen their knowledge. For this reason, short films are a perfect tool to have students be autonomous, be in the condition to take decisions in order to reach the same objective and use their potential (Morales, 2019).

Developing a script and bringing it to the stage is a great challenge for students when they use a language that is being learned, but at the same time, it teaches them to be innovative and creative. Hence, the strategy in question proved and showed many advantages such as the following:

✓ Learning from films is motivating and enjoyable – one of the most important factors to engage students in a second language learning process is motivation. Films represent the perfect strategy, as are an integral part of students' lives, making classes more entertaining and enjoyable.

✓ Film provides authentic and varied language – Film exposes students to real situations outside the classroom; besides it provides natural expressions of real-life conversations.

✓ Film gives a visual context – another benefit consists in enabling students to understand more by interpreting the language exchanging and facial expressions and gestures simultaneously.

✓ Variety and flexibility – film can be converted in a multi-task activity and both students and teachers can take advantage of its benefits. It helps students to develop all four communicative skills.

3.2 Application of role plays in English language teaching

Short films strategy is essentially based on role-play activity, which is a valid and effective technique to animate the teaching and learning atmosphere, arouse the interests of students and make the language acquisition impressive.

As per the research "Role-play in English Language Teaching" carried out by Feng Liu & Yun Ding (2009), were detected four main factors, which make the technique in question be a success. First, role-plays give students the opportunity to demonstrate how to use English in real life situations, so that the topic should be authentic and relevant. Teachers must support students during the activity, providing them necessary vocabulary and enrolling them in a natural environment. Also, teachers might correct students' errors not on the spot or straight after the role-play activity but make a note of common mistakes and explain them in a proper way. Nevertheless, teachers' role is as facilitator, spectator, or participant. The fact that the activity mainly consists in putting yourself into an imaginary situation, this allows that functional language for a multitude of scenarios can be activated and practiced.

Jeremy Harmer (1989) advocates the use of role-play for the following reasons:

- ✓ It's fun and motivating

- ✓ Quieter students get the chance to express themselves in a more forthright way

- ✓ The world of the classroom is broadened to include the outside world - thus offering a much wider range of language opportunities

Hence, role plays are beneficially for developing language,

they are used to allow students to practice English skills, build confidence and fluency, assess progress, and put learning into action; often set up to target grammar points, even if make them focus more on communication than on grammar.

To sum up, the advantages of implementing role-plays in EFL classes determine opportunities for students to have fun while learning. On the other hand, the activity can be time consuming and requires planification and organization, even if they are generally easy to conduct once started.

3.3 Comparing strategies

Many teachers are keen on using films with their students, as per its benefits in the language learning process. Therefore, it has been hard to find good film material to help students improve their language through watching film and teachers had to model their own pedagogical resources. Nevertheless, technology applications with internet access facilitate new online resources for both teachers and students.

As mentioned, films are an innovative and complete tool, which help students improve their skills learning English as a second language, but there is no valid information available online or rather it has been found studies which just focus on a specific skill improvement, but not a generic overview, where students act out and put into practice what they have learned in class.

Investigating about the topic turned out to be a challenge as there are no other similar papers based on implementation of shorts films in English courses; current research is essentially based on applying the technique to specific English skills development and not as in the present study. Hence, what is important to verify is the students' perception and advantages of acting out a short film apart from showing what they have learned in English learning process. Specific of improving listening skill refers to "The use of short films to improve listening skills in English among students in the third cycle of basic education in a public school in Bogotá," carried out by Julieth Rivera and Ximena Rodriguez at the Universidad Libre de Colombia in 2012; a study which aimed to reinforce the mentioned skill throughout short films and proved that students improved it.

On the other side, motivation consists in an effective element which helps students get better in a second language learning process and the "Impact of audiovisual media on the English learning process" by Esther Rúa and Daniela Santander indicates that audiovisual media created in a short film activity helped students to listen and pronounce words in a correct way in a constant learning process. As per Nawal Aufa, in "Using movie to increase students' pronunciation", confirmed that the implementation of short films in English classes is valid as ESL students have come across many stumbling blocks as pronunciation. A pre and posttest analyses associated to a students' questionnaire responses

confirmed mentioned perspective and effectiveness of the technique.

Last but not least comes "The Effectiveness of Authentic Short Movies in Enhancing Students Speaking Skill", carried out by Ruspee Madiyoh, which introduce the activity to demonstrate speaking improvement in esl students. In this study multivariate analysis of variance was used included oral presentation tests that were validated through content and experts' judgment. As a result, the difference between the two tested groups of students was significant; the first one was taught by using audio visual media and the other one was taught by using a traditional method in enhancing speaking development.

Finally, another research which involved short films was "The short film for the development of English language skills in high school students of the Central University, academic period 2015-2016", made by Diana Villarreal at the Central University of Ecuador in 2016. Students confirmed in their responses that short film is a dynamic and interesting activity to do in English and also Morona Santiago students affirmed that it is funny. Watching a short film does not represent any disadvantage, quite the opposite is recording a video and act out a script, which needs money and a lot of time and efforts to get a valid performance.

3.4 What did our students say about short films and role-plays implementation?

To determine students' perception about short films implementation in English classes, teachers prepared a questionnaire focused on advantages and disadvantages of participating a role-play activity.

Positive opinions were collected answering the question related to whether they enjoyed participating in the activities proposed of the project, about 84% of affirmative answers.
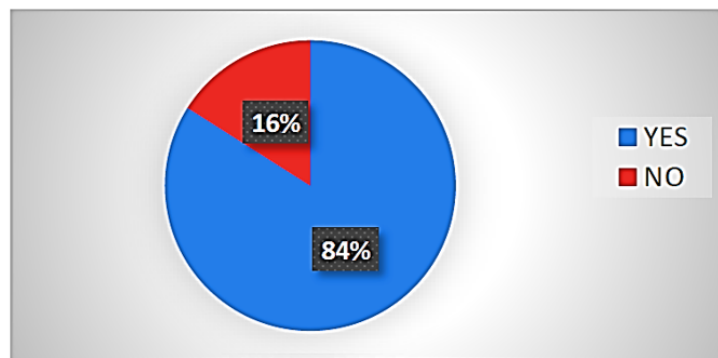
Figure 3.1 Did you enjoy participating in a short film as part of learning English?

Source: The authors

The following tables n.2 and n.3, instead, show the reasons why students liked or not participating in the activity.

Table 1. Why did you like participating in short films?

REASONS	NUMBER OF STUDENTS	FREQUENCY
It was a different experience, one we didn't plan to live, where we learned new things	17	17,71%
It was possible to practice in a fluent way everything that was learned about English.	15	15,63%
We put into practice pronunciation and dialogue (speaking), which are very important parts of English	14	14,58%
Opportunity to learn more about each other's lives	12	12,50%
Fun and dynamic way to learn English	11	11,46%
I lost my fear of speaking English.	6	6,25%
It was an innovative and easy way to learn English	5	5,21%
Our creativity increased	5	5,21%
Vocabulary could be improved.	4	4,17%
Se fomentó el compañerismo	4	4,17%
I enjoyed the performance	4	4,17%
We were able to demonstrate other skills that we have	3	3,13%
It was a very creative and didactic way of applying English.	2	2,08%
We were able to express ourselves freely, to convey feelings and emotions	2	2,08%
My interest in speaking English increased	1	1,04%
We put English grammar into practice	1	1,04%
We share more time with English teachers	1	1,04%
I liked conveying a message	1	1,04%
TOTAL STUDENTS	**96%**	**100%**

Source: The authors

Table 2. Why didn´t you like participating in short films?

REASONS	NUMBER OF STUDENTS	FREQUENCY
The activity is complicated by nerves and the embarrassment of speaking in English	4	4,17%
I don't like acting or being on camera	4	4,17%
Its achievement involves a lot of time	3	3,13%
This strategy of learning English did not seem to me to be effective, it seemed to me that I am studying art. I would like the activity to be related to my career	1	1,04%
There was no collaboration from all the members of the group	1	1,04%
I don't like to expose myself	1	1,04%
There was a lack of organization	1	1,04%
I didn't improve my scores in English	1	1,04%
TOTAL STUDENTS	**96**	**100%**

Source: The authors

Most of the students liked the activity, which was considered a unique experience that they have never had during their academic learning process and also

was a good opportunity to practice pronunciation and share other people's lives. On the other side, some of the students still felt insecure and afraid of failing in speaking a foreign language as English and also acting wasn't a practice that had them feel comfortable, especially being on camera.

It was detected that speaking and pronunciation were the most feared skills to put into practice, but at the same time students demonstrated and could experience personally a huge improvement.
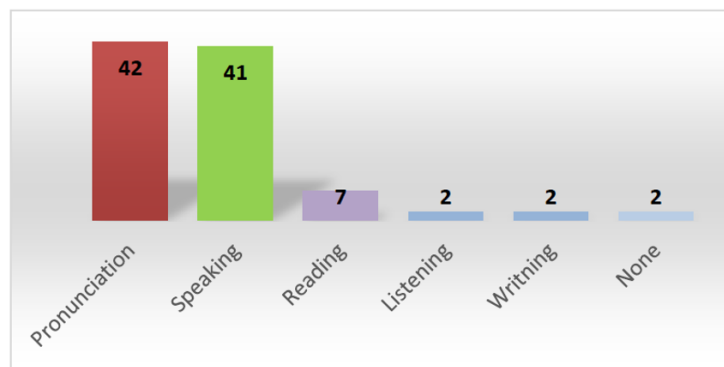
Figure 3.2 What are the English skills that you improve, through your participation in short films?

Source: The authors

To sum up, students' perception about advantages and disadvantages with reference to the end-of-semester short film project, the questionnaire results showed that the fear of speaking on camera turned out the best result in English skills improvement and the most positive

perception from the students' point of view. But at the same time, producing short films was considered a high-cost activity for Morona Santiago students and also involved too much time for them and had to struggle with other academic activities.

Table 3.   Advantages of participating in short films

ADVANTAGES	NUMBER OF STUDENTS	FREQUENCY
Improving pronunciation	37	38,54%
Improving speaking	28	29,17%
Learning to work as a team, improved partnership	24	25%
Losing the fear of speaking English in public	21	21,88%
Improving creativity	10	10,42%
Developing listening	10	10,42%
Fun and dynamic way to learn English	9	9,38%
Improving vocabulary	8	8,33%
Improve self-confidence	8	8,33%
Extra points in English	8	8,33%
Improving writing	7	7,29%
Improving reading	5	5,21%
It allowed the discovery of hidden talents	4	4,17%
Additional knowledge required for the career is obtained	4	4,17%
It was possible to practice various aspects of grammar	2	2,08%
Learning body expression	2	2,08%
It's a new way of learning	2	2,08%
It's a unique experience	2	2,08%
it was possible to give a message	2	2,08%
Increased interest in the subject	2	2,08%
None	2	2,08%
You learn more in less time	1	1,04%
It allows to motivate the society	1	1,04%
Your friends can correct you	1	1,04%
Promoting the university	1	1,04%
You learn to lead a group	1	1,04%
You learn to overcome adversity	1	1,04%
There was a participation in interesting things	1	1,04%
Meet new people	1	1,04%
Improves student-teacher communication	1	1,04%
TOTAL STUDENTS	**96**	

Source: The authors

Table 4. Disadvantages of participating in short films

DISADVANTAGES	NUMBER OF STUDENTS	FREQUENCY
Involves a lot of work time, can't do other tasks	56	58,33%
Cost of editing, students don't have much money	26	27,08%
Disagreements in the group	24	25%
Professional help is needed to edit the video	12	8%
You don't have what it takes to make videos	7	7,29%
None	7	7,29%
Irresponsibility of some group members	6	6,25%
Rating is based on video quality not effort	4	4,17%
Stage shyness	3	3,13%
Writing a script is difficult	2	2,08%
Learn the script by memory	2	2,08%
Little bonus with the note	1	1,04%
Its development is perceived more as an obligation than as a dynamic activity.	1	1,04%
TOTAL STUTDENTS	96	

Source: The authors

Besides the negative aspects of the short film project that students underlined in their questionnaires at the end of the semester, it was recommended to keep on planning it as a project in university English courses, as showed in figure 2 students responses graphic.
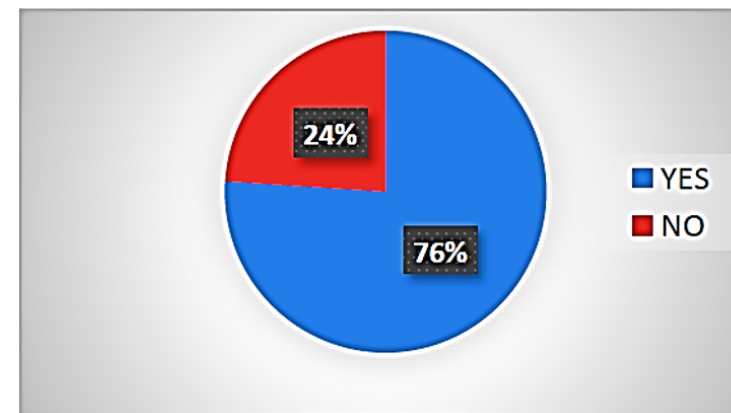
Figure 3.3 In your experience, should teachers continue to make short films in English as end-of-semester projects?

Source: The authors

The pros that support the affirmative responses in suggesting such activities in English courses, were the following:

Table 5. Reasons to continue making short films as end-of-semester projects

REASONS	NUMBER OF STUDENTS	FREQUENCY
It puts into practice what I learned	18	18,75%
Learning Innovation	10	10,42%
It's a dynamic way to learn English	9	9,38%
Pronunciation is enhanced	8	8,33%
Improves speaking	4	4,17%
You lose your fear of speaking English	4	4,17%
Motivates you to want to continue learning English	4	4,17%
It allows us to be creative	3	3,13%
Encourages fellowship	2	2,08%
Allows you to have new experiences	2	2,08%
Improves vocabulary	1	1,04%
It allows the creation of a cultural space	1	1,04%
Learning to work in a group	1	1,04%
TOTAL STUDENTS	**96**	**100%**

Source: The authors

Even if students underlined specific disadvantages that had to face to complete the production of the short film.

Table 6. Reasons to no continue making short films as end-of-semester projects

REASONS	NUMBER OF STUDENTS	FREQUENCY
You spend a lot of money, you have to get professional help to edit the video	10	10.42%
It takes a lot of time	7	7,29%
Lack of resources to edit the video camera for a long time	5	5,21%
There are disagreements in the groups	3	3,13%
Participation is mandatory	2	2,08%
Because we're not studying acting	1	1,04%
It does not consider the effort that is made	1	1,04%
TOTAL STUDENTS	**96**	

Source: The authors

Apart from academic English skills improvements, students were asked to indicate extra advantages related to the activity done during the semester and affirmed that confidence and teamwork were the main points which could be useful elements for other academic and life experiences.

Table 7. Other skills that students improved through participating in a short film in English

REASONS	NUMBER OF STUDENTS	FREQUENCY
Improves teamwork	34	35,42%
Improves confidence in speaking English in public	33	34,4%
Losing Stage Fear	26	27,1%
None	3	3,13%
Improves speaking skills	3	3,13%
Improves self-esteem	1	1,04%
Learn how to edit videos	1	1,04%
TOTAL OF STUDENTS	**96**	**100%**

Source: The authors

CHAPTER IV

PUPPET THEATER
AS
ENGLISH LEARNING STRATEGY

4.1 Puppet theater preface

The acquisition of English as a foreign language is a complex but essential process nowadays, as this language is the main instrument of communication between people worldwide.

It is known that when learning English, students face many difficulties because everything seems new to them. However, in this modern world, it is essential to understand how to communicate effectively and correctly using the new language.

According to Johnson, "skills involve creativity, communication, collaboration, critical thinking, and comprehension, as well as the use of strategies for locating relevant information, evaluating, and communicating." (Johnson, 2014). In this sense, learning a new language involves a procedure to develop both receptive and productive skills and achieve good communication in human interactions.

One of the most difficult productive skills for students is speaking in English. Generally, speaking is the way of acquiring verbal expressions to transfer meaning. After many comparisons at the university level in Ecuador, it has been concluded that speaking a foreign language is complex. Teachers must teach this skill using interactive methods and means. According to (Tarigan, 1992), speaking is a competence that we acquire from the ability to listen, and we achieve this competence from

the day we are born. It is easy to learn and understand our first language and speak it fluently, but we have to work hard to master a foreign language. According to (Nunan, 2003), oral proficiency in a new language cannot be acquired by learners because this skill is produced orally to transfer an idea. English teachers must look for the means to make English teaching increase learners' communicative competencies because they must be able to use them daily. But the reality is different.

In Ecuador, students in many educational establishments continue to have severe problems developing oral English communications.

It is not new that adding puppet storytelling to the English curriculum fosters creativity and improves student achievement in this language skill. Sandra M. Reidmiller, in her work," expressed the need for educators around the world to find a unique educational philosophy that would respond to changing life patterns. She proposed that by creating puppets, building a puppet stage, and presenting a puppet show, students could learn English vocabulary and other subjects such as social studies, art, and mathematics, as well as valuable and authentic life lessons. (Reidmiller, 2010)

4.2 What is puppet theater as a teaching English strategy?

Puppets are a great way to encourage and motivate learners when learning a new language. One of the

pre-conditions for learning is for EFL students to feel comfortable, secure, and in a nurturing environment. The presence of a puppet can help reinforce this "safe", affectionate space. This is the main reason and purpose of planning every semester a different, creative and innovative project with the students of Escuela Superior Politécnica de Chimborazo. Theory and Practice, alternative activities with them to help learning a second language is not enough as it is not the main subject they are interested to, so that teacher of the Campus try to solve their appetite in learning new things in a creative and funny way as English would not be considered just as a subject or levels to pass, but something interesting, useful and something out of their engineering vision. Hence, the semester "" teachers thought that puppet would be a way of teaching English to them in a confident and secure point of view, especially in a new virtual modality and decided to help them working in groups, reinforcing at the same time, reading, writing and speaking skills.

Learning from mistakes and helping students see the good side of getting things wrong is key for their development. When it comes to new activities and role plays, puppet can make the best partners. The puppet can attempt the role play and make a few mistakes. This shows students that it's fine if they don't get things right first time. Eventually, the puppet will complete the role play correctly and provide the perfect model for the students.

One of the most effective and involving activities for EFL students is acting out stories or situations. Of course, students could be the actors themselves, but if they use puppets, it liberates them and gives them greater creative licence. In particular, shy learners can come alive using puppets as it takes the focus off them. What's more, learners with lower linguistic levels can be just as engaged with puppets because they can react visually through actions when they don't have words. The next step is for leaners to create their own stories or follow on from an existing one. For this, they have to work in groups and be engaged in the activity together, their brains are working and they have something to say. It is a great activity to have the whole class participating.

Making puppets can become a great cross-curricular activity itself. By investing with the actual making of these puppets, role play or storytelling will become a lot more personal to the students. Puppet making can be very simple or more complex. You can make puppets out of socks or paper bags. Finger puppets can be made out of felt, wool, paper or other materials, or even stick puppets made from lollypop sticks. (Kathrine Harper Oxford University Press)

Puppetry is an umbrella for literary, visual and dramatic art forms. A workshop can be a scaffold to further learning and support development of the following competencies:

- Critical thinking
- Problem solving
- Managing information
- Creativity and innovation
- Communication
- Collaboration
- Design thinking
- Cultural and global citizenship
- Personal growth and well-being

This research focuses on teaching and practicing English using hand puppet to university ESL students at Escuela Superior Politécnica de Chimborazo Morona Santiago Campus. This is to find out whether using hand puppet in an English project such as theater improve students' ability and to find out which aspect that most increased students in part of speaking English skill. The population of this study was the XXX level which was XX students, while the sample was taken XX students. Moreover, this research was conducted through the following procedures: giving pre-test, applying treatments, and giving post-test. The data of the test were analyzed by using statistical procedures. It was found that the average post-test score of experiment class (64,2) was higher than the average post-test score of control class (58,5). It showed that the students of experimental class improved

their speaking ability. Furthermore, it also proved by the result of the hypothesis was higher than t-table (2,22 > 1,69). This means that there was significant difference which of achievement between the students who were taught by using Hand Puppet and the students who were taught without using Hand Puppet. In addition, the implementation of puppet helped the students in learning process, especially in learning speaking. Vocabulary aspect, the result shows that the students were mostly improved. To conclude the research in this study is using Hand Puppet was improved in speaking skill and also the data shows students were mostly improved in Vocabulary aspect.

4.3 How to develop English skills through puppet theater.

The present study aims to explore and consider the development of theater with puppets as a new and innovative strategy to rethink the acquisition of the different skills during the learning of English for ESL students and for this reason it has been approached from a quantitative-qualitative point of view; especially because of the crisis we are going through today due to the Covid 19 pandemic.

The use of a satisfaction survey applied to the participating ESL students allowed us to determine the impact that the implementation of theater with puppets had on the learning process of the different English skills in reference to the first and third level of English

(elementary and intermediate) at the ESPOCH Morona Santiago campus.

The survey applied to the students after the intervention stage exposes unexpected results of the research, which was bibliographic and considered as field research. All the information was collected both in printed and digital literature.

This study applied at the ESPOCH Morona Santiago campus is quasi-experimental since the population composed of 68 individuals was not randomly selected. The study involved students between 17 and over 28 years of age, of both sexes, belonging to the careers of Accounting and Auditing, Environmental Engineering, Animal Husbandry, Mining Engineering and Engineering in Mining Technologies. Mining Engineering and Information Technology Engineering.

First, the students adapted the original story scripts, made the puppets and filmed the staging of the storytelling using puppets.

At the end of the semester, the professors voted and selected the best films to be published on the university's official website and could participate in the online contest.

The general public could vote and the first, second and third places were awarded with a digital certificate.

Figure 4.1 Research Stages
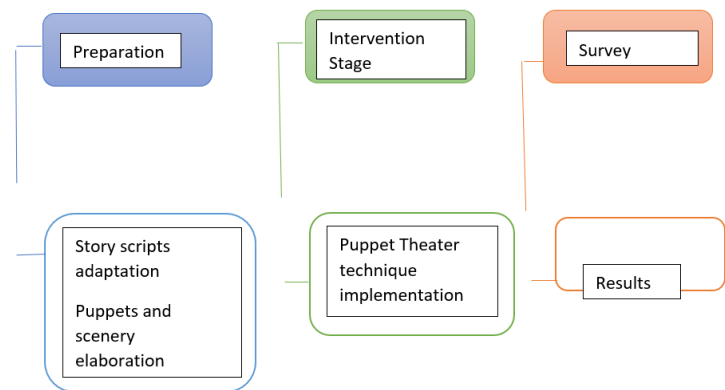
Source: Bibliographical Work

Developed by: the authors

This work proposes the use of theater with puppets as an innovative technique and review of the acquisition of different skills in students of English as a foreign language to convey a longitudinal aspect to the research.

The researchers approached the topic with an integrated combined method, obtaining the qualitative data through the quantitative data, which are derived from the analysis of the surveys applied to the students after the end of the project.

4.4 Experiences through puppet theater application

The application of storytelling through puppets is an innovative technique for the improvement of pronunciation and vocabulary in English as a foreign

language. To evaluate this technique, the students who put it into practice responded to a satisfaction survey.

After the first and third level of English students finished their surveys, the results of their experience as part of the puppet theater are as follows.

- The developing of puppet theater activity has a medium level of difficulty according to the point of view of higher education students.
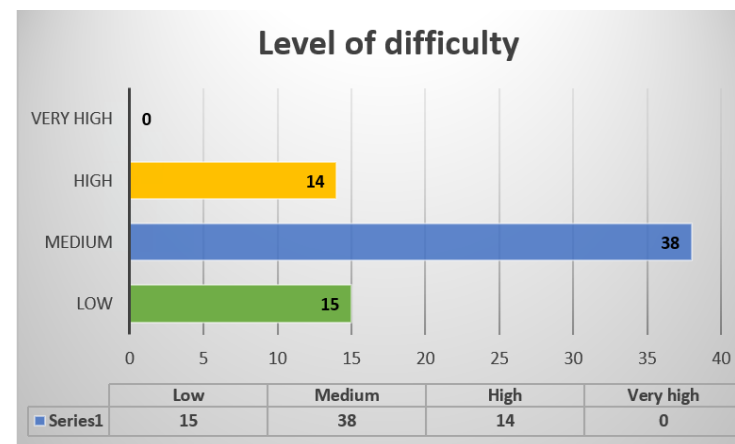

Figure 4.2. Puppet Theater Level of Difficulty

Source: The authors

Through the tabulation and schematization of the data collected from the survey, it was possible to know that 15 of the students who applied the puppet theater technique answered that the level of difficulty in doing the activity was low, 38 says that the level was medium, and 14

admitted that was high level difficult. It is essential to consider that nobody indicates that this activity was very high level of difficulty in development.

- **According to the students' opinion, it takes more time to develop the story script than elaborate on the set and the puppet.**

	developing story script	elaborate the set and the puppet
Series1	36	32
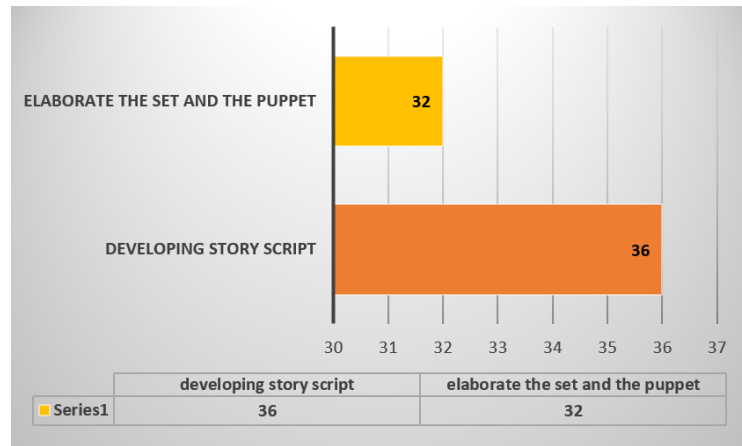
Figure 4.3. Time to develop the puppet theater

Source: The authors

When answering this question, 36 of the 68 students who were part of the research answered that it took them more time to develop the story script. But almost the same amount 32 claim that it took them more time to elaborate on the set and the puppet.

- **It is more difficult adapting the original story than to translate the story into English.**

	Adapting the original story	Translate the story to English	Did not answer the question
Series1	31	18	19
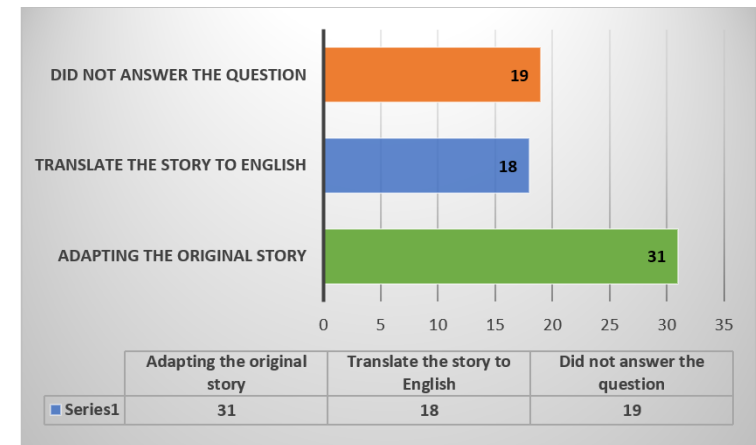
Figure 4.4. Adapting the original story is the most difficult part

Source: The authors

Thirty-one students, corresponding to 46% of those who in the previous question answered that what took the most time was developing a story script, said that the most challenging part of the process was adapting the original story. Eighteen answered that the most challenging was translating the story to English, and the rest didn´t answer this question.

• **The English skill that students improved by applying the puppet theater technique was to increase their English speaking**

Skills developed by performing puppet theater
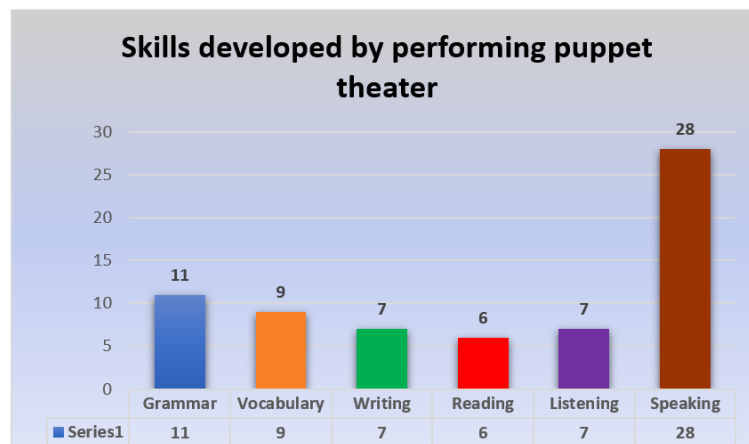
Figure 4.5. Skills students improve applying Puppet Theater

Source: The authors

According to the students' experience, the skill that improved using the puppet theater technique was Vocabulary, which obtained 35%, followed by Reading and Grammar, which got 24%.

• **The most significant advantage the students experienced from developing the Puppet Theater as an English learning strategy is learning new English words interestingly.**

Eighty-eight students gave their opinion about the advantages of developing puppet theater as an end-of-semester project. The following table shows the survey results on the advantages of participating in the end-of-semester project by doing puppet theater (See table 2)

Table 1. **Advantages of participating in the puppet theater**

ADVANTAGE**S**	NUMBER OF STUDENTS	FREQUENCY
It help us to work in group. Group work together	11	12,50%
Improving speaking, speak more fluently in English	16	18,18%
Artistic and fellowship	4	4,55%
Write better in English	7	7,95%
Understand the language	1	1,14%
It helps us develop our creativity.	8	9,09%
It was a relaxing activity.	1	1,14%
Know about tales	1	1,14%
Developing manual skills	2	2,27%
Improving Listening	2	2,27%
To have the support of colleagues to carry out the project	1	1,14%
Learning about how to write a script	5	5,68%
Performance on stage	2	2,27%
Learn new words (vocabulary)	5	5,68%
Making puppets is fun	3	3,41%

To be patient	1	1,14%
Improving reading	3	3,41%
Structure sentences in English	2	2,27%
Self-expression and reading skills.	1	1,14%
Apply artistic skills	2	2,27%
Puppet acting and handling	4	4,55%
Improving pronunciation	3	3,41%
Learning about technology	1	1,14%
Losing the fear of speaking English in front of my classmates.	1	1,14%
Share knowledge	1	1,14%
TOTAL STUDENT´S OPINIONS	88	100%

Source: The authors

Sixteen students said that throw puppet theater, they improve their speaking skills. Secondly, there was improved group working. Eleven students mentioned this advantage.

The following were also among the most highly rated advantages:

✓ Develop creativity – eight students.

✓ Improving writing – seven students.

✓ **Learning about how to write a script – five students.**

✓ Learn new words (vocabulary) – five students.

✓ Artistic and fellowship – four students.

✓ Puppet acting and handling – four students.

✓ Making puppets is fun – three students.

✓ Improving pronunciation – three students.

To conclude sixty-two from sixty-eight students said that the Puppet Theater should be continued as an end-of-semester project.

Figure 4.6. Alice in Wonderland – First Level Environmental Engineering

Source: The authors

CHAPTER V

FLIPPED CLASSROOM AS OTHER STRATEGY

5.1 Flipped classroom: different points of view

Applying a suitable method of teaching a foreign language is a challenge faced by all English teachers. Technology is advancing every day and has become part of the teaching and learning process. Educating is in constant renewal, and involving technology means that the teacher must update their knowledge.

Juhary & Amir (2018), in their paper, flipped classroom at the defense university, notes that downloading information from the WEB for use in the school does not mean that technician education is taking place. Educators must constantly be learning how to use technology appropriately.

Interactive videos, interactive classroom activities, online practical exercises, videoconferencing systems, among other online learning environments, are increasingly attracting the attention of educators as tools to aid in the transmission of knowledge.

Rotellar & Cain (2016), indicate that the flipped classroom methodology is a current approach to instructional design. A simple description of the flipped classroom is that the traditional order of content (i.e., lectures) and homework or assignments at home is reversed. Standard classroom material is downloaded for students to learn outside the classroom, freeing up time for more enriching activities.

Similarly, Sánchez R., Ruiz & Sánchez V. (2017) argue that this methodology, also known as backward class is a pedagogical approach that uses time outside the classroom for students to perform certain activities that are traditionally developed inside the classroom. The purpose of this is to take advantage of the time available in the classroom to enhance and facilitate the acquisition and practice process. In conclusion, it can be said that the flipped classroom consists of carrying out at home the activities that were normally done in the classroom and that in the classroom, the practical actions that were normally done at home are developed.

In his research "Student-centered flipped learning as a generator of educational quality," Supo (2019) concludes that flipped learning generates flexible, critical, reflective learning in students based on the use of new technologies and other current resources, allows fostering in students a knowledge-based on inquiry and research as axes for the promotion of an educational culture for learning by doing and throughout life.

According to a study realized at "Universidad de la Serena," Flipped Classroom methodology offers many advantages to work on all the contents due to the effectiveness of the time inside the classroom.

Teachers can give immediate feedback because students previously visualize the contents out of the case and acquire some basic knowledge before class and dedicate

the time, they used to spend listening to the master class to active learning exercises such as collaborative problem-solving team discussions or student presentations that are carried out with the guidance of the teacher.

As it is a current methodology, there are few studies on its effectiveness in learning different subjects. Torrecilla (2018) asserts that the studies done today have obtained favorable results compared to traditional teaching methodologies.

On the other hand, authors such as Aguilera-Ruiz, Manzano-León, del Carmen Lozano-Segura & Yanicelli (2017) assert that the implementation of Flipped classroom entails some disadvantages, among which the following are cited:

✓ Students who resist change and prefer the traditional method, refusing to leave their comfort zone.

✓ The application of the flipped classroom involves a great effort by the teacher to create the material.

✓ Adequate facilities and specialized technological equipment must be available.

✓ The teacher must be convinced and motivated to carry out this project.

✓ The teacher must have communication skills.

Similarly, Maher, Latulipe, Lipford & Rorrer (2015)

indicate that more preparation time is required than a traditional class. They also suggest that analyses of student learning outcomes be conducted, including comparisons of grades before and after applying the flipped classroom. This comparative analysis was carried out with English students at ESPOCH Morona Santiago campus.

5.2 Effectiveness using Flipped Classroom to teach conditionals in English.

To determine the impact of applying the Flipped Classroom teaching technique on the comprehension of conditionals in English, a collection and analysis of information closely related to the theoretical part of English language teaching, specific conditionals in written production, was carried out.

Quantitatively, the incidence of applying the inverted classroom during the intervention phase was determined in the intermediate level students of ESPOCH Morona Santiago on the comprehension of conditionals in English, after the application of a pre-test and a post-test with which the final results could be determined.

The data obtained in this study were collected directly from the tests applied to the students, before (pre-test) and after (post-test) the intervention phase (teaching using the Flipped-Classroom technique).

In the first phase of this research, a diagnostic test (pretest) was applied to both groups to determine the

students' previous knowledge of conditionals. The second phase was using the Flipped Classroom technique in the teaching-learning process of conditionals to the experimental group, after which a second test (post-test) was applied to both groups to obtain the results after the intervention period.

In this study, the inverted classroom technique was applied for the written production of conditionals in English for four weeks.

The scale or rule was used to measure and interpret scores to determine the frequencies of the different linguistic errors in the students' written tests. A descriptive and statistical analysis of the data obtained was then performed to determine the frequency of repetition of linguistic errors, percentages, and arithmetic mean in the pretest and post-test of the students, both in the control group and in the experimental group. The linguistic errors in written production analyzed and classified in the present work are addition, omission, erroneous form, mis ordering, and mixing.

Table 1.   Linguistic errors analyzed in written English production.

CRITERION	DESCRIPTION
Addition errors	Regularization: overlooking exceptions to specific grammatical rules
	Double marking: failure to eliminate certain unnecessary elements in specific grammatical structures
	Simple addition: any type of addition other than regularization or double marking.
Errors of omission	Absence of a morpheme or word
Errors due to wrong form	Wrong use of a structure in place of a correct structure
Misordering errors	Incorrect placement of a morpheme, a set of morphemes or sentence elements modifying the syntagmatic order.
Mixing errors	When you have two structures that could be useful, and you unconsciously make a mixture of the two.

Source: The authors

After the pre-test and post-test were applied, the data were tabulated for both the errors analyzed in the tests and the students grades in the control and experimental groups.

Table 2. Errors determined in the Pre - Test

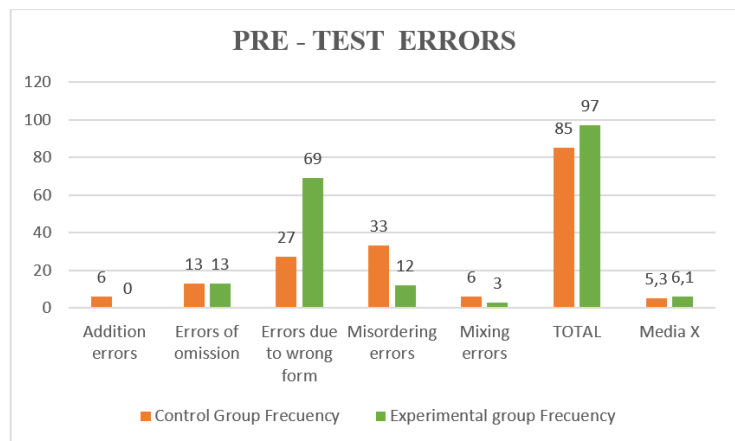| Criterion	Control Group		Experimental group	
	Frecuency	Percentage	Frecuency	Percentage
Addition errors	6	7,1%	0	0%
Errors of omission	13	15,3%	13	13,4%
Errors due to wrong form	27	31,8%	69	71,1%
Misordering errors	33	38,8%	12	12,4%
Mixing errors	6	7%	3	3,1%
TOTAL	85	100%	97	100%
Media X	5,3		6,1	

Source: The authors

Figure 5.1 Analyzed linguistic errors of the pre – test between control and experimental groups

Source: The authors

The data analyzed from the pre-test applied to both the control and the experimental group are tabulated in Table 5.2.

According to these results, the linguistic errors have the highest erroneous form incidence.

The linguistic errors that had the highest incidence were those of erroneous form. Among these errors, it was possible to detect the students did not correctly structure the clauses that form the conditionals (condition and result) in the corresponding conjunction.

Table 3. Errors determined in the post–Test

Criterion	Control Group		Experimental group	
	Frecuency	Percentage	Frecuency	Percentage
Addition errors	1	1,5%	0	0%
Errors of omission	4	5,8%	8	17%
Errors due to wrong form	53	76,8%	24	51,1%
Misordering errors	18	14,8%	15	31,9%
Mixing errors	1	1,5%	0	0%
TOTAL	77	100%	47	100%
Media X	4,8		2,9	

Source: The authors
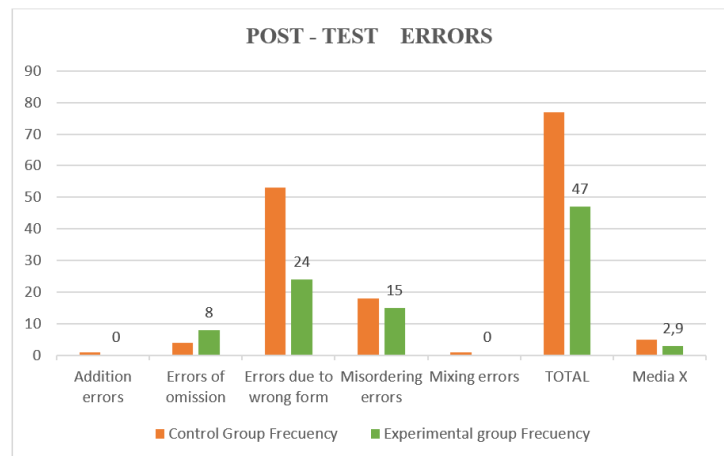
Figure 5.2 Analyzed linguistic errors of the post – test between control and experimental groups

Source: The authors

The results obtained after applying the post-test to both the experimental and control groups show that the experimental group made fewer errors than the control group. The Flipped Classroom teaching technique had a favorable impact on written production. Therefore, according to the results obtained, it promotes meaningful learning.

Linguistic errors are made in written production in teaching and learning a second language. After analyzing the results tables, the most common errors were caused by erroneous form, due to the interference of Spanish as a mother tongue in the structuring of grammatical sentences in the second language, in this case, English.

The diagnostic test results showed that university students have previous knowledge acquired in previous levels. But mistakes are still made influenced by mother tongue interference. But definitely by using the Flipped Classroom, better learning results are obtained, as can be seen in Table 5.3

The Flipped Classroom represents an English language teaching alternative through which students acquire more solid knowledge, which is reflected in the decrease of errors when structuring conditional sentences.

CHAPTER VI

ELECTRONIC PORTFOLIOS
AS A
PEDAGOGICAL INNOVATION

6.1. Preface

Teaching is important and rewarding when it is done in the correct way. Shackelford and Henak (1991) affirmed that teaching should consider decisions well planned previously to put them into practice in the various social and academic environment teachers usually face. Moreover, Shulman (1989) proposes the theory that students' prior knowledge is essential to build up effective strategies so that teaching is more important than teachers' expertise or generic methods of teaching. Hence, Edgerton (1989) suggests that an effective teaching/learning process should consider students' level or background to be able to understand applicable concepts, so that teachers should explore how they teach to a given group of students.

Hence, every classroom includes students with distinct capabilities, personalities and background. As per mentioned situation, it is a challenge for teacher to implement appropriate methods to any case. Therefore, teachers have the responsibility to build up effective strategies and innovative methods to meet any students' need and interest, even if it does not exist a unique one which work best for all students. Mahanta (2019), suggests basic and effective teaching strategies that could help out any students who want to improve and focus on visualization of information, student-Led classrooms, implementing technology in the classroom,

differentiation and inquiry-based instruction.

Implementing technology in the classroom is one of the strategies which is compliant with current period of online learning process. It consists in a great way to actively engage students in fun and interactive activities.

6.2. Portfolios as teaching strategy

The electronic portfolio is organized as a dynamic assessment task, it includes the use of electronic technologies that allow learners to collect and organize work in many formats (audio, video, graphics and text) and showcases learning over time and achievements.

García affirmed that ePortfolio turned into a trend, it is also known as a digital portfolio, online portfolio, e-portfolio, e-folio or eFolio, a collection of evidence managed by a user on the web and demonstrate the abilities of the learner. It also facilitates students' motivation to progress in an active and innovative way, makes students reflect on their own learning and makes them aware of needs and weaknesses. Sánchez suggested that e-portfolios allow to communicate ideas and it represents a process of collecting works, reflection, auto-evaluation and a method in which authenticity is essential to evaluation.

As a matter of fact, it consists in a collection of a students' work and provides the opportunity to the teacher to review and give feedback in an asynchronous manner, apart from a previous auto or co-evaluation process.

Hence, students can reflect on their own work, see the progress, efforts and achievements and improve as it is a multitask and multimedia activity.

An e-Portfolio may contain all or some of the following and it is very important consider its purpose and intended audience:

- Files of various formats (text, pictures, video, etc.)

- Evidence related to courses taken, programs of study, etc.

- Writing samples (which might include several drafts to show development and improvement)

- Projects prepared for class or extracurricular activities

- Evidence of creativity and performance

- Evidence of extracurricular or co-curricular activities, including examples of leadership

- Evaluations, analysis and recommendations

There are three main types of electronic portfolios; a learning portfolio created by a student, which shows the progress of various skills over a period of time and it provides communication with the teacher or peer feedback. Another type is showcase e-Portfolio that shows the highlights of a student's academic career. At

least, there is the assessment e-Portfolio, which provides both formative and summative assessments feedback to demonstrate the general education competencies. One of the most common e-Portfolio used in education is the assessment one as it allows teachers to assess students' development over a period of time or more than one.

The authors of this article focused on higher education and Cabero (2012) mentions that it helps improve the formative assessment and facilitate the auto-evaluation process. 72 students, English level 1 and 2, participated during the semester April – August 2020 at Escuela Superior Politécnica de Chimborazo – Morona Santiago Camps. 34 of them were girls and 38 were boys, students enrolled to Environmental Engineering, level 1 and to Zootechnics and Auditing and Accounting, level 2. As per the survey and interview, it was determined that just 6 students had already implemented a portfolio in their learning process, but the rest of 66 students didn't know the tool at all, which represents a high percentage and a way to underline the importance of knowing this kind of innovative and above all useful technique.

Two important elements were involved in the process, such as the students' ability and different approach in dealing with technology and secondly the understanding and perception of the portfolio usage. The guidelines of the teachers were essential in the process starting from the beginning of the classes, as the portfolio was introduced immediately and used as a digital folder,

in which each learner had to collect images, files and varied activities all over the semester. Besides a few inconveniences and technical misunderstandings, all students managed to create a personal portfolio full of knowledge, improvements, and materials, useful for their academic career and future projects.

Portfolio turned into an innovative tool both for teachers and students, not just as a learning process tool but also a different way of evaluation. Specifically, could be a valid instrument not just for English but also for many other subjects. Hence, it was used as a co-evaluation aid, based on a specific rubric of the English course.

6.3. How to create a portfolio with Pathbrite

Pathbrite is an online tool aimed at elementary, middle school, high school to higher education level. It provides data for both students and teachers and allow to track learning process by uploading materials in different formats and sources, such as Facebook, LinkedIn, YouTube, Vimeo, Google Drive, or other websites. Links. Since March 2013, teachers have had the opportunity to create and manage class assignments and students at the same time can collect their work and progress and use it in case they move to other schools or university or use it professionally. Users can set various privacy settings, with the choice to share directly through email, url, or by making their portfolio public. Teachers can use their account to create courses, add activities, track student

work, create rubrics, and evaluate whether students meet the assignment goals. It is free to set up an account and create multiple portfolios.

Pathbrite is a website which allows students and teachers to create an ePortfolio in an appealing manner. First, it is recommended to gather all of the artifacts, both digital and on paper; digital files like PDFs, photos, documents or it could be aper things licenses you might need to scan or handwritten notes. On the other hand, it is important to decide what email address it will be used to sign up for Pathbrite. It is very important to make sure that everything has been digitized and the teacher will be the person who give the list for what they need. Clicking on www.pathbrite.com, students have to log in or create an account or simply log in and it will start off at portfolio creation site or more than one. It could be an individual portfolio or a collaborative one. Give it a title and a subtitle and then start editing in the workspace and use all options available; by the end share it with the teacher or peers.

As per the survey and interviews made at the end of the semester, it was clear that Pathbrite and at the same time the usage of Portfolios turned into a positive and accurate way of collecting clues of all activities during the semester. Actually, 88% of students would suggest the implementation of ePortfolio in other subjects too and just 12% don't agree about using it apart form English. Specifically of English learning process, the following

graphic evinces that many skills should be included in a ePortfolio as the academic reflection of students efforts and progress in the subject: 85% suggests including homework and reading tasks, 89% mentions about the usage of videos, 75% would attach audios and 79% would focus on grammar.
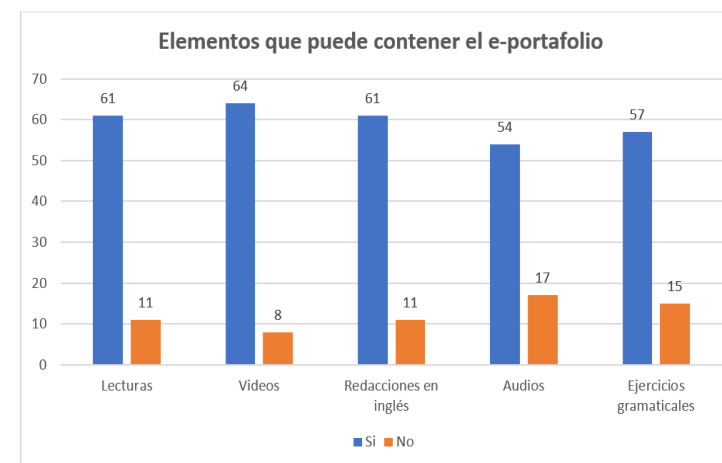
Figure 6.1 Suggested elements that should be included in an electronic portfolio in the subject of English.

Source: the authors

Regarding the students' improvements in the English subject, as a result of the interviews and the auto evaluation, significant opinions were deduced with reference to the personal motivation, confidence and improvements in the different skills.

Table 1.   **Personal opinion about the methodology and advantages of using portfolios in English classes.**

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
It helped collecting files, videos and relevant information in just one space to know my progress in the subject, without the need of using physical or printed material	39	26	3	2	2
It was useful and easy to save information, which reflects my progress in the subjects.	44	22	3	2	1
It motivated me to strive to do better the task included in the portfolio.	43	19	7	1	2
Activities can be shared with any person whereas he/she is.	49	17	3	1	2
It let me reflect on my effort and work during the academic time.	41	25	3	2	1
It was useful for the English learning process.	42	21	5	2	2
It developed my strenghts in language skills (speaking, reading, writing, listening)	27	35	6	2	2
It helped me get to a more independent learning attitude.	30	32	6	2	2
It helped me identify and recognize my weaknesses about the English learning.	28	35	5	2	2
I enjoyed doing the portfolio.	34	25	7	4	2
I'm proud of the final result.	36	25	7	2	1
The portfolio is a valid assessment method.	30	30	6	4	2
It is an assessment option to the traditional one such as the exams.	25	32	9	3	3

Source: The authors

Many advantages and disadvantages were stated throw the interviews. 54% of the students consider the ePortfolio a valid tool to gather information in just one virtual space, which helps to find easily and review in a second moment tasks or materials of the subject. At the same time, 31% add the idea that mentioned virtual space reflects oneself progress in English and moreover, 60% affirms that it helped a lot in self-motivation and encouraged efforts to ensure maximum efficiency.

This idea was supported by 57% of students that considered it a way of reflecting about the individual effort and 68% suggested to use it and share personal information with other people.

58% of the students declared it facilitated the improvement in English and helped working on different skills, such as reading, listening, writing and speaking.

As an innovative evaluation tool, it is useful for auto-evaluation, co-evaluation and also a correct and fair assessment, as it helps students to be more independent; 42% of students declared that.

To sum up, 50% of interviewees agreed about being proud of their work in the subject and met their expectations.

6.4. Are Portfolios a new evaluation tool?

E-portfolios are tools that help reaching both macro and micro curricular goals and also help to foster an independent and autonomous way of thinking, according to Strivens (2007). E-portfolio has been used to facilitate, document, and archive student learning. It is a learning tool for students to clarify their educational goals, integrate and solidify learning through reflection, and showcase achievement to potential employers. By having students reflect on what they learned, how they learned it, and how much they learned, they start to take control of their own learning. ePortfolio actually shows students as an individual and it's their choice of where to demonstrate their proficiency. Paulson and Paulson (1991) said "portfolio is a laboratory where students construct meaning from their accumulated experience".

As students select their representative work and reflect on what they learned, they start to make sense of their educational experiences in various courses and derive new meaning out of the process (Banta, 2003). Portfolio is a good and efficient way to monitor and evauate student

achievement, to organize and assess what students learned. It shows not only what students know or can do, but also how students learn through reflection. It is a matter of fact that students are force to reflect on what they have learned and how they plan to improve in the future so that they become better critical thinkers. Lane suggests that Many universities and schools are currently working to make sure that students are gaining practice and experience with electronic portfolios so that they are able to use them to the best of their ability.

With reference to the interviews that students of Espoch had with the teacher, it is important to take into account all data, especially different points of view of them with reference of the English learning process base on a digital portfolio and their progress in the subject. The following statements are based on the idea of using a creative tool which helped students developing various tasks:

> *Nos ayuda a mantenernos más ordenados en cuanto a llevar la materia y podemos adjuntar material de estudio (entrevistado 1).*
>
> *mmm es muy interactivo y en vez de estar usando el cuaderno, es una buena forma de practicar inglés (entrevistado 2).*
>
> *al principio como no sabía utilizar*

mucho fue mi problema y tuve que investigar, pero después creo que fue una gran herramienta porque podía revisar la materia y me ayudó mucho (entrevistado 3).

al comienzo fue complicado porque no conocía el diseño y no sabía cómo crear o agregar imágenes, pero después fue fácil para enviar tareas (entrevistado 4).

Specifically of the usage of Pathbrite, 69 out of 72 students affirmed that it is useful and should be implemented in English learning process. During the interviews they mentioned the following:

a mi parecer pathbrite es una buena aplicación eh y que tiene varias herramientas útiles, bueno a mi parecer estuvo bien y me ayudó a guardar trabajos que pude revisar después para estudiar (entrevistado 5).

Based on the survey data, it is clear that students are used to communicate each other virtually so that the technology doesn't represent such a hard obstacle that has to be overcome, but at the same time they can't do it in a metacognitive or metalinguistic way. It is necessary

the implementation of varied activities in the English learning process. Also, the type of abilities and linguistic strategies that are taught in a foreign language course is necessary to be renewed as to help students communicate in an effective way throughout the web, such as the usage of e-Portfolios.

Hence, it represents an important resource in the second language learning process, as the e-Portfolio helps organizing information and students can develop their tasks in an innovative and educational way. As an evaluation tool, e-Portfolio is considered valid to review collected information when appropriate and encourage students being reflective and makes him think about the progress in the subject and as a consequence facilitate his improvement. In such way, students understand the importance of the tool and the appropriate usage of it, so that the teacher turns into a fundamental key point, it is the person who gives the correct tools to acquire the subject contents.

CONCLUSIONS

There are many books on strategies and techniques for teaching English. Still, they do not detail step-by-step how to put them into practice or the advantages and disadvantages that students have experienced.

As teachers responsible for helping our students improve their foreign language skills, we constantly update our knowledge. But having only theoretical concepts does not allow us to reinforce our role as guides during the learning process. Applying innovative teaching techniques and strategies and adapting them to the environment in which we live enables us to evaluate their effectiveness by considering our students' points of view.

This book describes how to apply innovative strategies to improve each of the skills students have to develop in teaching and learning English. Assessment rubrics for each of the strategies are also considered.

Finally, the results obtained from surveys on the students' perception after applying strategies such as blackout poetry, flipped classroom, short films, role play, podcast, and electronic portfolios are presented.

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THIS STUDY AIMS TO PROVIDE AN IN-DEPTH VIEW OF THE CURRENT TRENDS IN LANGUAGE LEARNING AND INSTRUCTION, WHICH ENCOURAGES INTEGRATING TECHNOLOGY IN TEACHING AND LEARNING PROCESSES WHILE ATTENDING TO CULTURAL DIVERSITY AND INTERCULTURAL EXCHANGES, CONSIDERING LEARNERS' PERSONALITIES, ATTITUDES, BELIEFS, AND VALUES.

THE RESEARCH IS FOCUSED ON PUTTING INTO PRACTICE NEW STRATEGIES IN AN ESL CLASS. THEREFORE, A VAST RANGE OF TECHNIQUES IS IMPLEMENTED IN LESSON PLANS BASED ON DESIGNED AND EVALUATED SURVEYS, TESTS, VIDEOS, AND LIVED PERFORMANCES.

ESL ENGLISH LEARNING TECHNIQUES AND STRATEGIES RESPOND TO TEACHERS' NECESSITY TO UPDATE THEIR KNOWLEDGE AND SKILLS TO ENTHRALL STUDENTS IN ONLINE AND ON-SITE CLASSES. THERE ARE MANY BOOKS ON STRATEGIES AND TECHNIQUES FOR FOREWORD ENTORNOS VIRTUALES APLICADOS A LA EDUCACIÓN DEL SIGLO XXI

THE GLOBALIZED WORLD IN WHICH WE LIVE DEMANDS THAT ALL PROCESSES BE CONSTANTLY RENOVATED AND IMPROVED. WITH THIS PREMISE, WE CAN SAY THAT TEACHERS NEED TO INNOVATE OUR WAY OF TEACHING. AN EDUCATIONAL INNOVATION STARTS FROM AN ACTUAL SITUATION, A FORM OF EDUCATION THAT IS NO LONGER GIVING THE RESULTS WE EXPECT. STUDENTS NO LONGER PUT THE SAME INTEREST IN THE ACTIVITIES PLANNED FOR CLASS HOURS BECAUSE THEIR WORLD IS CONSTANTLY CHANGING DUE TO TECHNOLOGICAL ADVANCES IN OUR SOCIETY. THEREFORE, WE LOOK FOR ENGAGING ACTIVITIES TO ENSURE THAT THE STUDENT ACQUIRES ENGLISH LANGUAGE SKILLS IN A PLAYFUL AND FUN WAY.

THE BOOK AIMS TO PRESENT DIFFERENT TEACHING STRATEGIES FOR UNIVERSITY STUDENTS TO LEARN ENGLISH. ITS DEVELOPMENT SHOWS HOW EACH DESIGN HAS BEEN APPLIED, THE EVALUATION RUBRICS, AND THE RESULTS OBTAINED FROM THE STUDENTS' POINT OF VIEW. IT IS DIVIDED INTO FIVE CHAPTERS. CHAPTER ONE EXPLAINS THE APPLICATION OF BLACKOUT POETRY AS A STRATEGY FOR LEARNING WRITING IN ENGLISH. FIRST, BLACKOUT POETRY IS DEFINED AS A STRATEGY FOR TEACHING ENGLISH. SUBSEQUENTLY, A DETAILED EXPLANATION OF HOW POEMS HAVE BEEN DEVELOPED THROUGH BLACKOUT POETRY IS MADE.
THIS BOOK DESCRIBES HOW TO APPLY INNOVATIVE STRATEGIES TO IMPROVE EACH OF THE SKILLS STUDENTS HAVE TO DEVELOP IN TEACHING AND LEARNING ENGLISH.