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ANALYSIS OF THE ENGLISH AS A FOREIGN LANGUAGE SPEAKING
DEVELOPMENT IN RURAL ENVIRONMENT

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LICENCIADA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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1. RESUMEN

Este trabajo de investigación examina el desarrollo del speaking de los estudiantes de la "Unidad Educativa Rumipamba", centrándose en la identificación de áreas de debilidad y sugiriendo actividades útiles para mejorar las habilidades de expresión oral en la lengua inglesa. La importancia de esta investigación radica en la necesidad de fortalecer las destrezas de comunicación de los estudiantes, especialmente en las zonas rurales donde el acceso a los recursos educativos es limitado, por ejemplo: altavoces, libros, proyector, internet, tarjetas didácticas; además, las oportunidades de interactuar con la lengua inglesa pueden ser muy escasas fuera de la clase.

Según la información recolectada de distintos sitios web, tesis, e investigaciones, la falta de recursos y la escasez de maestros de inglés, hacen que los estudiantes de escuelas rurales tengan pocas oportunidades para mejorar su desenvolvimiento oral. Estas dificultades obstaculizan las perspectivas académicas y de carrera de los estudiantes desembocando en deficiencias notables en su competencia en el idioma inglés.

El objetivo principal de este estudio es analizar las falencias de competencia oral del idioma inglés que existen entre los estudiantes en las escuelas rurales y sugerir un conjunto de actividades que ayuden en el desenvolvimiento del idioma inglés, ofreciendo sugerencias prácticas que mejoren la competencia lingüística y la confianza de estos estudiantes al hablar inglés en contextos cotidianos, con un conocimiento de las necesidades y desafíos únicos que enfrentan.

Esta investigación emplea un enfoque mixto, combinando metodologías tanto cualitativas como cuantitativas. La recopilación de datos implica el uso de encuesta con preguntas dirigidas a los docentes y fichas de observación para reunir información completa sobre los niveles actuales de la competencia oral de los estudiantes y su desempeño en el aula, considerando su participación durante las clases de inglés.

Palabras clave: English speaking, autoconfianza, actividades, estrategias, participación activa

2. ABSTRACT

This research work examines the speech development of students at the "Unidad Educativa Rumipamba," focusing on identifying areas of weakness and suggesting useful activities to enhance oral expression skills in the English language. The significance of this research stems from the need to strengthen students' communication skills, particularly in rural areas where access to educational resources is limited for example: speakers, books, projector, internet, didactic cards; also, the opportunities to interact with the English language may be limited outside of the classroom.

According to the gathered information from different websites, theses and research works the lack of resources and the shortage of English teachers make rural school students have limitations to improve their oral development. These difficulties hamper students' academic and career prospects by contributing to noticeable shortcomings in their English language competence.

The main objective of this study is to analyze the gaps in oral English language competence in rural school students, and suggest some activities that help them to develop their English skills, offering practical suggestions to improve their linguistic competence and confidence in speaking through everyday contexts tasks, acquiring an understanding of the unique needs and challenges they face.

This research carried out a mixed approach, combining both qualitative and quantitative methods. Data collection involves the use of survey with questions addressed to teachers and observation sheets to gather comprehensive information about the students' current levels of competence, and their performance in the classroom considering the participation of students during English classes.

Keywords: English Speaking, self-confidence, activities, strategies, active participation

3. INTRODUCTION

In the context of English language teaching, the analysis of the oral performance of rural school students has been a topic of great interest in educational research. This work was focused on examining the English-speaking skills of students coming from rural backgrounds, with the aim of identifying the shortcomings that might be hindering their speaking acquisition. The main motivation behind this work was the need to further understand the specific difficulties faced by these students in developing their oral proficiency in English.

The study was proposed as an effort to explore the possible underlying causes of poor oral performance in rural school students. It was felt that the identification of these deficiencies would be a crucial first step towards suggesting effective activities that could contribute to improving their oral performance.

During the research, several speaking assessment methodologies were carried out, including classroom observation sheets and teacher questionnaires. These tools facilitated to obtain a broad and detailed view of the students' communicative skills in real situations of language use. Preliminary results indicated the presence of several factors that could be negatively affecting rural school students' oral performance in English. Some factors like limitations in access to educational resources, lack of opportunities to practice the language outside the classroom, as well as linguistic and cultural barriers influence students' self-confidence and motivation to communicate in English.

Based on these initial findings, there was a need to advocate activities and specific actions that could address these shortcomings and foster the improvement of rural school students' oral English proficiency. These activities were suggested with a participatory and collaborative approach, involving both teachers and students.

The present work is organized in different sections such as state of the art, where updated information on the subject was collected. The part related to materials and methods, where it is

described the closed and elaborated instruments that were used for data collection. Then, the results and discussion part, where each of the results obtained were analyzed, thus determining the main shortcomings; as part of this session it is the proposal, designed with activities that improve the oral development of the students. After that, the conclusions and recommendations are described based on what was identified with the development of the work and some aspects to take into account when collecting and analyzing information. Finally, the references and annexes are listed.

4. STATE OF THE ART

4.1 Motivation to learn English Language

Educational institutions must effectively promote the teaching of English using creative and proactive techniques. In today's world, knowing how to communicate in English is essential. They can establish contacts and connections with other nations, which opens more career opportunities. Whether they are adults, teenagers or children, English is the language spoken by many people in the world. English language training should be a priority for these and other reasons. Learning and understanding a new language is crucial to helping students overcome the obstacles and challenges related to their understanding of the English language. The following activities can help students put into practice this extraordinary motivation to learn and understand the most widely spoken language in the world: English. (CAMBRIDGE, 2023)

It is essential that teachers consider the activities to be carried out in the classroom when teaching English, as it is one of the most important obstacles in people's lives. Obviously, this is why it is essential that students feel comfortable learning a new language. Learning a new language is crucial for several reasons, not the least of which is the English language. One is that students in rural schools have more open and wider access to information, as they can better access more material when it is available in English. In addition, studying English can broaden students' knowledge of the world. (MaltaUniversity, 2021)

One of the most significant factors is the broadening of their knowledge and the opportunities that come with learning a new language, particularly English, which opens a world of both commercial and educational possibilities because it facilitates communication between speakers of different mother tongues and nationalities. (Purmana, 2019)

4.2 Second language teaching resources in rural areas

Teachers in remote schools face several challenges. One of the main ones is the shortage of English teachers, in addition to the limited resources available in the classroom. This is because, in most rural schools, the available resources are things like boards, erasers, markers and tables. Although most institutions lack the technology or resources to provide better English language instruction, they are essential and necessary tools for teaching students in remote locations. Many rural institutions in Ecuador have Internet access, this limits students' ability to learn about technology and its relationship to the English language.

4.3 Lack of knowledge of the importance of the English Language in rural areas

As a result, many rural communities lack sufficient English language proficiency and are unable to communicate with speakers of other languages. This poses another challenge for educators working in rural institutions: most families do not recognize the value of the English language and instead prioritize activities where students can help or contribute, with little emphasis on academics. (SitiFachraini, 2020)

Teachers must possess the ability to teach using innovative methodologies that allow students in class to participate, express their opinions and ideas. This is because it is necessary to prepare students in the English language with structures that help them improve their knowledge and learn the language. (Hossain, 2021)

Given that most students do or do not attend rural schools, it is important to change the context surrounding the teaching of English. That said, if educators and educational institutions teach English in a way that students enjoy, learn, and understand it, it will be much easier for them to acquire the language and, more importantly, it will motivate them to speak and understand it, which will further enhance their intellectual ability and help them in various subjects.

4.4 English Language in Latam

In Latin America, there are several countries that have established standards and objectives for teaching English as a second language. However, the only nations that do not have such standards are Argentina and Brazil, as they place more value on citizens learning their native languages and place more emphasis on citizens learning the languages spoken in their communities and provinces. These nations place less emphasis on learning English as a second language because they are more concerned with fostering relationships among their citizens and improving communication for their own well-being. (Latin American Post, 2023)

There is evidence of low English language proficiency among English language teachers in Latin America, which represents a major challenge for teaching English to students. However, the member countries of the region have implemented strategies to support teachers in improving both their teaching and their students' English proficiency, as it is evident that strategies and methodological alternatives can be used.

It has been shown in Latin American rural schools that there are very few English teachers willing to work in rural areas to teach English. This is because most rural schools are located far from teachers' homes, requiring them to travel frequently. Because teachers in rural schools must travel 20 to 40 minutes each day to very remote areas, this is one of the main factors affecting students' education and has a significant impact on how English is taught to students. It can also have a bad impact on students' health and economic well-being.

4.5 English in rural schools in Ecuador

It is essential to focus on teaching speaking skills in English because these methods encourage students' participation in the classroom and help them understand the proper use of each word in context. This helps students relate to words more easily and expands their vocabulary, which improves their fluency when speaking with others. Since there are very few

English speakers in Ecuador's remote schools, English teachers must be well versed in new topics and be able to share their knowledge with their students. (TEXTINSPECTOR, 2022)

Before and during the teaching and learning process of English as a foreign language, it is important to know the general knowledge or elements of the learners. This is necessary to assess the growth of their English language proficiency, as each learner must personally experience using the language in a variety of settings and circumstances. It is crucial that districts or other educational organizations responsible for instruction in the many rural areas collaborate to identify the gaps, problems, and challenges that students have when learning a second language-in this example, English. (Abdul & Shan, 2022)

Since most rural schools are located far from the city, which is often a constraint for English teachers, most of them cannot go to these schools, English in these schools is often limited or non-existent due to the shortage of English teachers. Lack of technological resources is one of the factors that often prevents students in rural areas from learning English and also communicating in English. This is because learning English requires access to resources such as the Internet, speakers and projectors that facilitate the teaching of English content such as dialogues, lectures, conferences, YouTube videos and conversations in English. (Echazarra & Radinger, 2019)

The material that can be used and taught in the classroom is typically very important to the students. However, the lack of these technological resources restricts the student, who is frequently forced to learn solely from a book, a notebook, and a blackboard. While this is somewhat useful, it makes it difficult for the student to learn how to pronounce words correctly and understand their context.

4.6 The use of strategies and their role in English Language teaching

Traditional or outdated teaching methods should not be used since they discourage students from engaging with the language at a deeper level and ultimately lead to their disinterest

in studying it. Students can acquire the ability to understand, comprehend, and learn to communicate in the English language through the appropriate application of innovative tactics. Since they may communicate their thoughts and opinions in a more liberated and conversational manner, students using new, creative teaching strategies and approaches feel more connected to the language they are learning than they might with traditional ones. (Guamán, 2023)

The exercises must assist students avoid anxiety or confusion, enable them to learn the language in an enjoyable, interactive way, and, most importantly, foster teamwork where everyone is free to express themselves in English and share their views. (Reinoso, 2023)

One activity teacher can consider when teaching English is role play. This is a great activity for all students because it allows them to participate in a dynamic group activity where they have to play different roles. By having a conversation between each group member, students can learn to communicate. (Rosnani & Mohd, 2017)

4.7 Activities for the improvement of speaking of students in rural schools

Read aloud: Reading aloud helps students connect what they read to the definitions or context of each word, while also giving them practice by pronouncing words correctly. Easy-to-understand and pronunciation language should be used for topics covered in this type of activity; it is crucial to read carefully and, if necessary, repeat the text as many times as necessary. (Skype & Chole, 2022)

Create a story: This exercise allows a better development of individual or group work. Students can write down their thoughts and build an atmosphere on their own, but in groups, everyone must contribute ideas and views to give the story they are producing context and logic. Through the development of a short or long story, students can use this activity to stimulate their creativity. Once the story is written, students can play the roles in the story. (Skype & Chole, 2022)

Make a presentation: It is crucial that students do research on the topic they have been given or chosen for this task. Students can show their creativity by creating drawings or decorations that are linked to the subject, using documents in which they will put the necessary information on the subject, to continue with the presentation that will be delivered by each member of the group. Students can show their artistic skills by creating drawings or decorations related to the subject. (Skype & Chole, 2022)

Debate or discussion: A formal debate in which two or more participants share their views on one or more topics is called a debate. This exercise can be carried out in a group environment in the classroom, where students are divided into several teams and the discussion takes place in the following order: introduction, question and answer period and conclusion. (Skype & Chole, 2022)

4.8 Main advantages of speaking fluent English

English is the most spoken language in the world and is the language that thousands of people learn to speak every day. For this reason, it is essential that students learn to communicate in English. The English language is fundamental to people's lives, but it is even more important for students because it allows them to find a wealth of information that can help them get more oriented and learn more about their environment. Numerous advantages to learning English that can benefit both students and individuals in general.

- **Conenctions with people**

Since English is a Lingua Franca in many international contexts, it is an effective tool for building human relationships across borders. Speaking English makes it easier for people to interact with others from different backgrounds and cultures, which promotes the development of intercultural connections. The ability of English speakers to transcend language barriers and create connections across geographical boundaries promotes a sense of global community, as well as facilitating the exchange of ideas and experiences. (ACAL, 2019)

English often serves as a bridge between individuals from other nations in multicultural situations, such as the workplace, educational institutions, or social settings. In addition to facilitating daily communication, having a common language fosters stronger interpersonal connections and greater cultural understanding. In an increasingly interconnected world, English allows human ties to transcend linguistic and cultural barriers, fostering cooperation, exchange of views and the development of lasting bonds. (ACAL, 2019)

- **Future job opportunities**

English language proficiency is becoming increasingly important as globalization and market interconnection grow, as it is the key to future employment prospects. In the increasingly globalized business world, many companies are looking for people with adaptive language skills who can interact well in multicultural environments. (ACAL, 2019)

English-speaking students are in a better position to lead teams and work on global initiatives, as well as having access to a wider range of employment options in multinational corporations. English is presented as a strategic investment for future work as well as a tool for communication. (ACAL, 2019)

4.9 Benefits of learning to speak English in rural areas

Learning English in remote places has several advantages that can improve people's outlook on life and positively impact communities. First, learning English gives you access to a multitude of online training options and educational materials. By mastering the language, people living in rural areas can take advantage of online training programmes, educational courses and other programmes that enable them to develop their knowledge and skills without having to leave their communities. (Hossain M. , 2016)

Fluency in English is a prerequisite for gainful employment and entry into global markets in many industries. This is especially important for rural communities, where there are often

obstacles to economic diversification. Learning English can facilitate employment in tourism, Internet services, sustainable agriculture and other industries that depend on international communication. In addition, English facilitates the participation of rural communities in regional development initiatives and global partnerships by connecting them with institutions and resources that support long-term development and sustainability. (Hossain M. , 2016)

By enabling communication with people around the world, English can help rural communities feel more connected to each other. This can encourage travel, cultural exchange, and cooperation in neighbourhood projects, fostering a better understanding of the world and an open mind to novel concepts and methods. In short, the acquisition of English language skills in rural regions not only broadens personal perspectives, but also plays a role in the sustained growth and cultural improvement of these communities. (Hossain M. , 2016)

4.10 Strategies that help students' oral English-speaking development

- **Collaborative Projects:** Working on collaborative projects is essential for students to improve their oral English-speaking abilities. Students can practice speaking in a safe setting by cooperating on projects like group presentations, debates, role play. This gives them more self assurance and improves their capacity to articulate thought and interact with others in a productive way. (Tejada, 2019)
- **Pronunciation Practice:** One of the most important ways to help students improve their oral English speaking is through pronunciation practice. Students can increase their clarity and fluency by concentrating on the intonation, rhythm, and stress patterns, using exercises like, audio recordings, tongue twisters. (Learning, 2021)
- **Group Discussions:** One of the best ways to help students improve their oral English speaking is through group discussions. Students can practice voicing their arguments, opinions, and thoughts in a conversational situation by participating in discussions.

Group discussions create a helpful learning environment by giving students the chance to participate with their classmates, listen, and think critically. (StudySmarter, 2024)

- **Question and Answer Sessions:** Question and answer sessions are a useful tactic for supporting students' improvement in oral English speaking. Students can practice creating and responding to questions in real time during the sessions, which helps them become more spontaneous and fluent speakers. (StudySmarter, 2024)

4.11 Implementation of technological resources in rural schools with low budgets

It can be difficult to implement technological resources in rural schools with limited finances; this requires ingenuity and strategic emphasis. First, educational institutions must take advantage of the increasing accessibility of mobile devices, such as tablets, which are less expensive than desktop computers. These devices could be used to gain access to interactive platforms, Internet materials and free educational programs that enhance training in English. In addition, the various authorities of the institution can approach nearby companies or community projects for the donation or reuse of technological equipment. (Kormos & Wisdom, 2021)

Working together with government agencies and nonprofits can be essential to securing financing or discounted technology resources. In order to make the most effective use of available resources, these partnerships could offer hardware, educational software and internet access for less money, or even for free. In addition, teachers should receive free or inexpensive online training because staff training, particularly pedagogical strategies for teaching English with technology, was crucial. (Kormos & Wisdom, 2021)

Creating virtual learning communities where students from various rural schools can interact and exchange resources is a useful tactic. This will encourage collaboration among educators and the exchange of best practices, as well as allow more effective use of technology. To ensure that all students have access to high quality education, the implementation of digital

resources in rural schools with tight budgets requires a combination of practical strategies, calculated alliances, and the inventiveness of the educational community.

4.12 Introduction of English educational texts in rural schools

The introduction of English instruction materials in rural schools can have a significant impact on how students communicate in English orally. In addition to providing structured, level-appropriate information, these resources provide students with valuable opportunities to hone their speaking skills. Educational texts give students real-world circumstances that reflect the language they would likely find in everyday life. These contexts include dialogues, narratives, and everyday scenarios. (Carrete & Peñafiel, 2022)

Teachers can create specific activities that promote oral communication and active engagement using the texts. The incorporation of interactive exercises, text-based conversations and role-play activities based on instructional materials can improve the learning process by helping students apply the grammar rules and vocabulary they have learned to real-world scenarios.

The ability to modify the content of local experiences and situations makes instructional texts a valuable tool for rural schools, as it provides students with a more relevant and meaningful English education. A stronger connection is established between course material and students' daily lives by using stories and examples that represent rural life. This can encourage greater interest and participation in English classes. The reflective application of instructional texts in rural schools provides a solid foundation for the growth of oral English-speaking students and encourages contextualized, engaging and meaningful learning. (Carrete & Peñafiel, 2022)

4.13 Role of the parents in the learning of the English language in their children

For a child to succeed in language proficiency in the long run, the involvement of parents in their child's English language education is crucial. (CAMBRIDGE, 2023)

- **Motivation and Positive Attitude:** It is crucial to promote a positive perspective on learning English. Parents can inspire their children by emphasizing the value of acquiring a second language and the opportunities it will present in the future. Good learning environments are created at home when parents are enthusiastic and supportive of their kids' language learning efforts.
- **Active Participation in Educational Activities:** To ensure that your child receives constant support to learn English, actively participate in their educational activities. This may include working with teachers, attending school meetings, and reviewing homework.
- **Conversational Practice:** Give people the opportunity to practice conversations. Parents can play games that promote communication, participate in social events where English is required and have regular conversations in the language with their children.
- **Celebrate Achievement:** Recognize and honor achievements in English language proficiency. This can involve recognizing and applauding hard work and perseverance, as well as honoring participation in English-related school events.

The achievement of children in acquiring English depends on the proactive participation and continued support of their parents. By creating a nurturing environment and modeling positive engagement, parents can play an important role in helping their kids' develop their speech skills. (CAMBRIDGE, 2023)

4.14 Importance English teachers' presence in rural schools

Students attending rural schools can have greater access to educational alternatives thanks to English teachers. Around the world, English is a language used in academia, business, and culture. English-speaking students have greater access to educational resources and opportunities. English teachers must introduce their rural students to a wide range of books, music, films and other cultural expressions to help them develop a more global perspective.

English classes can help students who want to pursue higher education outside their community, helping them overcome challenges. Students can establish friends from around the world and find it easier to integrate into larger situations. Teaching English in rural schools can benefit the educational, cultural, and economic advancement of these communities, as well as offer linguistic benefits. (Trevor, Price, & Azano, 2019)

The main goal of English teachers is to help students develop outstanding communication skills. In addition to using appropriate syntax and terminology, this requires the use of clear and coherent language. When teaching English, it is often vital to be flexible and creative. Teachers can make their lessons attractive and effective by tailoring their strategies and materials to their students' learning needs and preferences.

Establishing friendly classrooms that celebrate linguistic and cultural diversity is something English teachers often try to do. This may involve the use of educational materials that present a variety of views and experiences. Students in English classes can vary in skill level from full beginners to expert students. Understanding how to tailor strategies and materials to meet the needs of various types of students is an essential skill. (Trevor, Price, & Azano, 2019)

5. MATERIALS AND METHODS

This research study combines qualitative and quantitative components to provide a more complete and in-depth understanding of the topic under study. Different quantitative and qualitative data can be collected for the study sequentially or simultaneously. These data are combined through analysis to identify the root cause using numerical and subjective data.

5.1 Research techniques and instruments

This research uses a quantitative method with a questionnaire of 10 questions, and three teachers were asked to indicate which answers they considered most relevant and meaningful. The qualitative method was used in this study to collect data through observation. By using an observation sheet with several parameters, which allowed to evaluate and account for the unique characteristics of each student, it was able to determine the various factors that arise in an English classroom and how students respond to the material being taught.

5.2 Population

This research was conducted in the Unidad Educativa Rumipamba located in La Esperanza in Ibarra in Ecuador, this institution is public and has three English teachers, this institution provides education to students from first grade to third of high school considering students of basic general education, basic secondary education and high school.

For this research it is important the opinion of the three English teachers through the surveys that have a questionnaire of 10 questions, on the other hand the observation cards allow an analysis focused on thirty students of general basic education of third grade and thirty-five students of fifth grade.

5.3 Diagnostic relationship matrix

5.3.1 General objective

To analyze the oral development of 3th and 5th grade students of the "Unidad Educativa Rumipamba" determining the shortcomings and the main problems that limit the students at the moment of enriching their oral level.

| TOPIC | OBJECTIVES | VARIABLES | INDICATORS | TECHNIQUES |
|---|---|--------------------------------------|---------------------------------|------------------------------|
| ANALYSIS OF THE ENGLISH AS A FOREIGN LANGUAGE SPEAKING DEVELOPMENT IN RURAL ENVIRONMENT | To analyze the students' behaviors during classes that may influence their oral performance. | Fluency Theories | Veracity Context Accuracy | Observation Questionnaire |
| | Estimate possible motivations that may affect their oral performance such as anxiety, shyness, or lack of practice. | Approaches | Veracity Teaching process | Survey |
| | To indicate the students level focusing on vocabulary, fluency, and grammar rules. | English language teaching strategies | Structure | Observation Interview |

5.4 “Swot” matrix

| STRENGTHS | OPPORTUNITIES |
|--|--|
| <ul style="list-style-type: none">● Collaboration● Personalized work● Disposition to investigate | <ul style="list-style-type: none">● Deep research● Deep data collection and analysis● Open doors to research |
| DEBILITIES | THREATS |
| <ul style="list-style-type: none">● Distance from research site● Small number of students● Small number of English teachers. | <ul style="list-style-type: none">● Damage or complications in means of transport to reach the site. |

6. RESULTS AND DISCUSSION

According to the results of the observation applied to 3rd grade of the Unidad Educativa “Rumipamba” some students face difficulties in understanding the instructions given by the teacher. This lack of understanding can generate linguistic barriers that hinder learning needs in the classroom. It is critical to address these difficulties by implementing activities that foster clear and effective understanding of instructions, such as using visual examples, simplifying language, and regularly checking students' comprehension.

It also demonstrates how students often keep their thoughts and worries to themselves because they lack confidence and initiative or they do not demonstrate it. This highlights the value of creating a welcoming and safe learning atmosphere where students are at ease asking questions and taking an active role in their education. Enhancing each student's educational experience requires fostering active engagement and developing self-confidence.

Even though the students' intervention has slightly improved as evidenced by the sentences they are able to produce during the various classroom activities it is evident that the children are still unable to communicate in English. The examination of the observation sheet highlights the fact that learning is a continuous process for the kids and that it can get better with time. Whether the issues are with comprehension or building students' self-esteem and engagement, it is critical to address each student's challenges.

The observation form applied to the 5th grade students reveals that the students present varied abilities in different areas. It is evident that they can understand the teacher and his indications at times, which translates into the fact that they tend to ask their questions sporadically. This comprehension ability is a primary strength that reflects the students' ability to assimilate and process the information provided in the classroom.

The ability of students to nearly always construct their own sentences while accounting for all the cues the teacher may give or clarify in class also stands out as a main quality. This ability

demonstrates a high degree of conceptual knowledge and application, pointing to beneficial advancements in the linguistic and cognitive development of the kids.

Nevertheless, despite this encouraging development, it is noted that many students only sometimes speak in English because they are uneasy or lack confidence. This feature emphasizes how crucial it is to create a secure and supportive learning environment where students may practice and use English in a meaningful way on a daily basis.

It is crucial to target these areas for development using methods that encourage students' participation in the usage of English and their sense of self-worth. Activities that promote natural and fluent oral communication in English, such as role-plays, guided conversations, and interactive exercises, may be included.

The examination of the observation sheet reveals the fifth-grade students' diverse skill set, including their understanding, production, and application of the English language. It does, however, stress how crucial it is to encourage more frequent and assured English-language contact in order to guarantee thorough and efficient language development at this educational level.

Since studying English has many significant long-term advantages, it is imperative for pupils. From a professional perspective, learning English improves employment possibilities and facilitates communication in a globalized context, increasing opportunities in the workplace. Academically speaking, proficiency in English also provides access to a wealth of global learning materials, enhancing the educational process and promoting knowledge acquisition. Learning English personally offers the chance to travel, engage in cross-cultural interactions, and experience many cultures all of which promote personal growth and tolerance.

By using a survey, educators may make sure that their strategies and techniques are tailored to the individual needs of each student. To deliver a more effective and customized learning experience, this entails taking into account each student's unique language skills, learning

preferences, and educational goals. In this attempt, educators face significant challenges. Their capacity to deliver top-notch instruction is compromised by a dearth of resources, including educational tools and current teaching materials, in addition to a scarcity of English teachers. To ensure that English language instruction is effective, these issues must be resolved because they have the potential to negatively impact students' overall learning experiences and add to teachers' workloads.

According to the survey, teachers are crucial in adapting their instructional strategies to suit the various demands of their students. To preserve the efficacy and caliber of English language instruction in schools, there are important obstacles to overcome, including a shortage of resources and qualified English language instructors.

6.1 PROPOSAL

This proposal aims to show five dynamic activities that involve all students, considering those parameters that affect their English language oral skills at the Unidad Educativa Rumipamba. These activities are focused on rural institutions considering the lack of resources and the few of English teachers. These activities are aimed to help all students, which can be put into practice by teachers to create an environment of confidence in the classroom. That helps students to awaken that curiosity and interest in learning to communicate using the English language.

Activities for the oral development of English language in rural schools:

1. Nature Walk Narratives.
2. Role- Play rural profession.
3. Traditional Songs.
4. Traditional Games.
5. Community Projets Presentation.

<https://kaortiz29.wixsite.com/my-site>

7. CONCLUSIONS

- The theoretical information found that the socioeconomic and cultural differences present in rural areas can influence students' self-esteem and motivation to actively participate in speaking activities in English. It is necessary to develop inclusive strategies that promote a positive and respectful learning environment where all students feel valued and encouraged to communicate in the target language.
- The instruments used to collect information show the low oral English proficiency of rural students, which represents a complex challenge that requires a comprehensive and collaborative approach among educational institutions, local communities, researchers and government agencies.
- Lack of access to educational resources and practice opportunities in rural settings damage significantly to students' oral English language performance. It is crucial to implement programs and activities that encourage oral practice, such as debates, presentations, and guided conversations, to improve their fluency and confidence in speaking.

8. RECOMMENDATIONS

- Longitudinal studies are recommended to analyze the long-term impact of interventions designed to improve the English language proficiency of rural students. These studies could include periodic follow-ups to assess student progress and determine the sustained effectiveness of the strategies implemented.
- It is important to investigate what are /about the specific barriers that rural students face in developing oral skills in English, including socioeconomic, cultural, linguistic, and educational resource access factors. Understanding these barriers is critical to designing more contextualized and effective interventions that address the needs of this group of students.
- It is recommended to conduct comparative studies between different approaches and methodologies used in teaching oral English in rural contexts, to identify the most effective and replicable practices. These studies could analyze the effectiveness of traditional approaches versus innovative methodologies, as well as the adaptability of strategies to different rural contexts, considering variables such as community size, access to resources, and socio-cultural characteristics of the students.

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10. ANTI-PLAGIARISM CERTIFICATION

11. ANNEXES

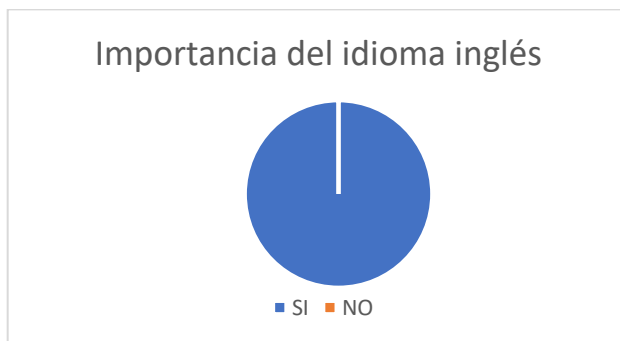
SURVEY APPLIED TO THE ENGLISH TEACHERS OF THE “UNIDAD EDUCATIVA RUMIPAMBA”

TEACHERS SURVEYED

- Jazmín Montes
- Melisa Salcedo
- Jhonny Aguirre

Pregunta 1. ¿Considera que es importante aprender el idioma inglés?

| SI | NO |
|----|----|
| 3 | 0 |



Analysis:

English language teachers argue that it is important to learn English as a foreign language because of the wide range of benefits, advantages and qualities it can bring to students

Pregunta 2. ¿Le gustaría que los estudiantes conozcan las ventajas que tiene el aprender a comunicarse en el idioma inglés?

| | |
|----|----|
| SI | NO |
| 3 | 0 |



Analysis:

The teachers believe that it is very important for students to be aware of all the advantages of learning to communicate in English, as it is essential for students to be aware of the work, academic and personal benefits that the English language can provide them throughout their lives.

Pregunta 3. ¿Cree que es importante que los padres de familia se involucren en la enseñanza del idioma inglés de sus hijos?

| SI | NO |
|----|----|
| 3 | 0 |

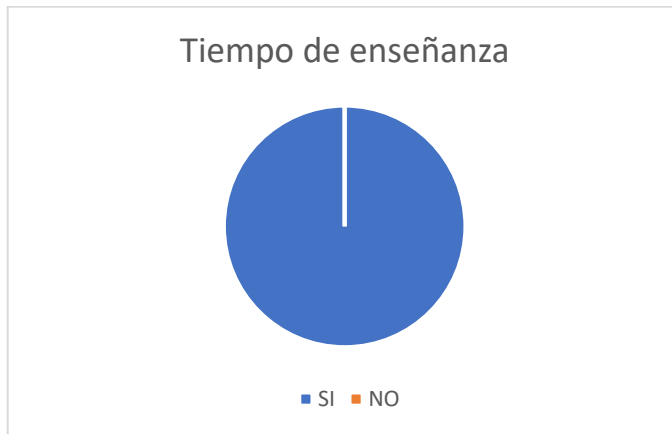


Analysis:

Family involvement in the academic life of students is paramount, as their parents can be a source of support and sustenance to their learning, for this reason teachers consider it important that students have that support from their parents, getting involved in their teaching and knowledge of the English language.

Pregunta 4. ¿Le gustaría que la materia de inglés se imparta más horas por semana?

| SI | NO |
|----|----|
| 3 | 0 |

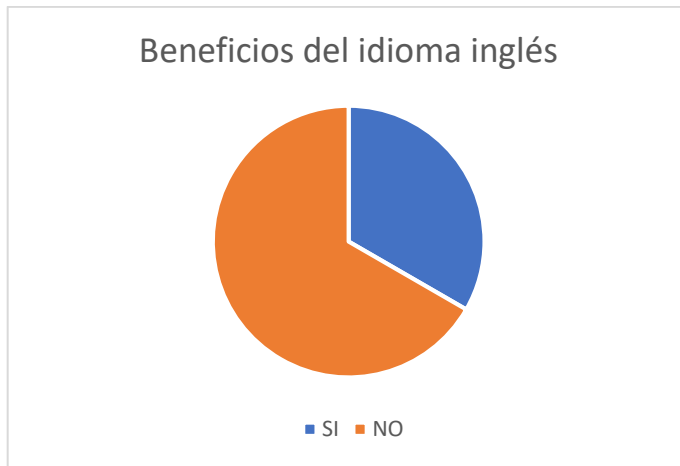


Analysis:

English language teaching should be thorough and accurate, paying attention to all students' concerns, therefore, it is important that the institution provides students with considerable teaching time, in this question the teachers highlight that they would like the English subject to be taught more hours per week.

Pregunta 5. Cree Ud. ¿Que los estudiantes conocen los beneficios de aprender el idioma inglés?

| | |
|----|----|
| SI | NO |
| 1 | 2 |

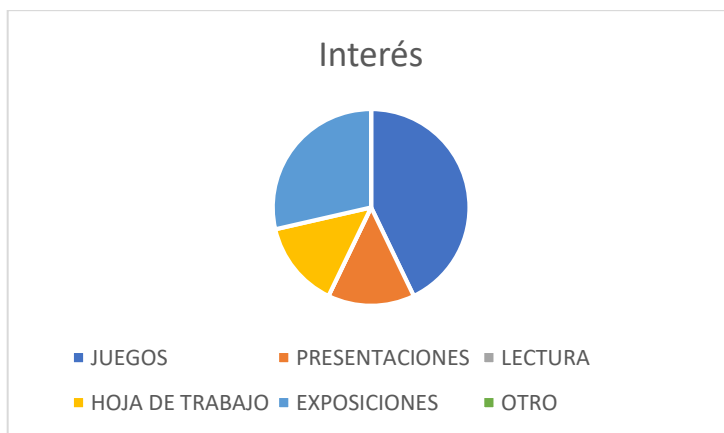


Analysis:

The English language has a series of great benefits that can contribute to the intellectual life of students either in the present or in the future with a job; as an analysis of this question, it can be observed that not all students know these benefits which shows a great lack of knowledge about the advantages of learning to communicate in a foreign language.

Pregunta 6. ¿Los estudiantes tienen interés por alguna actividad en particular para aprender inglés?

| JUEGOS | PRESENTACIONES | LECTURA | HOJA DE TRABAJO | EXPOSICIONES | OTRO |
|--------|----------------|---------|-----------------|--------------|------|
| 3 | 1 | 0 | 1 | 2 | 0 |

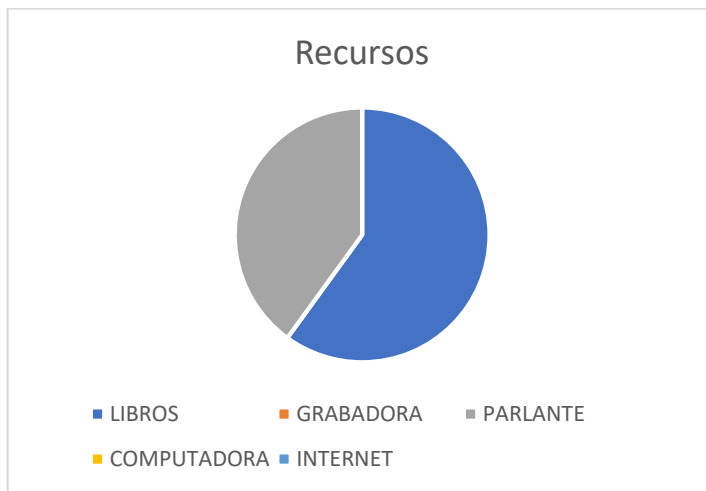


Analysis:

This question can be observed that the teachers indicate that the students have a very particular interest in learning to communicate in English, through the use of games and expositions, which shows that the students are inclined to learn English through methodologies that encourage their curiosity and participation.

Pregunta 7. Seleccione aquellos materiales que tiene la institución que sirven para aprender el idioma inglés

| LIBROS | GRABADORA | PARLANTE | COMPUTADOR | INTERNET |
|--------|-----------|----------|------------|----------|
| 3 | 0 | 2 | 0 | 0 |

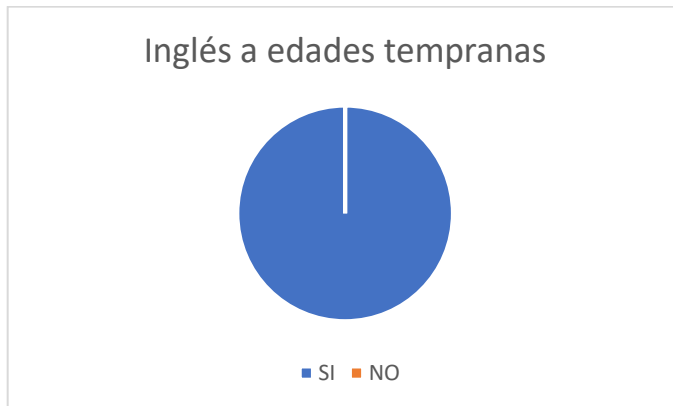


Analysis:

It is common knowledge that most rural institutions do not usually have a wide variety of resources, therefore as an analysis it can be found that the most commonly used resources by English teachers are books and loudspeakers.

Pregunta 8. ¿Considera que el idioma inglés se deba enseñar al estudiante desde la niñez?

| SI | NO |
|----|----|
| 3 | 0 |



Analysis:

English is the most widely used language in the world, so teachers believe that students should learn this language from an early age, taking advantage of their intellectual development and allowing them to better absorb information.

Pregunta 9. ¿Los padres se involucran en la enseñanza de los estudiantes?

| SIEMPRE | CASI SIEMPRE | OCASIONALMENTE | CASI NUNCA | NUNCA |
|---------|--------------|----------------|------------|-------|
| 0 | 0 | 0 | 2 | 1 |



Analysis:

Although teachers consider it important for parents to be involved in their children's academic life, this is clearly not the case, because parental involvement tends to be infrequent or non-existent.

Pregunta 10. ¿Cree que en el aula se deben aplicar métodos o actividades dinámicas para aprender a comunicarse en el idioma inglés (Juegos/Contenido audiovisual/Trabajos en grupo/Canciones)?

| SI | NO |
|----|----|
| 3 | 0 |



Analysis:

Throughout the English language teaching process, it becomes clear that students have their own style of acquiring knowledge, so teachers consider it necessary to apply activities or methods that are interactive and that help each student learn to communicate using the English language.

ANALYSIS OF TEACHER SURVEY RESULTS

According to the survey carried out with the English teachers argue that, given the multiple benefits they provide to students, it is essential to learn English as a foreign language. They consider it essential that students understand the advantages that learning English can provide them in the long term in terms of professional, academic, and personal benefits. In addition, they stress the need for family involvement in students' academic life, as parents can be an important source of support and motivation for language learning. This active involvement of parents also manifests itself in students' oral development, as continued practice in a familiar environment strengthens their communicative skills.

In terms of English instruction, teachers work with a thorough and precise approach, allowing students to have sufficient time for instruction by paying attention to their needs. However, they recognize that many institutions, especially those located in rural areas, may face resource constraints. Despite these limitations, teachers modify their approaches by using tools such as books and voice assistants to maximize learning.

Teachers also emphasize the value of early exposure to English since it fosters students' intellectual growth and enhances their ability to take in and communicate information in the language. While acknowledging the importance of parental involvement in the educational process, they regrettably note that in many cases, this involvement may be sporadic or nonexistent.

Teachers identify the diversity in students' learning styles during the English language teaching process. This leads them to implement interactive activities that support oral communication in the target language and are adapted to the unique needs of each student. The combination of interactive methods and active parental involvement contributes significantly to the development of students' English language skills, improving their fluency and confidence in spoken communication.

Family participation to the adequacy of resources and interactive teaching methodologies have an influence on the oral performance of rural school students in the English language. It is possible to improve the situation with the correct use of teaching and application of resources that can be provided by the authorities in charge, despite the inconveniences. These elements play a fundamental role in students' success in mastering the language and in their ability to communicate effectively in English.

This survey showed that the obstacles to teaching English are intensified in situations where the availability of resources is limited and the number of teachers is small, as is typical in many rural schools. Teachers are forced to modify their approaches and strategies to maximize student learning within the constraints of available resources. This may involve making creative use of inexpensive materials, such as drawings, role-plays or group activities, which have a significant positive impact on students' oral development yet require few resources.

Additional difficulties are posed by the lack of specialized English teaching staff in many rural schools. In many situations, teachers must take on a variety of roles and responsibilities, which restricts the time and resources that can be devoted to language instruction. This emphasizes the demand for ongoing training and support for teachers, as well as the importance of effective teamwork and collaboration within the educational institution.

Furthermore, not having access to advanced technologies like computers or educational software might make learning English much more difficult. Teachers in these cases focus on traditional practices and methods that do not require technology, such as the use of textbooks and manual didactic games.

Despite these challenges, it is imperative to highlight the resilience and creativity of teachers in rural schools in overcoming financial and human resource constraints. Many of them use innovative and adaptable pedagogical strategies to teach English effectively, making the best use of available resources and placing special emphasis on students' oral development.

Finally, despite the difficulties posed by the lack of teaching equipment, teachers must consider their commitment and dedication, in addition to the support of the educational community and relevant authorities, to ensure that students in rural schools have access to quality education in English.

**OBSERVATION SHEET FOR 3° GRADE TO KNOW THEIR ORAL DEVELOPMENT
IN THE ENGLISH LANGUAGE IN THE CLASS**

| INDICADOR | SIEMPRE | CASI SIEMPRE | OCASIONALMENTE | NUNCA |
|--|----------------|---------------------|-----------------------|--------------|
| Students are able to understand the teacher's indications. | | | X | |
| Students are able to ask their questions in English | | | | X |
| Students are able to create their own sentences | | | X | |
| Students can communicate using the English language | | | | X |

This observation sheet shows that some students have difficulty understanding the instructions given by the teacher, this lack of understanding can create linguistic barriers to learning needs in the classroom, on the other hand students never raise their doubts or concerns due to a lack of initiative and confidence, however a small increase is reflected in terms of the intervention of students through the sentences they manage to create in the various activities carried out in the classroom, similarly students never communicate using the English language. This analysis emphasizes that the students are in a constant learning process that can improve over time.

**OBSERVATION SHEET FOR 5° GRADE TO KNOW THEIR ORAL DEVELOPMENT
IN THE ENGLISH LANGUAGE IN THE CLASS**

| INDICADOR | SIEMPRE | CASI SIEMPRE | OCASIONALMENTE | NUNCA |
|--|----------------|---------------------|-----------------------|--------------|
| Students are able to understand the teacher's indications. | | | X | |
| Students are able to ask their questions in English | | | X | |
| Students are able to create their own sentences | | X | | |
| Students can communicate using the English language | | | X | |

According to the observation sheet, it is evident that the students have varied abilities with respect to different areas, as they are able to occasionally understand the teacher and his indications, resulting in them tending to ask their questions occasionally, however they have a primary strength as they are almost frequently able to create their own sentences taking into account all the indications that the teacher may give or explain in class, despite this positive point many students occasionally communicate using the English language either due to nervousness or lack of confidence.