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ANALYSIS OF SPEAKING SKILL LEVEL OF THE GENERAL BACCALAUREATE  
STUDENTS AT UNIDAD EDUCATIVA "LAS LOMAS"  
PREVIO A LA OBTENCIÓN DEL TÍTULO DE  
LICENCIADA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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ARTES, DISEÑO, LENGUAJE, LITERATURA Y ORALIDAD

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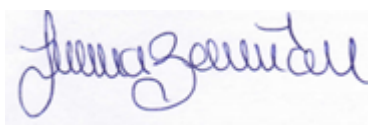
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## DEDICATORIA

Agradezco primeramente a la vida por concederme la invaluable oportunidad de culminar mi carrera universitaria. Este logro no sería posible sin el apoyo incondicional de mis padres, mi hermano y mi tía; ellos son mis pilares inquebrantables que me han brindado fuerza y motivación en cada paso del camino. Agradezco también a mí misma por mis ganas inagotables, mis esfuerzos incansables y mi actitud alegre ante los desafíos.

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## 1. RESUMEN

El presente trabajo de tesis se centra en la habilidad del idioma inglés que comúnmente muestra un menor desarrollo entre los estudiantes: el "Speaking". Se ha realizado un análisis en los estudiantes de bachillerato de la Unidad Educativa "Las Lomas" con el propósito de identificar las posibles razones subyacentes.

Para ello, se emplean métodos tanto cualitativos como cuantitativos, incluyendo encuestas y observaciones con los estudiantes, así como grupos focales con los docentes de la institución, con el fin de proporcionar un análisis exhaustivo. Los resultados obtenidos tras la aplicación de dichos métodos revelan que los estudiantes presentan dificultades significativas en la comprensión al llevar a cabo ejercicios de "listening", habilidad receptiva que resulta crucial para el desarrollo del "speaking". Asimismo, se ha constatado que aproximadamente un tercio de los estudiantes manifiesta no tener ningún tipo de contacto extracurricular con el idioma inglés, lo cual guarda estrecha relación con las observaciones de los docentes acerca del limitado desarrollo de los estudiantes.

En consonancia con la presente investigación, se sugiere mejorar la habilidad oral mediante la implementación de actividades innovadoras e interactivas, las cuales promueven la resolución de problemas y el trabajo colaborativo, en lo que se conoce como Aprendizaje Basado en Proyectos. Con el objetivo de proporcionar estrategias efectivas que ayuden a los estudiantes en el desarrollo de sus habilidades de expresión oral en inglés de manera más eficiente, ya que se encuentra que el desarrollo de la competencia oral y la comprensión auditiva son cruciales para una comunicación efectiva en inglés. Los métodos educativos deben abordar tanto la producción como la recepción del lenguaje, brindando oportunidades para un desarrollo integral de las habilidades lingüísticas.

**Palabras clave:** Speaking, Project based learning, motivación, expresión oral

## 2. ABSTRACT

The present thesis focuses on the English language skill that commonly shows lower development among students: "Speaking". An analysis has been conducted on high school students at "Las Lomas" Educational Unit with the purpose of identifying possible underlying reasons. To achieve this, both qualitative and quantitative methods are employed, including surveys and observations with students, as well as focus groups with institution teachers, in order to provide a comprehensive analysis.

The results obtained from the application of these methods reveal that students face significant difficulties in comprehension when carrying out "listening" exercises, a receptive skill that is crucial for the development of "speaking". Additionally, it has been observed that approximately one-third of the students' report having no extracurricular contact with the English language, which is closely related to teachers' observations regarding the limited development of the students.

In line with the present research, it is suggested to improve oral proficiency through the implementation of innovative and interactive activities, which promote problem-solving and collaborative work, in what is known as Project-Based Learning. With the aim of providing effective strategies to assist students in the development of their oral expression skills in English more efficiently, as it is found that the development of oral competence and listening comprehension are crucial for effective communication in English. Educational methods should address both language production and reception, providing opportunities for comprehensive language skill development.

**key words:** Speaking, Project based learning, motivation, oral expression

### 3. INTRODUCTION

English is the language of international communication, the lingua franca, so in many corners of the planet including Ecuador students start to learn this language in schools. Thanks to English it is possible to communicate with people from all over the world and access current information Amador, Auquilla et al (2019).

Communicative skills develop the students' cognitive capacity to solve problems. Consequently, students need to improve their communicative skills in the English language. Therefore, this research work allows the teacher and the students to know the importance of how to communicate effectively with a person or in front of an audience.

The biggest problem that has been observed at Unidad Educativa "Las Lomas" is the English learners' low- proficiency as they are not able to communicate in the English language effectively in the classroom. Most students are exposed to the English language only three hours per week in the classroom. Generally, speaking and listening are the most difficult skills for students to learn. But it is essential to develop these skills in a short period of time.

It is really significant to develop students' communication skills so that it allows the exchange of information between two or more people. That process is vital to interact, exchange opinions and learn from each other. Human beings need to communicate for different reasons: to express what they feel, to organize themselves in society, to ask questions, to solve doubts and problems, and to reach effective agreements in all aspects of life.

This work is really necessary to understand that communication can be put into practice through verbal or nonverbal language as gestures and body language. In this sense, it will be useful to propose activities based on students' interests, so they will enjoy the process and at the time of exposing or communicating their ideas they will feel confident of their knowledge and have authority when communicating.

Therefore, the present research is relevant and innovative since it seeks to improve not only verbal but also nonverbal communication skills. This will be done during the school period during the English subject hours. It is important to consider that each student progresses differently, so including this activity in the daily classes will be ideal for them to improve at their own pace.

In order to carry out this research project, the following research questions were made:

1. Will this research serve as reference for future research or as a source of research on speaking skill for English teachers?
2. Will Audio- Lingual Method be useful to improve the speaking skill of high school students at "Las Lomas" educational unit?
3. Will Project-Based Learning (PBL) improve the development of speaking skills of high school students at Las Lomas' educational unit?

## **3.1 OBJECTIVES**

### **3.1.1 General Objective**

To analyze the English communicative skills of the general baccalaureate students at “Las Lomas” high school through the quantitative methodology to decide on the best didactic strategies for improving the students’ foreign language speaking.

### **3.1.2. Specific Objectives**

- To support this research work through the analysis of scientific and theoretical information based on English communicative skills and didactic strategies through analytical reading in different sources for the theoretical support of this research.
- To determine the English communicative skills level of the general baccalaureate students from “Las Lomas” high school using some research techniques knowing their current situation.
- To make a proposal with some interactive activities for improvement of English communicative skills of students.
- To socialize the proposed activities with English teachers and experts through a focus group interchanging ideas or opinions which contribute to the work.

## **3.2 Variables**

In order to develop the topic of the present research, a dependent variable and an independent variable have been included.

The independent variable is the methodology of this research, that is Project Based Learning.

On the other hand, the dependent variable is the Speaking skill of students of the students of the Educational Unit "Las Lomas", to which the analysis has been carried out.

#### **4. STATE OF THE ART**

Education throughout history has undergone several transformations due to various factors such as socioeconomic, Scientific, and pedagogical positions depending on the stage or historical moment. However, in this technological and hyperconnected era, society is constantly changing and becoming more demanding.

Although it is worth mentioning that despite the free resources that exist to learn thanks to this hyperconnectivity, at the national level speaking of the English language, it has not managed to achieve a good level, in fact on the contrary "Ecuador remains one of the two Latin American countries with the worst level of English language proficiency. The score is 440 out of 1000, according to the EF EPI" (English Proficiency Index) 2021.

Since it is true that education in Ecuador has many shortcomings, such as the lack of necessary implements to give and receive a good education, that is why making a change is of utmost importance. There are factors that are in the hands of teachers to change, such as the way they teach their classes and this depends largely on the tools they have to do their job, this will improve depending on the strategies they use to train their students.

For this reason, educational institutions are facing challenges and, therefore, changes must be made in the way classes are taught and received, since the objective must be to seek a response to the diverse needs of the twenty first century society.

People all over the world use language as a means to transfer and exchange knowledge, thoughts, interpretations, feelings, actions, interactions, reactions,

judgments, evaluations, and many other aspects with other people of different nationality, origin, race and social status.

Communication in education is fundamental to obtain significant results, information, emotions and experiences are exchanged where everyone learn from the others and learning arises from the interaction with others, within this in practice must have different resources to reach students, different strategies, tools and materials, both printed and audiovisual, and in that way, learning is meaningful.

Although this skill is one of the most important, it is the one that is most difficult for students to acquire because the strategies used in schools are already obsolete, which is why the teachers must innovate with new teaching methodologies and change the strategies. (Al-Hasa, 2019)

A good teacher must have several characteristics, among the most important ones a good verbal development, empathy, patience and a vision guided to the education of the future.

Therefore, the teacher must be constantly learning about new ways of teaching and therefore the use of technological tools. But it is also worth mentioning that if the teacher decides to innovate, may encounter several difficulties, such as not having the necessary materials within the educational institution, so the teacher must self-manage the necessary materials, for example a laptop or speaker to show extra material such as photos, videos, audios, among others.

According to (Avilés, 2015), the multiplication of screens, platforms and tools for communication and content creation offers citizens infinite opportunities for communication and interaction, as well as learning through devices, open resources and digital tools that can be used as didactic strategies.

Didactic strategies are excellent extra tools for developing students' critical and creative thinking as they explore topics and issues across the curriculum. Campos

Y. (2000) states that by using social constructivism as a scientific concept and cooperative learning as a pedagogical method, teaching strategies can be obtained in accordance with the moments or activities to be carried out in the classroom. Its usefulness lies not only in what the teaching strategies will be, but also in the design of a cooperative learning structure in the classroom that facilitates the critical selection, creative application and evaluation of the teaching strategies used.

According to Feo R. (2010 p.221) "didactic strategies are made up of the affective, cognitive and procedural processes that allow the construction of learning by the student and the implementation of instruction by the teacher". That is to say, through the use of different methodological strategies, students will be able to construct their own knowledge, and thanks to collaborative work, affective bonds will be created between classmates and the teacher.

(Feo, 2010) mentions that

Didactic strategies are defined as the procedures (methods, techniques, activities) by which the teacher and the students consciously organize actions to build and achieve foreseen and unforeseen goals in the teaching and learning process, adapting to the needs of the participants in a meaningful way.

Teachers must pay attention to the different ways of learning of their students so that they can vary how they teach their classes, ideally by changing their teaching methods so that knowledge can reach all students.

The teacher must be motivated first when giving a class to transmit that positive energy to the students, in this way they will receive the information in a more open way, which is positive because the students will be motivated to and feel interested in the subject.

To reach this purpose, it is proposed to use the Communicative Language Teaching method to determine the problems that students have and the teacher needs to be

present as a support and facilitator. Communicative teaching methods focus on interaction during a foreign language class, in which learners produce speech and conversation using the foreign language during most of the class.

The main goal of communicative language teaching methods is to prepare learners to be confident communicators in different real-life contexts through repetitive speaking practice and cooperation among learners. In Communicative Language Teaching, communication is both the end and the means of the teaching method.

According to the "International handbook of English language teaching" (Spada, 2007), words such as balance, integration, and equilibrium have emerged in recent years when talking about communicative language teaching, indicating that most second language educators agree that communicative language teaching is undergoing a transformation.

This research seeks to promote this transformation through the strategies that teachers can use to make this change in education and even more so for teachers of a second language, in this case English, since it is very common for students to be distracted or frustrated by not understanding this new language. It is essential to capture the student's interest from the beginning of the class and that is the teacher's job.

Everything starts from the moment the teacher enters the classroom, since the beginning must have a good attitude and feel motivated. In this way, the teacher will transmit energy to the students and can make use of interactive activities before starting with the subject of the class, this is known as warm-up.

(Spada, 2007). There are certain factors that influence the learning process when it comes to learning English. Some of the factors that influence the learning process are:

- Personality of the learner: inhibition or courage in the learning process (introverted or extroverted learner - impulsive or reflective).
- Age: age also has a significant influence on foreign language learners.

According to (Medina, M., Melo, G., & Palacios, M., 2013), in their research entitled "THE IMPORTANCE OF EARLY ENGLISH LANGUAGE LEARNING", is stated that in Ecuador education begins at the age of 3, asking why it is important that English be learned at this stage. The answer has been analyzed by many psychologists, teachers and researchers who support the theory that "the earlier the better". This theory is based on taking advantage of the learning and assimilation potential of each child, as well as the "learning moment", since at this age children are a "sponge" that acquires all concepts in a much more natural and fluid way.

- Motivation: factors that determine a person's ability and willingness to learn a language.
- Language attitudes: expression of positive and negative feelings towards the language.
- Linguistic aptitude: the natural disposition to acquire a language.
- Knowing how to use communication strategies.

It is also important to mention that in order to speak English effectively; a number of speech-related factors need to be addressed. Pronunciation, vocabulary, fluency, accuracy and collocations are important factors that need to be emphasized if English speakers are to become fluent when communicating. (Tam, 1997) An important role in improving fluency is played by the fact that learners are exposed to a wide variety of situations and frequent speaking tasks.

In order to communicate in a foreign language, it is important to do it with correct pronunciation, in this way people will get a clear message to the receivers. (Castillo, Algara, Gonzales, 2009) state that the teaching of English pronunciation as a foreign or second language has traditionally been characterized by assuming a paradigm in which it is conceived that, in order to be correctly understood when speaking English, students need to have a pronunciation as close as possible to one of the native accents, but how true is this?

The truth is that because the English teachers in Ecuador are not native Americans but rather native speakers, the pronunciation of the teachers cannot be the same as that of a native speaker, so the students do not acquire that accent either, but that does not make the message less understandable when communicating, finding the correct pronunciation is not synonymous with pronouncing it with a North American accent. In fact, in a study by (Castillo, Algara, Gonzales, 2009), they find that English is now more widely used as a lingua franca due to the increase in the number of foreign speakers in recent decades.

(Walker, 2001) asserts that when English is presented as a lingua franca, a community of speakers with seemingly divergent interests is created; it is no longer so important to know how native speakers of English talk to each other and how this particular usage is transmitted to non-native speakers, but rather to learn the basic aspects of pronunciation that ensure successful communication and maintain international intelligibility in the contexts of native-non-native and native-non-native interaction.

The second important element in communication is vocabulary, which is one of the four language skills and refers to the words of a language. According to (Setyaningsih, 2009), vocabulary is the set of words that people acquire accidentally or intentionally through indirect exposure to words, explicit teaching of particular words, and word learning strategies. Vocabulary learning is an important part of foreign language learning, as teachers often focus on the meaning of new words. Moreover, vocabulary is the main source of English language knowledge for L2 learners. (Murphy, 1997)

Accuracy and fluency go hand in hand, and according to (Ramírez, 1992) accuracy is the ability to perform a task without making mistakes; the quality of being truthful or correct. In other words, accuracy is the ability to speak or write in a given language simply and correctly, without hesitation or inaccuracy.

Communication is the exchange of ideas between two or more people, so this in the educational field is based on community or social learning, taking into account this idea as a starting point, has been taken as a reference to Albert Bandura, which proposes the theory of Social Learning, this is based on children learning in social environments through observation and imitation of the behavior they saw, since in the childhood stage they receive information like sponges and it is easier for them to replicate what they observe and hear. It also reinforces the idea that the child is affected by the influence of others.

Albert Bandura explains that it would be very dangerous if people learned only from their experience, "Fortunately, in most humans, behavior is learned observationally through modeling: by observing others an idea is formed of how new behaviors are performed, and on subsequent occasions, this coded information serves as a guide for action," he said in his book Social Learning Theory (Bandura, 1997)

From his research, Bandura described social learning in four principles:

**Attention:** To learn, you need to be focused and pay attention. Especially in the case of children, if they see something new or different, they are more likely to pay attention.

**Retention:** Internalize the information you have just learned and store it as a souvenir.

**Reproduction:** Reproduce information that was previously retained and use it when necessary, such as in a review.

**Motivation:** Without motivation there is no interest to do anything. This motivation can originate when we see that another person is rewarded or reproached for doing something or not, which motivates the observer to want to do the same or avoid it (Delgado, 2019).

Emphasizing the first statement, the teacher has the task of observing the students and identifying the reasons why the student is out of focus and working on those weaknesses.

For the second principle to be carried out it is necessary for the teacher to make feedback where the topics that have already been given are reviewed again, remembering is a way to link what has already been learned with what is going to be learned.

According to the reproduction of information, the teacher can make use of communication with students and reach agreements that work for both parties, where students can expose knowledge in a comfortable way to an audience, dominating the stage and gaining confidence.

Last but not least, the motivation, this must come first from the teacher and thus be able to transmit it to the students, it is the teacher who must take care to innovate according to the interests of the student, is the one who must adapt and attract the class group, capturing their attention from the beginning to the end of classes, with a good attitude and empathy.

### **The importance of speaking skills**

In the present global world, communication plays a vital role in getting success in all fields. Language is used as a tool for communication. Perfect communication is not possible for people without using a language. Moreover, people cannot achieve their aims, objectives, and goals without using proper language to communicate. Therefore, there is a need for a language to communicate with others who live all around the world.

English is considered the international language and it is spoken all over the world. It serves the purpose of communicating with the people who live in different regions, states, countries, and continents of the world.

Among the four basic English language skills, speaking seems to be the most difficult because speakers have to produce sentences on the spot. It is difficult to the learners to produce sentences without learning grammatical structures and having adequate knowledge of vocabulary beforehand, therefore, English as a Foreign Language (EFL) and English as a Second Language (ESL) learners face many problems in speaking grammatical sentences in English because they have not had adequate preparation in the receptive skills of reading and listening. (Ehsan, Mehdi, 2019)

The skills are divided into two: receptive skills, which are listening and reading, and productive skills, which are speaking and writing. Of these four skills in English, speaking is the most effective of all, since most communication takes place through speech. Therefore, speaking is the most important method of communication. There is no doubt that mastering each of these skills is necessary to become a complete communicator, but the ability to speak fluently offers speakers several advantages.

Some of the advantages of speaking in the classroom are mainly that it makes learners more active, practicing in group activities makes it easier so the teacher should provide an environment where the learner feels confident to share with other classmates and with the class, so they can do innovative activities such as role plays, debates or giving speeches. In this way, students' critical thinking is developed and they become more creative and able to communicate effectively in the language.

To conclude can be mention that since there are many advantages of oral expression, English teachers should focus more on these skills and give them the highest priority by applying new techniques and approaches that motivate students to want to learn how to communicate in a correct way since it will not only be useful in the classroom or to pass the subject, but rather for their current and future personal development in their job performance. Oral skills are the most essential in this contemporary world.

## **The impact of social media**

One of the primary responsibilities of any teacher working with English language learners (ELL) is to enable them to communicate effectively through spoken language. Oral language teachers often discuss in depth the question: why is it so difficult for students to learn how to speak?

This is largely due to the fact that current oral language classes are teacher-centered, and despite various attempts by teachers to engage students in discussion and motivate them to speak, the amount of student speech is still insufficient. In addition, the oral language that students learn in the classroom does not contribute to improving their communication skills, which are most needed in real-life situations. Furthermore, (Baker, Westrup, 2003) states that "a student who speaks English well is more likely to continue his education, find a job, and get promoted." (p. 5)

Speaking skills can also be more complicated to develop in EFL courses, as students must not only be well prepared in English but must also use them to make social connections that allow them to interact with others. It is not enough to learn English in the classroom; it must be applied in everyday life.

An argument in favor of this view can be found in (Gutiérrez, 2009) assertion that

Students often need to be able to express themselves with confidence in order to perform many of the most elementary operations. It is the skill by which they are most judged and by which they win or lose and by which they make or break friends. (p. 3)

In other words, in order for English learners to be able to express themselves orally, they must be in an environment of confidence, where they feel safe to share their ideas or simply have an informal conversation. To achieve this trusting environment, the teacher plays a fundamental role, as it will depend on him whether or not his students feel confident to participate.

A very common example in the classroom is that when a student participates and perhaps cannot perform fluently or with a correct grammatical order, teachers make negative comments, such as: "next time study more" or "you have not prepared enough" this type of comments cause that in future activities students do not want to participate.

The teacher must be careful with what feedback is given to the student and must find the right moment and the right words so that the student does not receive criticism but support that makes the students feel sufficient and capable.

### **Methodological strategies to improve the speaking skill**

R. Schmeck, who is directly linked to studies on learning strategies, is relevant to this research because he demonstrates that students can be academically independent if they adopt appropriate learning styles and strategies.

According to Schmeck, students in a conducive school environment engage in a dual learning process: one related to the subject matter and the other to the thinking process. If a student learns to memorize while studying a subject, he or she learns to memorize; if he or she learns to compose while studying, he or she learns to synthesize. It follows that practicing learning strategies not only helps students to improve their academic performance but also to develop comprehension, synthesis, and analysis, which are the basis of the thinking processes that teachers require from students.

What teachers demand from students is to be analytical, critical, creative and thinking beings. The research on learning strategies also led Schmeck to the conclusion that each individual develops a learning style as a personality trait throughout his or her life.

### **Development of oral competence and listening comprehension**

Talking about the development of oral production competence, it means linking it directly to oral communication competence in English, which in turn implies having developed listening competence, which is a receptive competence, since, according to (Medina, 2006) in his book "Didáctica de las Lenguas", "the learner swaps the roles of listener or speaker in the act of communication" (p. 28).

The development of this competence involves the use of two sensorimotor organs depending on the form in which the learner learns, that is, visual, auditory or tactile. This means that these aspects must necessarily be taken into consideration when creating learning materials.

Therefore, the development of this auditory ability cannot be neglected, but must be developed simultaneously. According to the author, PIRIZ, A, it is well known that student learning should be based not only on the content of the lesson, but also on the process of interaction that students develop inside and outside the classroom, which creates opportunities to learn the content of the subject or of individual interest.

It is essential that teachers innovate in their knowledge so that they have several tools to use in their classes apart from the main resource, which is books. It is common for the development of English classes to be based solely on filling in the content of the book, but how effective are these activities?

The truth is that students do not find it meaningful to learn in this way, which is why teachers should provide spaces where other activities that support the topics in the

book are carried out, either by using didactic material or by encouraging collaborative work. In this way, students will be more involved in the teaching-learning process, they will feel part of the process, and will be able to create their own knowledge from the development of these activities.

### **Project- Based Learning**

Project-based learning is based on the principle of forming groups of people with different profiles or characteristics, languages and cultures to collaborate on projects aimed at solving real-life problems. The differences offer great learning opportunities and prepare students to work in a variety of fields. These differences offer great learning opportunities and prepare students to work in different fields. Successful group work in project-based learning requires well-defined instructional design, role definition and basic design principles. (Galeana, 2006)

According to (Galeana, 2006), Project Based Learning contributes mainly to:

1. Creating an integrative concept of the various areas of knowledge: In that way students could understand different realities and that results in more empathy.
2. Promote an awareness of respect for other cultures, languages and people: For consequence students promote equality.
3. Develop empathy for people.
4. To develop meaningful working relationships with diverse people: Collaborative work promotes interpersonal relationships, this improves the quality of relationships that students have in different environments, for example, good relations and better development in the work area.
5. Promote disciplinary work.
6. To promote research capacity: With the ease of access to information provided by the Internet, students will be able to create their own learning. The Flipped Classroom is used, it is a pedagogical model where the student accesses knowledge in an autonomous way outside the classroom. (Loncomil, 2020)

7. To provide a tool to learn new things in an effective way: Propose the implementation of motivating activities inside the classroom. In this research a Role Play strategy that also can be developed outside the classroom.

In the present research, it is based on the use of technological tools because the students will present a video of a Role Play. This had been made by groups of 8 to 10 students and they had to use their creativity to make the acting schedule, costumes, sound effects, among others.

Students of high school already grow with phones and technology. For that reason, teachers need to be prepared and be up to date with new ways of teaching according to other research from, generally, first world education, such as Finland. The teacher has the responsibility to learn how to teach in a better way to the new generation of students.

The path to meaningful learning is to put theory into practice. Doing activities in class such as talking about their likes, feelings or daily routines. This together with good feedback from the teacher will help the student to build self-confidence and thus make it easier for them to communicate, not only in the language being taught, which is English, but also in their mother tongue.

Project-based learning (PBLy) has been gaining recognition and has become one of the most widely used methodologies in current educational systems for those who have taken the step towards this way of understanding education and teaching that involves the construction of knowledge through interaction with reality.

(Rodríguez, 2015)

### **Communication skills**

(Reyzábal, 2012) states that, in relation to communication skills, these should be understood as the sum total of skills, from the control of emotions to the mastery of

verbal skills for their consistent and appropriate use. (Zaldivar, 2008) defines them as the accumulation of knowledge that allows us to correctly encode the message through different channels, facilitating effective communication. Interpersonal communication is fundamental for the prosperity of organizations and has five sub-skills: empathy, emotional self-control, feedback, problem orientation and active listening. These evolve through social-psychological preparation to influence the group and achieve a change in attitude and behavior, thus adjusting to the demands of the institution.

Regarding pedagogical communicative competence, (Pompa, Pérez, 2015) states that during the educational process, this not only aims to generate an adequate result, but also directly influences individuals, so it is necessary to constantly prepare teachers to use language correctly in various contexts, as well as to use language in its various manifestations or as an inclusive mechanism of expression, which allows encoding the message clearly and influencing the listener.

With this conclusion, communicative skills are very important in the educational field, so it is necessary to acquire and further develop them in everyday life, since they are a unique element during the formation of the personality in the pedagogical field, so they would also be a professional competence.

### **Self-assessment Incentives and Confidence**

In education self-assessment refers to the learner's ability to judge his or her own learning, especially in terms of outcomes and achievements.

(Boud, Falchikov, 1989) Self-assessment is considered one of the most important skills students need to learn effectively and continuously throughout their careers and for their future professional development. Monitoring one's own performance helps students gain confidence in their own learning. According to (Klenowski, 1995) it refers to evaluating or judging what one does and identifying strengths and weaknesses to improve learning outcomes.

Effective development of formative self-assessment must consider the variables that influence learners' assessment of their own competencies. In the case of communicative competencies, aspects such as confidence in speaking ability, fear of public speaking, the use of incentives to increase motivation and demographic variables such as gender must be considered when designing actions to develop these competencies.

According to (Álvares, Bravo, Vaquero, 2014), when people have to express themselves verbally in front of an audience, a series of difficulties arise, regardless of the size of the audience.

There is also self-efficacy, which according to (Bandura, 1997) is a person's belief in his or her ability to achieve a certain level of performance; for Bandura, there is a reciprocal relationship between performance and self-efficacy. In this sense, people's behavior can be predicted more successfully on the basis of their beliefs about their own abilities than on the basis of measures of what they are actually capable of doing. So, in conclusion, the student's perspective on himself is what will define much of his performance, oratory in this case.

## **Legal Framework**

According to the Ecuadorian Ministry of Education,

Education is a right of people throughout their lives and an inescapable and inexcusable duty of the State. It constitutes a priority area of public policy and state investment, a guarantee of equality and social inclusion, and an indispensable condition for a good life: families and society have the right and responsibility to participate in the educational process. (p.1)

(Ley Orgánica de Educación Intercultural, 2011)

"Bilingual and multilingual intercultural education is a right of individuals, peoples, and nationalities, and a duty of the State, which is guaranteed through the teaching

and learning of a foreign language." (Ley Orgánica de Educación Intercultural, 2011) Article 3.

According to the (Ministerio de Educación, Plan Nacional de Inglés), the learning of foreign languages in the Ecuadorian educational system is governed by the following principles: equity, quality, relevance, and flexibility.

The main objective of this study is to analyze the importance of the communicative skills of the students at "Las Lomas" High School in the teaching-learning process of the English language. Therefore, it is important to mention the teacher role. Teachers should keep their students interested through different teaching strategies.

In the same way (Tobón, 2010) states that teaching strategies refer to the set of actions that are planned and executed in an orderly manner to achieve a certain objective. Therefore, the way in which the teacher manages and controls the classroom is the most important thing to achieve an improvement in student learning. It is essential that different styles of classroom management are applied.

To fulfill this role, the methodology proposed is Problem-Based Learning, as it actively involves the student in the teaching-learning process and strengthens their problem-solving skills. This will be very useful not only for their academic life but also for their future career and personal development.

As a researcher, this experience has been enriching and valuable for future professional life. It is important to expose yourself to real situations where knowledge can be applied. The issue studied aimed to analyze the possible reasons causing insecurity among students when speaking English, as speaking is the skill with the lowest performance among students compared to reading, writing, and listening.

To address this issue, Project-Based Learning (PBL) is proposed, where the teacher collaborates with students on group projects prioritizing student work, implementing a teaching strategy called flipped classroom. This methodology, coupled with effective implementation by the investigating teacher, will result in performance projects by third-year high school students.

## **5. MATERIALS AND METHODS**

This research is mixed. First qualitative since it has described the issues that students find to express them in front of their class and teachers. In order to find these problems, interviews were conducted with each student in small groups of two students per interview. In addition, a focus group was carried out with the teachers of the English area, where the most common problems they have seen in their students according to their communicative skills were discussed. Lastly, it is qualitative since there has been a continuous process of observation during the English Class hours to see or verify students' ability to communicate in the foreign language.

It is quantitative since it includes instruments of data recollection such as surveys applied to the students too. The results that have been analyzed to achieve the main goal of the research is to find out the strategies to develop the communicative skill in the right way for these groups of students.

This research took place at Unidad Educativa "Las Lomas" in Cotacachi-Imbabura Ecuador. To make the analysis of the communicative skills of students from first, second and third baccalaureate. This research was conducted in the period from October 2022 to August 2023.

The data collection method used in this study included a focus group with the English teachers of the "Las Lomas" Educational Unit. This focus group included the participation of three teachers, each responsible for different educational levels

within the institution. The first teacher teaches elementary students, from first through fifth grade; the second teacher works with students from sixth through tenth grade, covering upper elementary; and finally, the third teacher works exclusively with high school students.

During the focus group, various topics related to the management of English classes were discussed. Aspects such as the teacher-student relationship, the development of language skills such as listening and speaking, the level of knowledge of the students, the use of didactic material and teaching strategies, among others, were addressed.

Through an open and reflective dialogue, experiences and opinions were shared on the challenges and opportunities faced by teachers in teaching English at different educational levels. Aspects related to the emotional and social development of students in relation to language learning were also explored.

As a result of this focus group, it was concluded that there is a wide variety of approaches and strategies used by teachers to promote English language learning in their students. However, areas for improvement and common challenges were also identified, especially with regard to learner motivation and tailoring lessons to the individual needs of each group. These preliminary findings provide an important starting point for a more detailed analysis and discussion in the results and discussion section of the research.

On the other hand, an online survey was also applied on the google forms platform. The survey applied to the high school students of the "Las Lomas" Educational Unit had the objective of collecting information about their level of communicative skills in English. Three courses participated, each with one parallel, with an average of 18 to 25 students per course.

This research took place at Unidad Educativa "Las Lomas" in Cotacachi-Imbabura Ecuador. To make the analysis of the communicative skills of students from first,

second and third baccalaureate. This research was conducted in the period from October 2022 to August 2023.

"Las Lomas' Educational Unit in Cotacachi is a Catholic fiscomisional institution, which, according to the description on its website, focuses on the dignity of the individual through comprehensive education based on principles, policies, affective, spiritual, ethical, and social values.

Children and young people are introduced to an understanding of reality valued in all sociocultural factors, providing society with critical, creative citizens with social and environmental awareness and the ability to navigate the various spheres presented in daily life and according to the demands of the world.

The educational institution aims to be a point of reference for academic excellence, offering an inclusive education that meets the creative needs and ideals of the student, through the use of research, technology, and the reinforcement of social, moral, and environmental values.

The institution fulfills its objective by working on integrative projects twice during the academic year. These projects include important subjects such as English, Mathematics, Physics, and Biology.

Being situated in a small city and with a costly tuition fee, the institution does not have many students. There is only one parallel class for each level, with no more than 20 students per class. This fact facilitates closer and more humane interaction between the teacher and the student. It creates an environment where students feel safe to express their doubts and recommendations to the teacher.

During pre-professional practices, where the development of classes was observed, it was concluded that in the English area, students are not afraid to ask questions or express their ideas. This allows the teacher to understand the real learning of the

students, as well as to take into account their deficiencies and reinforce them in a timely manner.

The English department has three teachers: one for Kindergarten 1 and Kindergarten 2, as well as elementary students up to 4th grade. Then another teacher handles students from 5th grade of basic education to 10th grade of upper basic education. Finally, there is one teacher for high school, covering 1st, 2nd, and 3rd years of general unified high school.

## **6. RESULTS AND DISCUSSION**

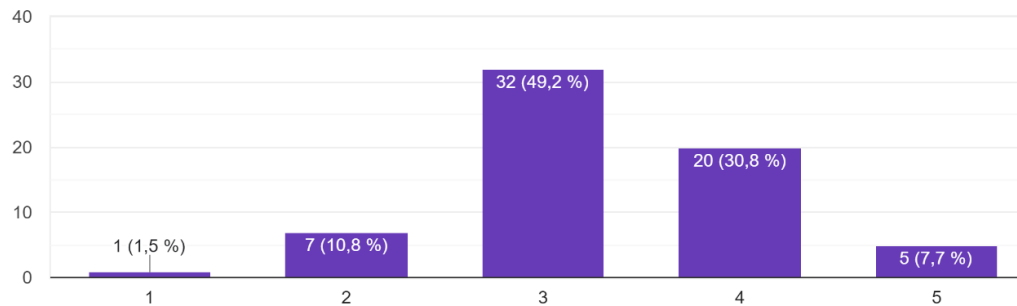
To identify the challenges faced in this research project, surveys were conducted with the students. Additionally, a focus group was organized with the English teachers to discuss the most prevalent issues they have observed regarding their students' communicative skills. The primary goal of the research is to discover effective strategies for developing these skills among the students.

The focus group included all three English teachers from the institution. This method of data collection allowed for active participation in group discussions, covering various topics such as English class management, teaching strategies, and student needs. The insights gained from these discussions were instrumental in understanding the core issues and potential solutions for enhancing the students' communicative abilities.

The most important results are:

2.- En la escala del 1 al 5, ¿Cuál es su nivel de comprensión a la hora de realizar un ejercicio de Listening (en inglés)?

65 respuestas



Considering that listening is a fundamental skill that significantly contributes to the production of oral language, as it expands vocabulary and improves the understanding of complex grammatical structures, it is essential to recognize its importance in learning English.

According to Wipf (1984), listening involves discriminating sounds, understanding vocabulary and grammatical structures, interpreting emphasis and intentions, and retaining and interpreting information within both immediate and broader socio-cultural contexts.

Additionally, Rost (2002) emphasizes that listening is an active and complex process that not only involves receiving information but also constructing and negotiating meanings, which enhances students' ability to engage effectively in real conversations.

Therefore, developing listening skills not only improves auditory comprehension but is also crucial for fluency and accuracy in speaking, allowing students to communicate more effectively and confidently in everyday and academic situations.

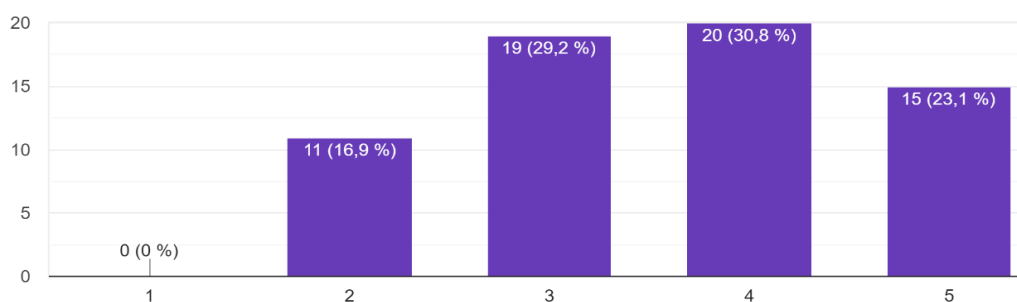
The student survey results show that most students feel relatively comfortable with their listening comprehension, rating it mostly at 3 or 4 on a 5-point scale. This aligns with the teachers' observations from the focus group.

Primary school teachers note that their students have a basic level of English and use interactive and engaging methods, such as songs and stories, to develop listening skills. This teaching strategy is reflected in the students' self-assessment, where the majority rate their listening comprehension at an average level.

Upper basic school teachers indicate that their students have an intermediate level and use authentic materials and interactive activities to improve listening comprehension. This practice is also reflected in the surveys, where a significant portion of students rate their comprehension at higher levels (3 and 4).

In summary, both the student survey results and the teachers' input suggest that the current methods for developing listening skills are effective. Students show a self-perception of comfort and competence in their listening comprehension skills, which is supported by the pedagogical strategies employed by the teachers, focusing on the use of interactive and authentic resources to enhance these skills.

7.- En escala del 1 al 5 mencione si en las clases de inglés usted puede practicar el idioma hablando de sus opiniones, gustos, experiencias o sentimientos  
65 respuestas



Practicing English outside the classroom is crucial for complementing effective learning, as it allows students to develop their language skills comprehensively. According to Ordorica (2010), students play an active role and are responsible for their own linguistic development, highlighting the importance of taking initiative both inside and outside the classroom.

Research in second language acquisition, such as studies conducted by Stephen Krashen, emphasizes the importance of comprehensible input and constant exposure to the language in real contexts.

Studies by Juan and García (2012) note that while the classroom provides a conducive space for communication in English, it is the additional practice outside this environment that truly solidifies learning.

Therefore, practicing English through everyday conversations, English media, or social interactions is fundamental to achieving effective and sustained communicative competence, as it reinforces vocabulary and improves fluency and listening comprehension in real-life situations.

The student survey results show that a significant majority feel capable of practicing the language in class by talking about their opinions, tastes, experiences, or feelings, with most rating this opportunity at 3, 4, and 5 on a 5-point scale. This student perception aligns with the teachers' observations from the focus group.

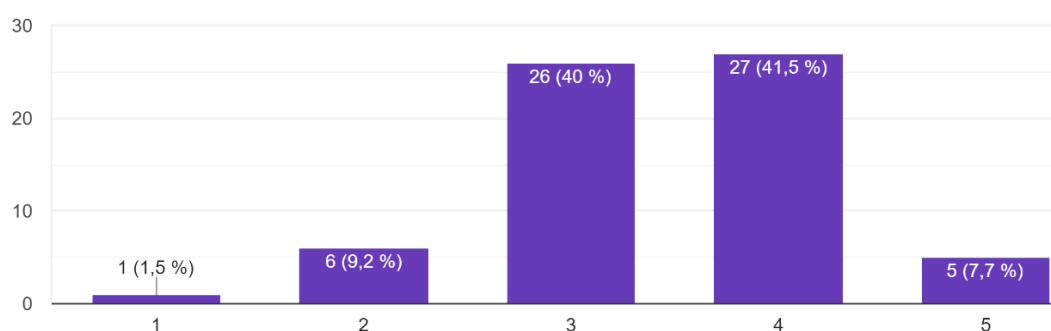
Primary school teachers note that they use interactive and fun methods, such as images, games, and videos, to stimulate creativity and facilitate speaking practice. They also encourage discussions on everyday topics to motivate students to express themselves. This pedagogical strategy is reflected in the students' self-assessment, where the majority positively rate the opportunity to practice the language in personal contexts.

Upper basic school teachers employ diverse materials and interactive methods such as role-playing games and group discussions to improve fluency and confidence in language use. This practice is also reflected in the surveys, where a significant portion of students highly value the opportunity to practice English by talking about their opinions and experiences.

In summary, both the student survey results and the teachers' input suggest that the current methods for allowing speaking practice in personal and expressive contexts are effective. Students show a positive self-perception of their ability to practice the language in class, which is supported by the pedagogical strategies employed by the teachers, focusing on the use of interactive and relevant resources to enhance these skills.

9.- Mi nivel de pronunciación en inglés en escala del 1 al 5 es \_\_. Esto se evidencia cuando me comunico con alguien más y puedo hacerme entender.

65 respuestas



Recognizing the importance of correct English pronunciation for maintaining fluent and natural conversations, it is essential to consider the teacher-student relationship and individual differences in thinking, attitude, and social interactions. Utilizing tools such as the field diary allows for a professional evaluation of students, facilitating the observation and analysis of their behavior and achievements.

This, in turn, helps to adjust the teaching methodology to better meet the students' needs (Cuadros, 2009; Bisquerra, 2004). Lindstrom (2001) emphasizes that the primary capacity of humans is communication, which improves with the learning of new structures and vocabulary, making correct pronunciation crucial.

Additionally, basic standards indicate that improving pronunciation strengthens listening skills and expands vocabulary, contributing to better communication (Deprez, 1994). Here, we talk about an aspect of speaking, which is pronunciation; good pronunciation aids in better comprehension and communication.

Activities designed to work on pronunciation, such as the use of clips and mimicry exercises, not only make learning more dynamic but also increase students' confidence and motivation, promoting continuous practice even outside the classroom.

The student survey results indicate that most students feel confident in their pronunciation skills, with a majority rating their level at 3 or 4 on a 5-point scale. This aligns with the teachers' observations from the focus group.

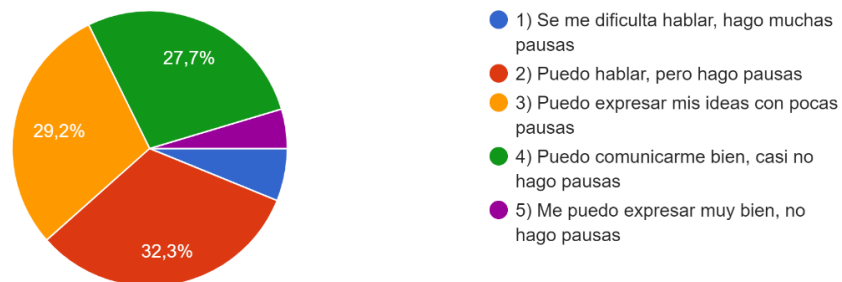
Primary school teachers focus on basic pronunciation skills, using repetition exercises, visual aids, and oral practice activities to improve fluency and accuracy. They consider their students to have a basic fluency level, which is reflected in the student survey results where the majority rate their pronunciation at an average level.

Upper basic school teachers employ more advanced techniques such as guided practice and auditory examples to further enhance pronunciation skills. They supplement classroom activities with additional resources for practice outside the classroom. These strategies align with the survey results, where a significant portion of students rate their pronunciation as fairly high (3 and 4).

In summary, both the student survey results and the teachers' input suggest that the current methods for teaching pronunciation are effective. Students show a positive self-perception of their pronunciation skills, which is supported by the pedagogical strategies employed by the teachers. The focus on repetition exercises, visual aids, and additional resources for practice helps students improve their fluency and accuracy, resulting in a high level of confidence in their ability to communicate clearly.

10.- En la escala del 1 al 5 describa qué nivel de fluidez tiene a la hora de hablar en inglés.

65 respuestas



One critical aspect of speaking is fluency, which enables natural, assertive communication in real contexts. Fluency involves the ease with which the brain processes familiar information, making it a key pedagogical focus in language teaching (Richards, Platt, & Weber, 1985).

It encompasses speaking, reading, and listening skills and is essential for effectively selling ideas, communicating thoughts, and delivering clear speeches. Defined as the smooth and uninterrupted flow of speech, fluency is measured by the absence of pauses and hesitations (De Jong & Perfetti, 2011).

It also includes the ability to read texts quickly and accurately, and to engage seamlessly in conversations. Thus, fluency, characterized by its natural and smooth delivery, is crucial for effective communication in both native and foreign languages (Richards, 2009).

The student survey results show that most students have a moderate level of fluency when speaking English, with a majority rating their fluency at 2, 3, and 4 on a 5-point scale. This aligns with the teachers' observations from the focus group.

Primary school teachers note that their students generally have a basic fluency level. They focus on fundamental communication skills and use motivational strategies such as role-plays and dramatizations to engage students and improve their speaking abilities. This approach is reflected in the student survey results,

where many students rate their fluency at an average level, indicating some pauses in their speech.

Upper basic school teachers assess their students as having an intermediate fluency level. They use collaborative activities, debates, and presentations to improve fluency and provide constructive feedback to boost students' confidence. These methods align with the survey results, where a significant portion of students rate their fluency at a higher level (3 and 4), showing fewer pauses in their speech.

In summary, both the student survey results and the teachers' input suggest that the current methods for developing fluency are effective. Students show a self-perception of moderate fluency, with many able to express their ideas with few pauses. The pedagogical strategies employed by the teachers, including role-plays, collaborative activities, and constructive feedback, support the development of fluency and help students improve their speaking abilities.

## **6.1 Proposal**

The present research work has been developed with the general objective of analyzing the communicative skills in English of high school students through a mixed methodology, in order to determine the most appropriate didactic strategies to improve students' oral expression in a foreign language (Moursund, n.d.). One of the methodologies considered in this study is Project Based Learning (PBL), which is presented as a powerful pedagogical tool that promotes collaborative work and real problem solving (Moursund, n.d.).

PBL focuses on the realization of authentic and meaningful projects, in which students, guided by the teacher, work in teams to address specific problems related to their environment and interests (Moursund, n.d.). This methodology not only promotes active learning and the development of social-emotional skills, but also

aligns with the principles of constructivism, recognizing that learning is a process of knowledge construction based on previous and current experiences (Karlin & Vianni, 2001). In addition, PBL offers opportunities to improve communicative skills in English by promoting language practice in real and meaningful situations.

Within the context of the specific objectives of the study, a meticulously curated selection of interactive activities, grounded in the principles of PBL, is proposed to facilitate the development of students' oral proficiency. These activities are carefully designed to immerse students in meaningful projects, where they utilize English as their primary means of communication to explore, analyze, and articulate solutions to authentic challenges. For instance, a notable project involves the innovative application of flipped classroom methodology, empowering students to collaboratively create captivating audiovisual presentations with compelling narratives.

Furthermore, these proposed activities seamlessly integrate elements from recognized proficiency tests such as B1 and B2, incorporating tasks like image description to reinforce vocabulary acquisition and linguistic fluency. By engaging students in a diverse array of oral expression exercises that mirror real-life contexts, the initiatives not only bolster linguistic competence but also cultivate critical thinking, creativity, and teamwork skills. Ultimately, the overarching goal is to nurture well-rounded individuals capable of navigating the global landscape with confidence and competence.

## **Activities of PBL**

### **1) Role Play**

**Name of the Activity:** "Dusk Dramas"

**General Objective:** Allow students to assume fictional or real roles to explore situations, problems, or concepts from different perspectives. Through this activity, they develop critical thinking, problem-solving, communication, collaboration, and

empathy skills, applying knowledge in a practical context. Additionally, it fosters creativity and active student engagement in their own learning process.

**Age:** For students of baccalaureate (15 to 17 years)

**Time:** 6 classes (1 hour peer class)

**Development:**

- Divide the students into 2 or 3 groups.
- Find the topic for the play.
- Develop and correct the script.
- Begin practicing the play.
- Present the play to an audience or record the play to later present it to an audience.

## 2) Presentations

**Name of the Activity:** "Part of my Soul"

**General Objective:** To generate a feeling of camaraderie among students while developing their speaking skills and interpersonal relationships.

**Age:** For high school students (15 to 17 years)

**Time:** 30 minutes per class for 10 classes, or until all students have completed their presentations.

**Development:**

- Form groups of 3 students.
- Assign the topic they will present, choosing from the following options:
  - A moment that made you happy and you remember fondly.
  - A challenge you had to face. What did you learn?
  - Activities you like to do. Why do you like doing that activity?
- They will develop it as homework and present it at the end of the class.

Note: Students have the freedom to choose how they will present their presentation.

For example:

- Using the blackboard and markers.
- Bringing a poster.
- Making a PowerPoint/Canva/Prezi/etc. presentation.
- Bringing photos/images to class to show during the presentation.

<https://guao.org/sites/default/files/buenas%20practicas/El-aprendizaje-basado-en-proyectos-lourdes-galeana.pdf>

## **7. CONCLUSIONS**

This research is applied since it has identified solutions such as the correct didactic strategies that can be applied by the teacher to solve the problem of the difficulties encountered by the student to communicate effectively. It also includes the technological aspect, since the process has used didactic material from the web and technological instruments such as the computer and projector. In addition, it is also scientific because it has been determined that the students repeat behaviors frequently, such as lack of interest in participating in front of the class, resulting in the lack of language production in English classes.

1.- The evaluation of students' English communicative skills level, based on the survey results, it was concluded that the development of oral competence and listening comprehension are crucial for effective communication in English. Educational methods should address both language production and reception, providing opportunities for comprehensive language skill development.

2.- According to the development of interactive activity proposals to enhance English communicative skills, PBL provides a platform for meaningful learning and practical language application. By engaging students in collaborative and contextualized projects, intrinsic motivation is fostered, and the development of communicative skills in an authentic environment is promoted.

## **8. RECOMMENDATIONS**

1.-Employment of appropriate research techniques for assessing English communicative skills: Drawing from their prior experience, it is recommended to use a combination of qualitative and quantitative methods to evaluate the level of English communicative skills among high school baccalaureate students. While quantitative

methods may provide quantifiable data such as scores in standardized tests, qualitative methods such as observations and interviews can offer a deeper understanding of communicative skills in real-life situations.

2.-Development of interactive activity proposals: Based on the research findings, it is advisable to design proposals for interactive activities that address identified areas for improvement in students' English communicative skills. These activities should be diverse, tailored to students' levels, and focused on developing specific language skills such as listening comprehension, oral expression, reading, and writing.

3.-Consideration of implementing differentiated strategies: Building upon the research conducted and the experience gained, English teachers are encouraged to consider implementing differentiated strategies to cater to the diverse needs and learning styles of their students. This may include adapting proposed activities for specific groups of students, integrating educational technology, and providing additional support for those in need.

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## 10. ANNEXES

### FORMULARIO DE ENCUESTA DIRIGIDA A ESTUDIANTES DE BACHILLERATO DE LA UNIDAD EDUCATIVA “LAS LOMAS”

Objetivo: Recolectar información sobre el nivel de habilidades comunicativas en inglés de los estudiantes de bachillerato de la Unidad Educativa “Las Lomas”.

De antemano muchas gracias por ayudarnos respondiendo de manera responsable y honesta.

Género/Sexo:

Edad:

Curso:

Paralelo:

Cuestionario

Siendo 1 el grado más bajo y 5 el grado más alto, responda las siguientes preguntas.

1.- En la escala del 1 al 5, ¿Cómo califica la relación docente-estudiante que usted tiene con el profesor durante las clases de inglés?

a) 1      b)2      c)3      d)4      e)5

2.- En la escala del 1 al 5, ¿Cuál es su nivel de comprensión a la hora de realizar un ejercicio de Listening (en inglés)?

- a) 1          b)2          c)3          d)4          e)5

3.-En la escala del 1 al 5. A la hora de hablar inglés ¿Qué nivel considera usted que ha alcanzado hasta el momento?

- a) 1          b)2          c)3          d)4          e)5

4.- Una vez que el profesor de inglés presenta la lección en la clase, ¿Qué métodos utiliza usted para internalizar o memorizar sobre el tema dado en clase?

- a) Usar el vocabulario nuevo en oraciones.
- b) Repasar en casa la lección dada.
- c) Buscar ejercicios en la web para repasar el tema.
- d) Ninguno de los anteriores.
- e) Otro: \_\_\_\_\_

5.- Conociendo que la lectura es fundamental para desarrollar el Speaking. ¿Qué tipo de lecturas realiza usted en la clase de inglés?

- a) Lecturas cortas que aparecen en el texto de inglés
- b) Lecturas nuevas que el profesor trae a la clase
- c) Audiolibros
- d) Historias más extensas impresas

6.-¿Qué tipo de material didáctico usa su profesor en la clase para practicar el Speaking?

- a) Imágenes
- b) Videos/ Películas cortas
- c) Juegos
- d) Canciones
- e) Ninguna de las anteriores

7.- En escala del 1 al 5 mencione si en las clases de inglés usted puede practicar el idioma hablando de sus opiniones, gustos, experiencias o sentimientos.

- a) 1          b)2          c)3          d)4          e)5

8.- Según su opinión, ¿Qué estrategias debería usar el profesor de inglés para motivar a sus estudiantes a hablar en inglés durante la clase?

- a) Realizar dramatizaciones o juego de rol
- b) Trabajos grupales para hablar de temas cotidianos

- c) Leer en voz alta
- d) Ver una película o serie una vez por semana.
- e) Escuchar audiolibros y luego hablar acerca de la historia
- f) Otro: \_\_\_\_\_

9.- Mi nivel de pronunciación en inglés en escala del 1 al 5 es \_\_. Esto se evidencia cuando me comunico con alguien más y puedo hacerme entender.

- a) 1          b)2          c)3          d)4          e)5

10.- En la escala del 1 al 5 describa qué nivel de fluidez tiene a la hora de hablar en inglés.

- 1) Se me dificulta hablar, hago muchas pausas
- 2) Puedo hablar, pero hago pausas
- 3) Puedo expresar mis ideas con pocas pausas
- 4) Puedo comunicarme bien, casi no hago pausas
- 5) Me puedo expresar muy bien, no hago pausas

### **FORMULARIO DE ENCUESTA DIRIGIDA A LOS DOCENTES DEL ÁREA DE INGLÉS DE LA UNIDAD EDUCATIVA “LAS LOMAS”**

Objetivo: Recolectar información sobre el manejo de las clases que tienen los docentes del área de inglés de la Unidad Educativa “Las Lomas”.

De antemano muchas gracias por ayudarnos respondiendo de manera responsable y honesta.

Cuestionario para Focus Group

1.- ¿Cómo califica la relación docente-estudiante que usted tiene con sus estudiantes durante las clases de inglés?

2.- ¿Cómo desarrolla usted la habilidad de Listening en sus estudiantes?

3.- ¿Qué nivel de conocimiento considera usted que tienen sus grupos de estudiantes?  
(Sólo para el profesor de bachillerato)

4.- Conociendo que la lectura es fundamental para desarrollar el Speaking. ¿Qué tipo de lecturas realiza usted en la clase de inglés?

- a) Lecturas cortas que aparecen en el texto de inglés
- b) Lecturas nuevas que el profesor trae a la clase
- c) Audiolibros
- d) Historias más extensas impresas

5.- ¿Qué tipo de material didáctico usa usted en la clase para practicar el Speaking?

- a) Imágenes
- b) Videos/ Películas cortas
- c) Juegos
- d) Canciones
- e) Ninguna de las anteriores

6.- Mencione si en las clases de inglés usted practica el idioma hablando de temas cotidianos como: opiniones de sus alumnos, gustos, experiencias o sentimientos.

7.- ¿Qué estrategias utiliza usted para motivar a sus estudiantes a hablar en inglés durante la clase?

- a) Realizar dramatizaciones o juego de rol
- b) Trabajos grupales para hablar de temas cotidianos
- c) Leer en voz alta
- d) Ver una película o serie una vez por semana.
- e) Escuchar audiolibros y luego hablar acerca de la historia
- f) Otro: \_\_\_\_\_

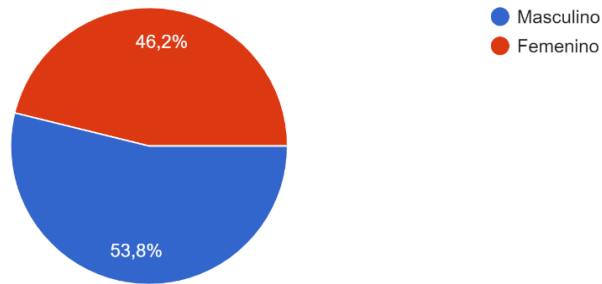
8.- ¿Cómo enseña usted pronunciación a sus estudiantes?

9.- ¿Qué nivel de fluidez considera usted que tienen sus estudiantes?

**Results of the survey applied to the students:**

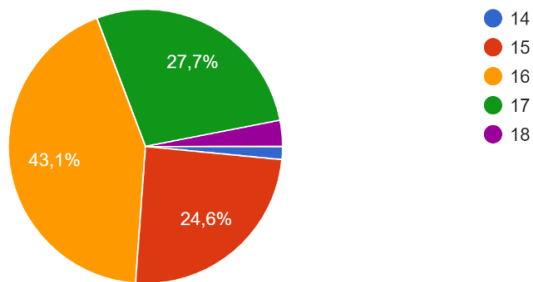
Género/Sexo:

65 respuestas



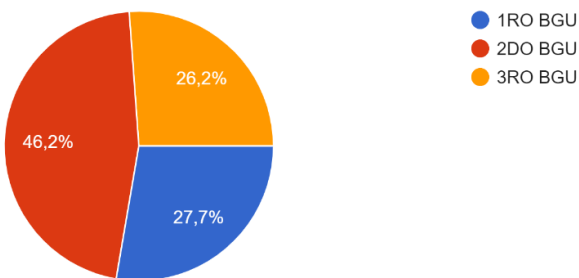
Edad:

65 respuestas



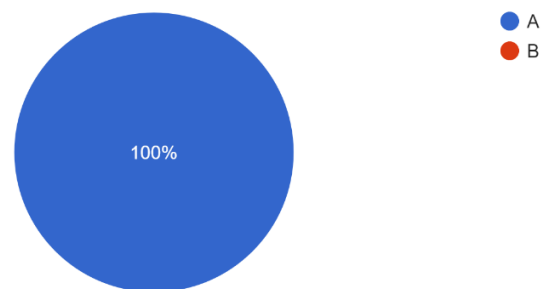
Curso:

65 respuestas



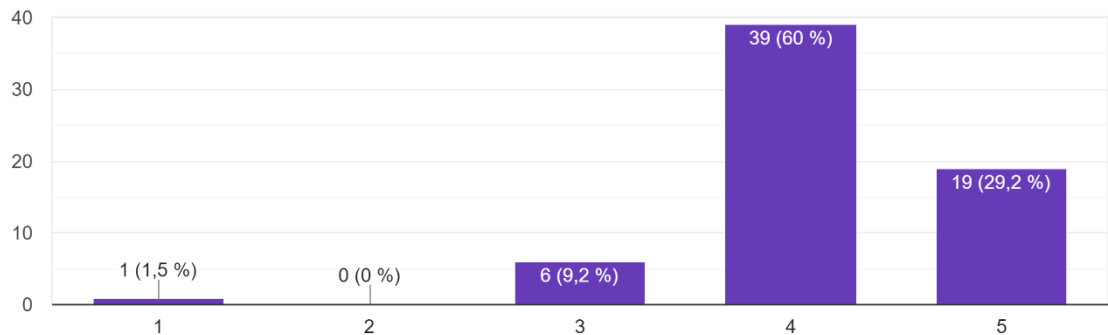
Paralelo:

65 respuestas



1.- En la escala del 1 al 5, ¿Cómo califica la relación docente-estudiante que usted tiene con el profesor durante las clases de inglés?

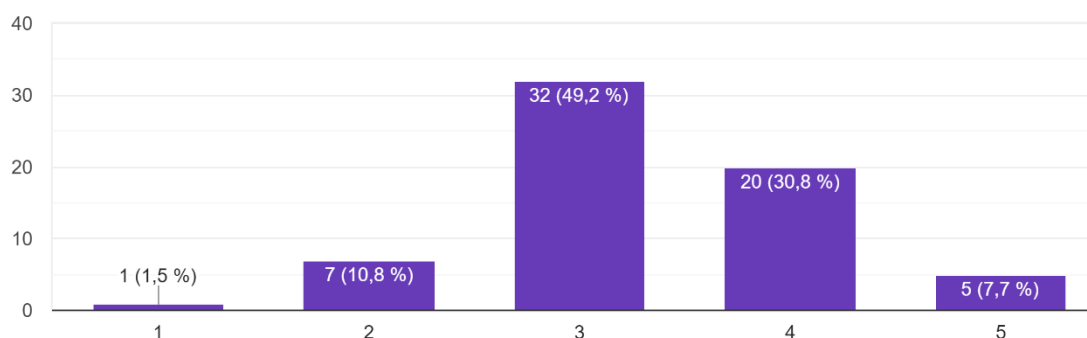
65 respuestas



The majority of students (60%) rated the teacher-student relationship during English classes with a 4 on a scale of 1 to 5, indicating general satisfaction. Some 29.2% gave the maximum rating of 5, suggesting a very positive perception, while 9.2% rated a 3, showing some neutrality or slight dissatisfaction, and only 1.5% gave the minimum rating of 1, indicating minimal dissatisfaction. Overall, these results suggest a generalized satisfaction with the teacher-student relationship in English classes.

2.- En la escala del 1 al 5, ¿Cuál es su nivel de comprensión a la hora de realizar un ejercicio de Listening (en inglés)?

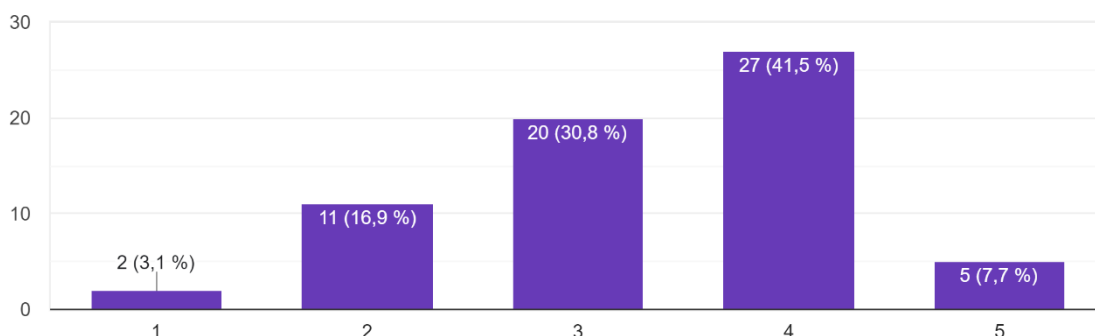
65 respuestas



Regarding the level of comprehension when performing a Listening exercise in English, the majority of students (49.2%) rated their level at a 3 on a scale of 1 to 5. 30.8% indicated a level of comprehension at a 4, while 10.8% rated it at a 2. Only 1.5% rated it at a 1, and 7.7% gave the maximum rating of 5. These results suggest that most students are relatively comfortable with their level of comprehension in Listening exercises.

3.-En la escala del 1 al 5. A la hora de hablar inglés ¿Qué nivel considera usted que ha alcanzado hasta el momento?

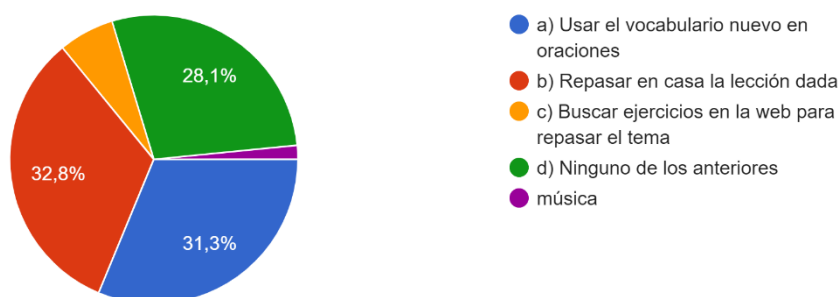
65 respuestas



In relation to the level of proficiency achieved in speaking English, the data show that the majority of students (41.5%) consider that they have reached a level 4 on a scale of 1 to 5. A significant percentage (30.8%) rate it as a 3, indicating a medium level, while 16.9% consider it at level 2. Only 3.1% rate it at the lowest level, i.e., 1, and 7.7% give the maximum rating of 5. These results suggest that most students consider themselves competent in their ability to speak English, although there is a range of confidence and ability levels among the respondents.

4.- Una vez que el profesor de inglés presenta la lección en la clase, ¿Qué métodos utiliza usted para interiorizar o memorizar sobre el tema dado en clase?

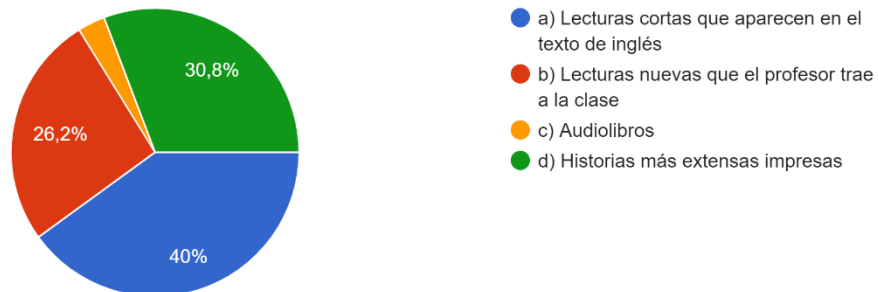
64 respuestas



As for the methods used by students to internalize or memorize about the topic given in class, the data reveal that 32.8% of the respondents choose to review the lesson at home. While 31.3% choose to use new vocabulary in sentences to reinforce their learning. Some 28.1% indicate that they do not use any of the methods mentioned, and a smaller percentage, 6.3%, look for exercises on the web to review the subject. Only 1.6% mention using music as a method to internalize or memorize class content.

5.- Conociendo que la lectura es fundamental para desarrollar el Speaking. ¿Qué tipo de lecturas realiza usted en la clase de inglés?

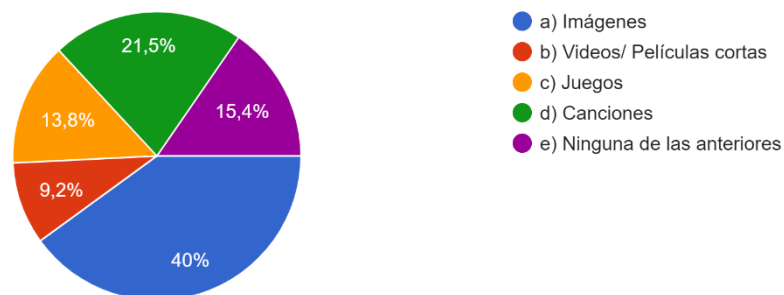
65 respuestas



In relation to the type of readings done by students in English class, the data show that 40% opt for short readings that appear in the English text. Some 30.8% prefer longer printed stories, while 26.2% do new readings that the teacher brings to class. Only a small percentage, 3.1%, use audiobooks as an English reading resource.

6.-Que tipo de material didáctico usa su profesor en la clase para practicar el Speaking?

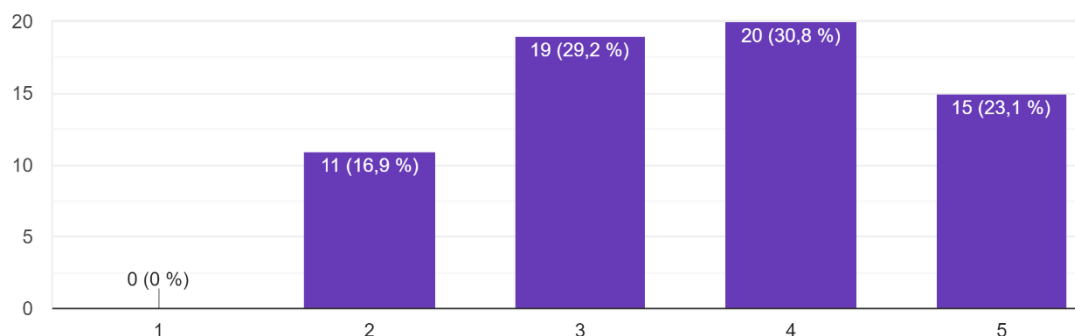
65 respuestas



Regarding the type of didactic material used by the teacher in the classroom to practice speaking, the data reveal that 40% of the students mention the use of images. Some 21.5% indicate that songs are used for this purpose, followed by 13.8% who mention games. Only 9.2% mention the use of videos or short movies, and 15.4% of respondents indicate that none of the above options are used in class to practice speaking.

7.- En escala del 1 al 5 mencione si en las clases de inglés usted puede practicar el idioma hablando de sus opiniones, gustos, experiencias o sentimientos

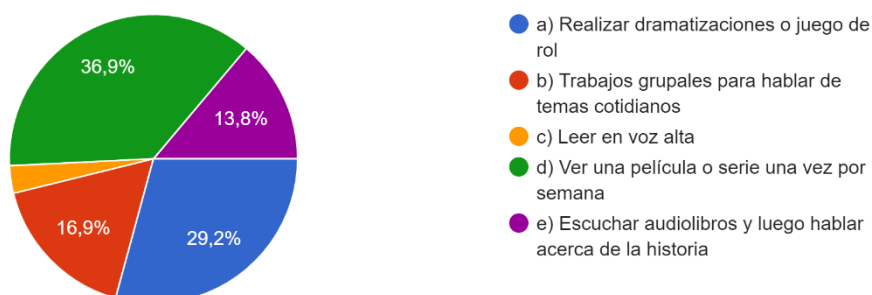
65 respuestas



Regarding the opportunity to practice the language by talking about opinions, tastes, experiences or feelings in English classes, the data show that 30.8% of the students rate this opportunity with a 4 on a scale of 1 to 5. 29.2% rate it with a 3, followed by 23.1% who give the maximum rating of 5. 16.9% rate this opportunity with a 2, while no student gave the minimum rating of 1.

8.- Según su opinión, ¿Qué estrategias debería usar el profesor de inglés para motivar a sus estudiantes a hablar en inglés durante la clase?

65 respuestas

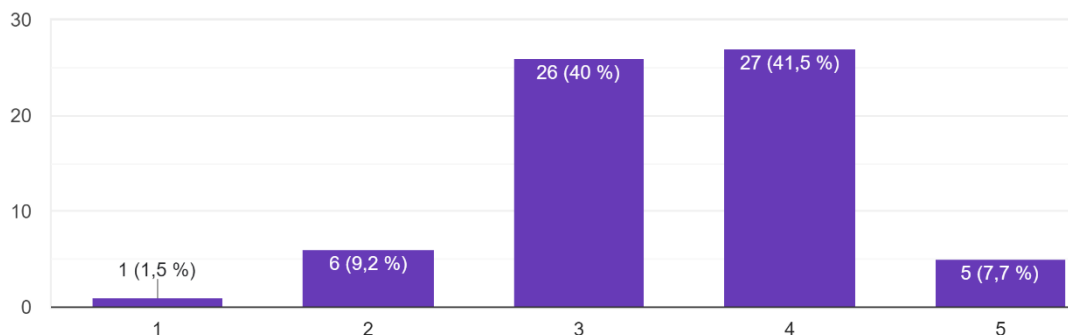


Regarding the strategies that students consider that the English teacher should use to motivate them to speak English during class, the data reveal that 36.9% of the respondents prefer to watch a movie or series once a week as a motivational strategy. Some 29.2% mention role-playing or role-playing as an effective strategy, followed by 16.9% who prefer group work to talk about everyday topics. Some 13.8% mention listening to audiobooks and then talking about the story as a motivational strategy, while only 3.1% consider that reading aloud would be effective for this purpose. This suggests that students especially value

activities involving audiovisual media such as movies or series to motivate their active participation in speaking in English during classes and role-playing.

9.- Mi nivel de pronunciación en inglés en escala del 1 al 5 es \_\_. Esto se evidencia cuando me comunico con alguien más y puedo hacerme entender.

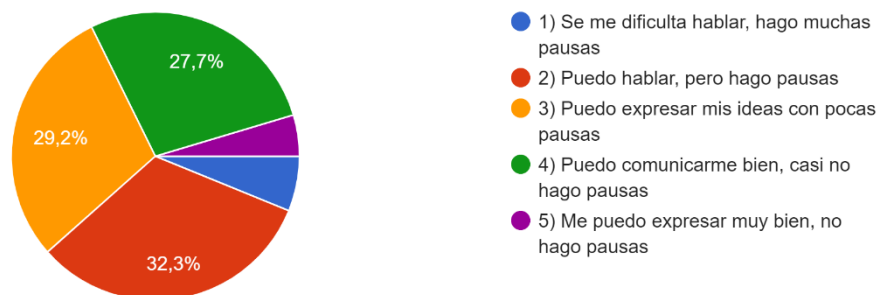
65 respuestas



In relation to the level of English pronunciation, the data show that 40% of the students rate their level with a 3 on a scale of 1 to 5. 41.5% rate it with a 4, indicating a fairly high level, while 9.2% rate it with a 2. Only 1.5% rate their pronunciation with the lowest level, i.e., 1, and 7.7% give the maximum rating of 5.

10.- En la escala del 1 al 5 describa qué nivel de fluidez tiene a la hora de hablar en inglés.

65 respuestas



Regarding the level of fluency when speaking English, the data shows that 32.3% of students indicate they can speak but make pauses, rating this ability as a 2 on a scale of 1 to 5. 29.2% describe themselves as being able to express their ideas with few pauses, rating their fluency as a 3. 27.7% believe they can communicate well, with almost no pauses, giving a 4 on the scale. 6.2% mention that they find it difficult to speak and make many pauses, rating their fluency as a 1. Only 4.6% describe themselves as being able to express themselves very well without making pauses, giving a 5 on the scale. This suggests

that most students have a moderate level of fluency when speaking English, but there is a variety of skill levels among the respondents.

### **Results of the focus group applied to the teachers:**

Primary School Teacher (1st to 5th grade):

The teacher-student relationship in English classes is characterized by being close and affectionate. I strive to create an atmosphere of trust and support where students feel comfortable expressing themselves in English without fear of making mistakes. To develop my students' listening skills, I use a variety of interactive and dynamic activities, such as listening to songs, narrated stories, or recordings of short conversations. Additionally, I encourage active participation and repetition of words and phrases to enhance their listening comprehension. As a primary school teacher, I consider my students to have a basic level of English knowledge, focusing on fundamental aspects such as basic vocabulary, simple grammatical structures, and listening and pronunciation skills. In my English classes, I mainly conduct short readings from the English textbook, as they are tailored to my students' comprehension level and allow them to practice reading and speaking in an integrated manner.

To practice speaking, I primarily use images and games that stimulate students' creativity and imagination. I also incorporate songs and short videos to contextualize real-life situations and facilitate language practice in a fun and engaging way. In my English classes, I encourage language practice by discussing everyday topics such as opinions, preferences, and experiences. I believe it is important for students to feel motivated and confident to express themselves in English in real-life situations. To motivate my students to speak English during class, I use strategies such as role-plays or dramatizations, where students can practice vocabulary and grammar in a fun and participatory manner. To teach pronunciation, I use repetition exercises, visual examples, and guided oral practice activities. Additionally, I provide constant feedback to correct errors and improve their pronunciation fluency. I consider my students to have a basic level of fluency in English, focusing on developing basic communication skills and building a solid foundation for their future language learning.

Upper Basic School Teacher (6th to 10th grade):

The teacher-student relationship in my English classes is characterized by being dynamic and participatory. I strive to establish a close bond with my students, fostering mutual trust and respect to create a conducive learning environment for language acquisition. To develop my students' listening skills, I use a variety of resources such as authentic conversation recordings, podcasts, and audiovisual materials that reflect real-life situations. Additionally, I encourage active listening practice through interactive activities and listening comprehension games. I consider my student groups to have an intermediate level of English knowledge, with basic oral and written communication skills. My classes focus on consolidating their vocabulary and grammar, as well as developing listening and speaking skills.

In my English classes, I combine readings from the textbook with new readings selected for their relevance and interest to students. I also use audiobooks and digital resources to promote reading comprehension and speaking development. To practice speaking, I use a variety of instructional materials such as images, videos, role-playing games, and group discussions. I aim to create an interactive learning environment where students feel motivated and confident to express themselves in English. In my English classes, I encourage language practice through discussions on relevant and current topics that may interest students. I encourage them to share their opinions, experiences, and emotions in English to enhance their fluency and confidence in language use. To motivate my students

to speak English during class, I use strategies such as collaborative activities, debates, presentations, and provide positive and constructive feedback to reinforce their confidence and motivation. I teach pronunciation to my students through repetition exercises, guided practice, and auditory examples. I also provide additional resources such as videos and audio materials for pronunciation practice outside the classroom. I consider my students to have an intermediate level of fluency in English, with the ability to communicate effectively in everyday situations and comprehend simple texts and conversations in the language. However, I continue to work with them to improve their fluency and accuracy in language use.

## DEVELOPMENT OF PROJECTS WITH THE STUDENTS





REDMI NOTE 8  
AI QUAD CAMERA



REDMI NOTE 8  
AI QUAD CAMERA



Aplicación de la física



Manipulando polímeros



Respondiendo entrevistas



Luces LED programables



little red riding hood

<https://www.youtube.com/watch?v=T-MIkeJAdRU>



slenderman :0

<https://www.youtube.com/watch?v=bn5nXAM3ZBU>



