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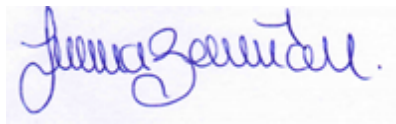
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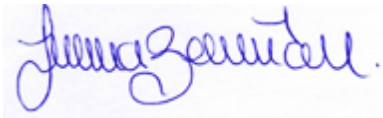
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## **DEDICATORIA**

A mi querida familia,

Quiero expresar mi más sincera gratitud por todo el apoyo y amor que me han brindado a lo largo de estos años. Mis padres, en particular, han sido los pilares que me han permitido alcanzar este logro. Su dedicación y esfuerzo para darme la educación que siempre he deseado han sido invaluable. Su amor y apoyo han sido constantes, y sin ellos, no habría podido alcanzar este objetivo.

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Quiero dedicar este trabajo de investigación a mi familia, en agradecimiento por todo lo que han hecho por mí. Es un homenaje a su amor y dedicación, y un recordatorio de que su apoyo ha sido fundamental para mi crecimiento y éxito.

¡Gracias por todo!

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## **Resumen**

En el ámbito educativo, la falta de oportunidades prácticas en inglés proporcionadas por los profesores, es un problema común, en razón de ello, esta investigación explora la relación que existe entre los problemas de expresión oral en inglés en los estudiantes y las estrategias de enseñanza efectivas aplicadas por los maestros, entendiéndose las estrategias como fundamentales para fomentar la interacción verbal en la práctica del lenguaje en una lengua extranjera.

Varios estudios tomados en cuenta para esta investigación han revelado significativas carencias en la competencia oral en inglés de los estudiantes que están iniciando su educación secundaria. Para abordar esto, se ha llevado a cabo una revisión exhaustiva de literatura para respaldar la base crítica de este estudio.

Al utilizar un método mixto, la investigación busca descubrir y abordar los principales problemas para el desarrollo de la habilidad oral de los estudiantes de octavo grado en la "Unidad Educativa Particular La Colina", combinando enfoques cuantitativos y cualitativos, utilizando entrevistas, hojas de observación y encuestas como herramientas de recopilación de datos aplicadas a los profesores del área de inglés y estudiantes del mencionado nivel. Las deficiencias notables en habilidades de conversación identificadas incluyen obstáculos en la pronunciación, problemas de fluidez, limitaciones en el uso del vocabulario y eficacia comunicativa general.

Además, cómo se mencionó previamente, se examina la relación entre las metodologías de enseñanza y la competencia oral de los estudiantes, enfatizando la necesidad de intervenciones personalizadas y estrategias instructivas para mejorar la competencia oral. Los hallazgos subrayan una conexión directa entre el dominio de la producción oral de los estudiantes y la falta de actividades que estimulen la motivación y la confianza necesarias para construir la iniciativa de participación en actividades académicas prácticas y la interacción entre estudiantes mediante el uso del idioma inglés.

Se identifican barreras emocionales en los estudiantes, por lo cual resulta imprescindible ofrecer apoyo para aumentar la autoconfianza y el entusiasmo de los estudiantes, por medio de la innovadora propuesta basada en el método de enseñanza "Task-Based Learning", el

cual se encuentra a la vanguardia con las últimas actualizaciones de investigación resultando acertado para atender a las diversas necesidades de aprendizaje de los estudiantes jóvenes.

En síntesis, esta investigación destaca el papel crítico de las actividades interactivas y atractivas para mejorar las habilidades de conversación de los estudiantes, enfatizando la importancia de la retroalimentación personalizada del docente que permita incrementar la motivación, la participación y el fortalecimiento de la confianza. La adopción de metodologías innovadoras como "Task-Based Learning", en español, "Aprendizaje basado en tareas" surge como un camino prometedor para elevar la adquisición y los niveles de competencia lingüística, atendiendo a las necesidades evolutivas de los aprendices.

**Palabras clave:** Metodología, Aprendizaje basado en tareas, adquisición de la lengua, competencias lingüísticas, motivación, actividades de expresión oral, estrategias efectivas, lengua extranjera.

## **Abstract**

In the educational field, a common problem is the lack of practical English opportunities provided by teachers. This investigation explores the relationship between students' oral expression problems in English and effective teaching strategies applied by teachers, understanding these strategies as crucial for promoting verbal interaction in language practice. Several studies have revealed significant oral English competency deficiencies among students starting secondary education. To address this, a comprehensive literature review was conducted to support the critical basis of this study.

Using a mixed-method approach, the investigation aims to identify and address the main problems in developing the oral skills of eighth-grade students at the "Unidad Educativa Particular La Colina", combining quantitative and qualitative approaches through interviews, observation sheets, and surveys applied to English teachers and students. Notable deficiencies in conversation skills include pronunciation obstacles, fluency issues, vocabulary limitations, and general communication effectiveness.

Furthermore, the study examines the relationship between teaching methods and student oral competence, emphasizing the need for personalized interventions and instructional strategies to improve oral competence. The findings highlight a direct connection between students' oral production and the lack of activities that stimulate motivation and confidence necessary for building initiative in practical academic activities and student interaction through English.

Emotional barriers are identified in students, making it essential to offer support to increase their self-confidence and enthusiasm through the innovative proposal based on the "Task-Based Learning" method, which is at the forefront of recent research updates and suitable for addressing the diverse learning needs of young students.

In synthesis, this investigation points up the critical role of interactive and engaging activities in improving students' conversation skills, emphasizing the importance of personalized teacher feedback to increase motivation, participation, and confidence. The promotion of innovative methods like "Task-Based Learning" emerges as a promising path to elevate language acquisition and proficiency levels, addressing the evolving needs of learners.

**Keywords:** Task-Based Learning, Methodology, Language Acquisition, Language Skills, Motivation, Speaking Activities, Effective Strategies, Foreign Language.

## **1. Problematic**

Speaking in English as a foreign language (EFL) presents inherent challenges due to linguistic disparities and psychological barriers. Linguistically, EFL learners often cope with differences in between their native language and English. Pronunciation variations, grammatical structures, and unfamiliar words demand cognitive effort to master, affecting fluidity in spoken communication. The desire for accuracy and the avoidance of embarrassment can interfere with the spontaneous and confident expression of ideas.

The cause-effect mind-map in annexes offers a clear view about the main problematic. The lack of speaking skills among eighth-grade students at "Unidad Educativa Particular La Colina" can be attributed to several causes. Old-fashioned methodologies, such as the Grammar Translation Method, Direct Method, and Audio-Lingual Method, which are no longer effective in modern language learning, contribute to the problem.

Additionally, teachers' lack of knowledge about the linguistic components of language, including fluency, accuracy, pronunciation, grammar, and vocabulary, hinders their ability to effectively teach speaking skills. Furthermore, insufficient exposure and motivation provided by teachers to EFL students, particularly eighth-graders, can lead to a lack of interest and engagement in speaking activities. Moreover, the absence of innovative strategies to assess oral activities and enhance speaking skills means that students are not given the opportunity to develop their speaking skills in a meaningful way. These causes ultimately result in students' poor speaking production, lack of speaking interaction in English, demotivation, and inaccurate use of basic linguistic components of the language.

As mentioned before, the research focuses on the lack of immersive language environments outside and inside the classroom which adds challenge of speaking in EFL. Limited exposure to native English speakers and authentic language contexts restricts opportunities to practice real-time communication. EFL learners may struggle to understand and respond promptly in dynamic conversations, which require quick comprehension and formulation of replies. The absence of consistent and meaningful interaction in English can hinder the development of conversational skills, hindering progress in spoken language proficiency.

To address these difficulties, there are plenty of strategies, in the case the research focuses on “Task-Based Teaching” to improve EFL skills. Students can benefit from targeted speaking practice, engaging with native speakers, and embracing a supportive environment that encourages risk-taking and gradual improvement in spoken English.

## **2. Introduction**

The ability to communicate in both written and spoken forms is the major goal of learning a second language. To acquire the capacity to speak in a target language, students must be taught and trained using tactics and procedures that they should have experienced during basic levels. However, numerous educational institutions lack instruction to help students improve their abilities to speak in public. It has been observed that the teaching and learning of English has placed a greater emphasis on reading and writing skills than on listening and speaking skills. The capacity to communicate effectively is essential for further education and jobs.

The existing curriculum, teaching techniques, and resources must be revised. The current curricula, instructional strategies, and course materials must be created with the requirement for spoken English competency in mind. The assessment of students' oral fluency and speaking skills at schools needs to be given special attention. Apart from this, studies have shown that homework or assignments are frequently given without any context or adequate explanation of the task's goals and real aims.

Previous research has highlighted the significance of addressing speaking skills issues in students. Studies have shown that these issues can be attributed to various factors such as cognitive load, motivation, and attitude. Additionally, the application of diverse strategies that focus on enhancing oral skills has been shown to have a high impact on pupil outcomes. These methodologies include structured questioning for reading comprehension, curriculum-focused dialogue and interaction, and “Task-Based Learning”.

This study aims to analyze the relationship between speaking skills issues in eighth-grade students and the teaching strategies employed by educators to address these challenges. It will investigate the effectiveness of “Task-Based Learning” methodologies in enhancing speaking skills and explore the impact of these strategies on student outcomes.

In this study, a mixed-methods approach are employed, combining both quantitative and qualitative methodologies to provide a comprehensive understanding of the challenges faced by eighth-grade students in developing their speaking skills. The instruments selected for this research include surveys designed to elicit responses from the target population, as well as interviews with English area coordinators and English teachers. The data collected will be

analyzed to identify patterns, trends, and unique insights that can inform the development of targeted interventions and instructional approaches to enhance speaking skills in eighth-grade students.

By exploring the relationship between speaking skills issues in eighth-grade students and the teaching strategies employed by educators, this study aims to contribute to the enhancement of English language learning experiences in the educational setting and provide practical recommendations for educators to optimize their teaching methods and support students in improving their speaking abilities.

## **2.1 Objectives**

### **2.1.1 General objective**

To analyze the speaking skills issues among 8th grade students at “Unidad Educativa Particular La Colina”, through the use of a mixed research method for the significant improvement of these skills.

### **2.2.2 Specific objectives**

1. To develop an exhaustive search of bibliographic sources through reliable sites to establish the theoretical-scientific bases that corroborate the proposed research study.
2. To identify the speaking issues in the 8th grade students through the use of different research techniques for the development of a methodological proposal.
3. To interpret the results obtained through the development of a productive discussion for the research support.
4. To put forth the use of activities based on TBL approach to enhance the speaking skills of 8th-grade students through practical tutorials for the development of oral skills.

### **3. Justification**

Addressing speaking skills issues in 8th-grade students at “Unidad Educativa Particular La Colina” holds significant implications for educational improvement. Effective communication is not only a key factor for success across various academic subjects but also lays the foundation for future academic and professional endeavors. Beyond academic progress, enhancing speaking skills contributes to individual student development by fostering self-confidence, improving social interactions, and positively influencing overall well-being. Moreover, the research findings can play a crucial role in curriculum enhancement and teaching methodologies. Identifying specific issues allows educators to tailor their approaches, ultimately improving the overall learning experience for students. This research also extends its impact to teacher professional development, providing valuable insights into instructional techniques and effective interventions related to speaking skills in 8th-grade students. Additionally, communicating the research results to parents fosters a collaborative approach between the school and parents, creating a supportive environment for students to practice and enhance their speaking skills both at home and in school. By contributing to institutional accountability, the research highlights the school's commitment to providing a comprehensive and effective education that prepares students for future challenges. Furthermore, if there is a research gap in prior studies on speaking skills issues in 8th-grade students, this research serves as a valuable contribution to the broader field of educational research. Finally, recognizing the importance of global competence in an interconnected world, improving speaking skills at the 8th-grade level equips students with the necessary tools to navigate future academic and professional challenges on a global scale. In essence, this research is integral to the holistic development of students and the continual enhancement of the educational system at "Unidad Educativa Particular La Colina."

## **4. State of the Art**

### **4.1 Productive Skills: Focus on Speaking Skills**

Productive skills are the abilities used to produce language, such as speaking and writing. They involve using language to communicate ideas and messages. Teaching productive skills includes providing instruction and feedback on pronunciation, grammar, and vocabulary. It also includes providing opportunities for learners to practice using language to communicate and collaborate with others. Teaching productive skills is essential because it allows learners to use the language, they have learned to communicate their own ideas, opinions, and feelings. It also helps them develop the ability to accurately express themselves in the language and to understand and interact with other English speakers.

Productive skills, known as “active skills”, refer to the ability to produce language in a meaningful way. These skills involve generating and expressing language, either in spoken or written form. The two primary productive skills in language learning are speaking and writing.

**Speaking:** Is the ability to produce language orally and communicate effectively with others. It involves using appropriate vocabulary, grammar, pronunciation, and intonation to convey meaning. Speaking skills encompass various aspects such as fluency, accuracy, coherence, and interaction. Developing speaking skills involves practicing conversation, giving presentations, engaging in discussions, and participating in role-plays or speaking activities.

**Writing:** Is the skill of producing language in a written form. It involves composing coherent and well-structured texts, expressing ideas, opinions, and information using appropriate grammar, vocabulary, and organization. Writing skills include spelling, punctuation, sentence structure, and overall clarity of expression. Developing writing skills involves practicing different writing genres such as essays, letters, reports, and creative writing, as well as improving editing and proofreading abilities.

Both speaking and writing skills require learners to have a solid understanding of vocabulary, grammar, and sentence structure. These skills also require the ability to organize thoughts, convey meaning effectively, and adapt the language to suit the intended audience or purpose

of communication. In language learning, developing productive skills often involves practice, feedback, and revision.

Learners can improve their speaking skills through conversational activities, role-plays, and discussions with peers or native speakers. Writing skills can be enhanced through guided writing exercises, prompts, and opportunities for feedback from teachers or peers. While productive skills involve active production of language, they are closely interconnected with receptive skills, such as listening and reading. A well-rounded language learner strives to develop proficiency in both productive and receptive skills to become a more effective communicator in the target language.

Productive skills, particularly focusing on speaking skills in young learners, are crucial for language development. Teaching strategies like "Happy Rhymes," "Story Bag," and "Read, look up and say" are effective in enhancing speaking abilities in children. These skills are vital as they enable students to express themselves effectively, interact with others, and build confidence in using the language. However, assessing and developing speaking skills can be challenging, especially for young learners at the beginner level of English proficiency according to (Nugrah Suci, 2017).

The importance of focusing on speaking skills in young learners lies in its role in fostering communication, social interaction, and overall language fluency. Through speaking practice, students learn to articulate their thoughts clearly, engage in conversations, and express themselves effectively. This skill is vital for academic success, social integration, and future professional endeavors, making it a cornerstone of language development.

However, teaching speaking skills to young learners can present challenges. Students may face difficulties in pronunciation, vocabulary usage, fluency, and confidence in speaking. Teachers need to address these challenges by providing a supportive learning environment, encouraging practice, offering constructive feedback, and incorporating engaging activities that promote speaking skills development.

Focusing on speaking skills in young learners is crucial for their overall language proficiency and communication abilities. By emphasizing speaking practice, educators can help students

become confident, articulate speakers who can effectively express themselves in various contexts.

#### **4.2 Input in Spoken Language Development**

The input in spoken language development refers to the language that individuals are exposed to, which plays a crucial role in language acquisition. It includes the linguistic environment, such as conversations, interactions, and exposure to vocabulary and grammar. The importance of input lies in providing learners with comprehensible language that is slightly more advanced than their current level, known as "i+1," as proposed by Stephen Krashen. This type of input aids in language acquisition by allowing learners to understand and internalize linguistic forms and structures. Research emphasizes that comprehensible input is essential for second language acquisition, as it helps learners move from understanding language to using it effectively. Additionally, the quality of input, including diverse vocabulary, syntactic structures, and exposure to different speakers, positively influences language development in bilingual children. Overall, the input in spoken language development is fundamental for learners to progress in their language skills and fluency.

Advances in language development research have informed innovative intervention strategies and educational approaches. The integration of research findings into practical applications hold promise for improving outcomes in clinical and educational settings. Evidence-based practices, including early language interventions and parent training programs, have demonstrated efficacy in supporting children with language disorders (Law, The efficacy of treatment for children with developmental speech and language delay/disorder: A meta-analysis., 2017)

Understanding the broader social context in which language development occurs is crucial for implementing effective interventions. In addition, the role of social and environmental factors in language development continues to be a focal point of research. Investigations into the impact of socioeconomic status on language outcomes underscore the importance of addressing disparities in language rich environments (Noble, Houston, Kan, & Sowell, 2019).

Understanding how technology interacts with traditional input is crucial for adapting educational strategies to the digital age. Moreover, with the advent of digital technologies,

researchers have explored the role of screen time and digital media in language development among children. Investigations into the effects of interactive digital platforms and educational apps on language acquisition have become increasingly relevant in the contemporary landscape (Hirsh-Pasek, et al., 2015)

### **4.3 Output in Language Development**

In the context of language development, “output” refers to the expressive and communicative aspects of language. It encompasses the language produced by individuals, including spoken or written words, sentences, and discourse. Output is a crucial component of language development as it reflects a person’s ability to use language for effective communication, both receptively (understanding input) and expressively (producing output). When considering EFL students, particularly young learners, several features characterize their language development output:

#### **4.3.1 Phonological Awareness**

Young EFL learners may encounter challenges in mastering the phonological aspects of the English language, including pronunciation and intonation. This is influenced by the differences between the mother tongue and the phoneme system of English. Phonological awareness is a crucial skill in the development of reading and literacy. It refers to the ability to perceive and manipulate sounds in spoken language, which is essential for understanding the relationship between spoken and written words. Phonological awareness includes four developmental levels: word awareness, syllable awareness, onset-rime awareness, and phoneme awareness. This understanding involves four key levels:

1. **Word Awareness:** Recognizing rhyming words, alliteration, and breaking down sentences into parts.
2. **Syllable Awareness:** Breaking down words into syllables and understanding the sounds within each syllable.
3. **Onset-Rime Awareness:** Identifying the starting and ending sounds of a word.
4. **Phoneme Awareness:** Understanding that words are composed of individual phonemes and being able to manipulate these sounds to create new words.

To foster phonological awareness, teachers should employ explicit instruction from kindergarten onwards. Techniques like rhyming songs, sentence segmentation, and sound manipulation exercises can captivate students and enhance their skills. Developing phonological awareness is essential for learning to read, as it lays the groundwork for connecting written words to spoken sounds.

### **4.3.2 Vocabulary Acquisition and Grammar Development**

Vocabulary acquisition is a crucial aspect of ESL learning, as it enables learners to communicate effectively and express themselves with precision. Initially, learners focus on acquiring basic vocabulary related to everyday life, such as common nouns, verbs, and adjectives. As they advance, they expand their repertoire to include more complex words, idioms, and phrasal verbs. This process is facilitated through various strategies, including:

1. Repetition: Learners are exposed to new words repeatedly, reinforcing their memory and facilitating retention.
2. Contextualization: Words are presented in context, helping learners understand their meanings and usage.
3. Visual aids: Pictures, diagrams, and videos are used to illustrate word meanings, making them more memorable.

Grammar development is another critical component of ESL learning. Learners begin by mastering basic sentence structures, such as subject-verb agreement and simple sentence formation. As they progress, they learn more complex grammatical concepts, including:

1. Tense and aspect: Learners understand the nuances of verb tenses and aspects, enabling them to express time relationships accurately.
2. Clause structure: They learn to form and combine clauses, enhancing their ability to convey complex ideas.
3. Modality: Learners develop an understanding of modal verbs, such as "can," "must," and "should," to express degrees of possibility and obligation.
4. Passive and active voice: They learn to switch between active and passive voice, allowing for greater flexibility in expression.

Integration and Practice

1. As learners acquire new vocabulary and grammar, they integrate these skills through various activities, including:
2. Reading and writing: Learners practice reading comprehension and writing skills, applying their vocabulary and grammar knowledge.
3. Speaking and listening: They engage in conversations and discussions, using their newly acquired language skills to communicate effectively.
4. Role-playing: Learners participate in role-playing exercises, applying grammar and vocabulary in context to develop their fluency.

In the early stages, young EFL learners tend to use simpler sentence structures as they acquire basic grammatical rules. They may struggle with more complex syntactic constructions that involve different verb tenses or intricate grammatical relationships. Young learners have limited vocabulary compared to native speakers. Building a robust vocabulary is a gradual process, and students often start with basic words and expressions related to familiar topics, such as family, colors and daily routines.

#### **4.3.3 Pragmatic Language Skills**

There are challenges in understanding and applying pragmatic language skills, such as social conventions, politeness, and appropriate communication in different contexts. Cultural sensitivity differences influence. Engaging in conversations with natives, role-playing, storytelling, and immersive collaborative projects provide opportunities for students to practice and improve their output in a meaningful context. In addition, addressing errors in a supportive manner and encouraging experimentation contribute to the development of accurate and fluent language production.

#### **4.3.4 Cognitive Considerations, Motivation and Attitude**

Young learners may experience cognitive load as they process linguistic input, retrieve vocabulary, and construct sentences. This can affect fluency and complexity of their language output. EFL learners are often motivated by a variety of factors, including personal interest, curiosity, and positive learning experiences. Teachers play a crucial role in fostering a positive attitude toward language learning, which can affect student's willingness to engage in language output.

The affective filter, which refers to emotional factors influencing language learning, can be impacted by various strategies used to enhance oral skills in a foreign language. When effective strategies are applied, such as using songs, teaching aids, and interactive activities like reading aloud, students' anxiety levels can decrease, leading to a lower affective filter. This reduction in anxiety can positively influence students' performance in oral skills by boosting their confidence, motivation, and willingness to engage in speaking activities. Additionally, creating a supportive and collaborative learning environment, where students can practice speaking in pairs or groups, can further lower the affective filter and enhance students' oral performance by providing opportunities for meaningful interactions and reducing the fear of making mistakes. Overall, the application of diverse strategies that focus on engagement, interaction, and building confidence can significantly impact students' performance in developing oral skills in a foreign language by positively influencing their affective filter.

#### **4.3.5 Technology Integration**

Learners may benefit from the integration of technology in language learning. Educational apps, interactive software and online resources can provide engaging platforms for language practice and reinforce output skills.

As a synthesis, spoken language development for young learners, in this case output refers to the language produced by the learners themselves. It involves the active use of language, including speaking and forming sentences. Output plays a crucial role in language acquisition as it allows learners to practice and apply the linguistic forms and structures they have been exposed to through input. By producing language, young learners refine their pronunciation, grammar, and vocabulary, enhancing their overall language skills.

Research emphasizes that output in language development is essential for learners to internalize and solidify their understanding of the language. Through output, children engage in the process of speaking, which helps them consolidate their knowledge of vocabulary, grammar rules, and sentence structures. Moreover, output enables learners to receive feedback on their language use, allowing them to correct errors and improve their linguistic accuracy.

In essence, output in spoken language development for young learners is a vital component that complements input. It enables children to actively engage with the language they are learning, practice their speaking skills, and refine their linguistic abilities through practice and feedback.

#### **4.4 Ecuadorian English Proficiency**

English proficiency in Ecuador has been a topic of concern and discussion, with varying levels of proficiency observed across the population. The English Proficiency Index (EPI) report published ranked Ecuador 63rd out of 100 countries, categorizing its English proficiency as "low." This ranking reflects the challenges the country faces in terms of English language education and proficiency. (Education First, 2020)

The Ecuadorian government has recognized the importance of English proficiency for global communication and economic opportunities. Efforts have been made to incorporate English education into the curriculum of public schools, although the implementation and effectiveness of these programs can vary. According to the U.S. Department of State's 2020 English Language Learning and Teaching in Ecuador report, while there is an emphasis on teaching English in schools, the quality and consistency of instruction can be uneven due to factors such as resource constraints and varying levels of teacher training.

Socioeconomic disparities also play a role in English proficiency. Private schools and urban areas tend to offer better access to English education, contributing to higher proficiency levels among certain segments of the population. In contrast, rural and economically disadvantaged areas may have limited resources for language instruction, leading to lower proficiency levels. Efforts to address these disparities and improve overall English proficiency include initiatives by non-governmental organizations and community-driven projects aimed at providing English education to underserved populations.

It is important to note that the information provided is based on data available up to 2021, and there may have been developments or changes since that time. In this way is visible that the proficiency level is low and specific skills have a poor development.

#### **4.5 Teaching English to Young Learners: General Basic Education Level**

Teaching English to young learners involves instructing children who are at the early stages of language acquisition and are typically between the ages of 5 and 12. This age group is known for their curiosity, energy, and ability to absorb new information quickly. However, they also have shorter attention spans and require a different teaching approach compared to adult learners.

When teaching English to young learners, it is crucial to create a positive and supportive learning environment where students feel comfortable and motivated to participate. Building rapport and establishing clear classroom rules and expectations help create a safe space for children to learn and express themselves in English.

(Povedano-Diaz, 2019) highlights that in an education context “studies suggest that, when students feel accepted, valued, respected, and listened to by the teacher, the general classroom climate improves, as well as the students’ emotional and well-being” (p.8).

Teaching English to young learners can have many benefits, such as providing children with the opportunity to learn the language early and gain a better understanding of the language. It can also help them develop confidence in using the language and communicate effectively with others. Additionally, it can help increase their creativity and open up new opportunities in the future. Teaching English to young learners can also help foster a lifelong interest in learning English and other languages.

When teaching young learners, it is important to simplify language and instructions. Use clear and concise language, break down complex ideas into smaller parts, and repeat or rephrase instructions to ensure comprehension. Young learners benefit from repetition and reinforcement, so it is important to review previously learned material regularly and incorporate revision activities into lessons.

Listening and speaking skills should be the primary focus in the initial stages of language learning. Young learners naturally acquire language through listening and imitating, so providing many opportunities for speaking and listening practice is essential. Role-plays, pair work, group discussions, and conversational activities encourage active participation and

develop their communication skills. Utilizing games, role-playing, and storytelling creates a supportive environment for language development (Brown & Lee, 2015).

Teaching English to young learners involves creating a positive environment, using interactive and engaging activities, focusing on listening and speaking skills, incorporating visuals and multi-sensory elements, using authentic materials, providing feedback and praise, and adapting your teaching approach to suit individual learners. By employing these strategies, you can create an effective and enjoyable learning experience for young English learners. Teaching speaking skills to young learners requires a dynamic approach, emphasizing interactive and engaging activities (Smith, 2018).

(Jones, 2019) Explains that integrating visuals and real-life contexts enhances engagement and boosts confidence in oral expression. Regular encouragement and constructive feedback are pivotal for fostering a positive attitude towards speaking, laying the groundwork for effective communication in early language acquisition (Johnson, 2020).

#### **4.6 Oral-Focused Methodologies Overview**

Oral Focused Methodologies in Language Teaching refer to approaches that emphasize the importance of spoken language and verbal interaction in the classroom. These methodologies aim to develop learners' ability to communicate effectively through speaking and listening, which is essential for language proficiency. Here's an overview of some oral focused methodologies:

- **Dialogic Activities:** These activities promote interactive discussions and conversations among learners, fostering communication skills and language development.
- **Targeted Reading Aloud and Book Discussion:** Engaging young children in reading aloud and discussing books helps improve their spoken language, vocabulary, and comprehension skills.
- **Structured Questioning for Reading Comprehension:** By using structured questioning techniques, educators can enhance students' reading comprehension abilities through oral interactions.

- Curriculum-Focused Dialogue and Interaction: Encouraging purposeful dialogue and interaction aligned with the curriculum helps students connect their spoken language skills to academic content, promoting deeper understanding and language development.

Scientifically, these methodologies have been shown to have a high impact on pupil outcomes, with an average of six months' additional progress in language development over the course of a year. Research supports the effectiveness of oral language interventions in improving comprehension, vocabulary use, and overall spoken expression skills in learners. Additionally, the implementation of oral focused methodologies is associated with improved classroom climate, reduced behavioral issues, and positive impacts on attainment, particularly in reading outcomes ( Education Endowment Foundation, 2021)

#### **4.7 Task- Based Teaching (TBT) Methodology**

Task-Based teaching is an instructional methodology that places a strong emphasis on learning through real-world tasks and activities. In this methodology, language learners engage in activities that simulate authentic situations, where they use the target language to accomplish specific goals or tasks. These tasks are designed to be meaningful, engaging, and interactive, encouraging learners to communicate and collaborate while applying various language skills. By focusing on practical language use within context, Task-Based teaching aims to enhance learners' language proficiency and functional communication abilities.

Developing speaking skills in a classroom of young learners is of paramount importance for several compelling reasons. Firstly, speaking is a fundamental aspect of communication. Children need to express themselves, share ideas, and interact with others effectively. Developing strong speaking skills from an early age enables them to engage confidently and express their thoughts, boosting their self-esteem and social interactions both within and outside the classroom.

Secondly, speaking skills are essential for academic success. As children progress through their education, they will be required to participate in discussions, presentations, and group activities. Proficient speaking skills enable them to convey their understanding, ask

questions, and engage in critical thinking, contributing to their overall cognitive development.

It is important to recognize the components of Task-Based teaching consist of three major phases and how it can help to foster speaking tasks. Initially, the pre-task stage prepares learners to perform tasks. For example, teachers present new vocabulary. This stage is important in a way that teachers suggest to learners on how to do tasks.

(Dörnyei, 2001) And (Lee, 2000) provided opportunities to encourage the learners to do the task. During-task stage, the teacher provides the learners with the task that occurs through communicating in pair or group work, doing activities such as information gap and retelling stories. Then, the learners prepare to present the task.

The teacher suggests how to use vocabulary, sentence, language or idioms and practice for presentation. The learners should be confident enough to speak and report their task. Then they discuss or share some ideas, and feedback. Post-task stage focuses on two goals: The language analysis stage and extended practice. Language analysis refers to the way students analyze the language used while doing the task. The other alternative included extended practice that requires students to continue using language in doing similar tasks.

Lastly, speaking skills lay the foundation for language acquisition and literacy. Oral language development is closely linked to reading and writing skills. Children who are adept at speaking are more likely to have a better grasp of vocabulary, grammar, and sentence structure, which facilitates their ability to comprehend and produce written language. In a Task-Based teaching methodology, where language is learned in context and through meaningful interactions, developing speaking skills becomes a cornerstone for fostering well-rounded language development and communication competence in young learners.

#### **4.8 Task-Based Learning (TBL) Methodology**

Task-Based Learning (TBL) is an instructional methodology that involves learners working together to complete tasks that require the use of language. TBL focuses on the use of language for communicative purposes and encourages learners to use their skills and knowledge in a meaningful context. It seeks to develop learners' communicative competence, which includes their ability to comprehend, produce, and use language for real-world tasks.

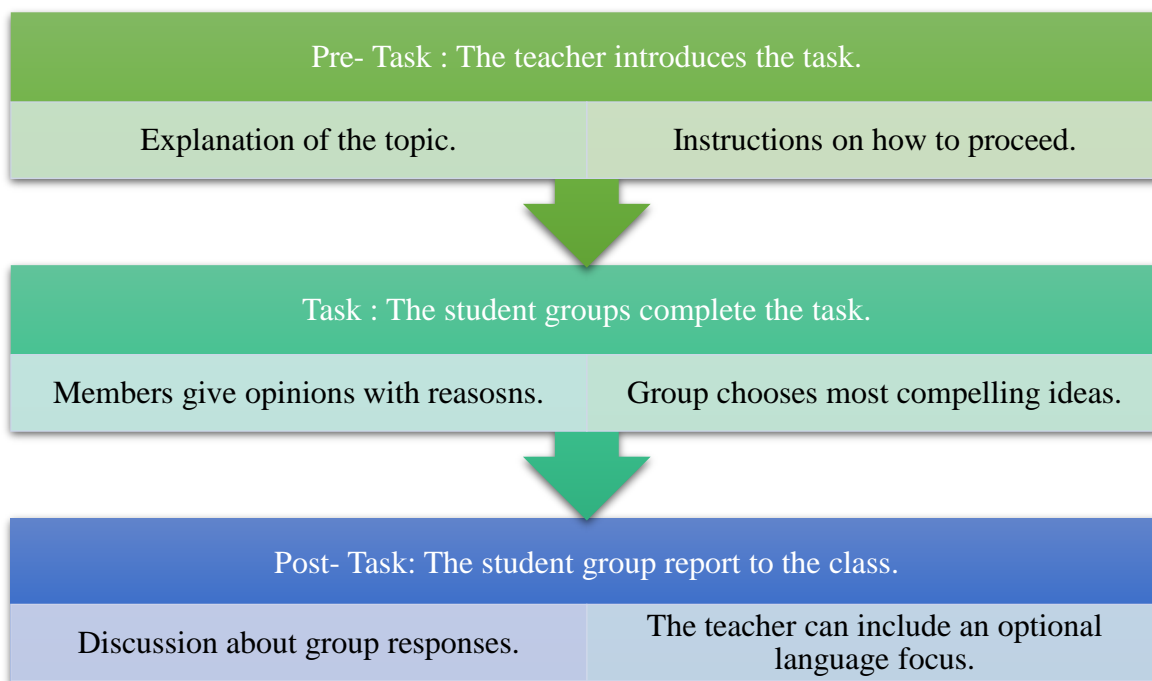
The tasks are designed to be stimulating, relevant, and challenging, and they provide learners with meaningful opportunities to practice their language skills. Assessment in TBL is usually based on the successful completion of tasks as well as feedback from peers and teachers. Overall, TBL is a valuable instructional methodology for developing communicative competence and creating engaging learning experiences.

In language learning, developing productive skills often involves practice, feedback, and revision. Learners can improve their speaking skills through conversational activities, role-plays, and discussions with peers or native speakers. Writing skills can be enhanced through guided writing exercises, prompts, and opportunities for feedback from teachers or peers.

While productive skills involve the active production of language, they are closely interconnected with receptive skills, such as listening and reading. A well-rounded language learner strives to develop proficiency in both productive and receptive skills to become a more effective communicator in the target language.

**Figure 1**

***Task-Based Language (TBL) Process in an EFL Classroom***



**Note:** This figure illustrates the key stages of the Task-Based Language process implemented in an English as a Foreign Language (EFL) classroom. The stages include task selection, pre-task planning, task performance, and language focus.

*The TBL methodology emphasizes real-world communication and language use, fostering meaningful language acquisition in learners.*

Lately there has been new research about TBL in different ambits; the integration of Task-Based learning into online and blended learning environments has been an area of interest. Educators were exploring how TBL principles could be adapted to virtual classrooms and integrated into technology-enhanced language learning. Advances in technology, including the use of educational apps, online platforms, and virtual reality, were influencing how tasks were designed and delivered. Technology is being used to create authentic and engaging tasks that promote communication.

Researchers and educators were exploring innovative approaches to assess language proficiency within a Task-Based framework. This included the development of performance-based assessments and a move towards more authentic, real-world evaluation methods. There was a growing recognition of the importance of adapting Task-Based learning to different cultural and contextual settings. Researchers were exploring how TBL principles could be applied effectively in diverse language learning environments.

As a reminder TBL principles emphasize the integration of language skills. Tasks typically involve the integration of speaking, listening, reading, and writing, reflecting the interconnected nature of language use in authentic contexts. This holistic methodology fosters well-rounded language development.

TBL principles emphasize the centrality of tasks in language learning, viewing them as the driving force behind the development of linguistic skills. One key principle involves the focus on real-world communication, where learners engage in tasks that mirror authentic language use. Tasks are designed to elicit language production and comprehension, encouraging learners to use the language as a tool for achieving specific goals. This principle aligns with communicative language teaching theories, emphasizing the importance of language as a means of communication rather than an isolated set of grammar rules and vocabulary.

The principle recognizes that appropriately challenging tasks, balancing complexity with learners' proficiency levels, can stimulate cognitive processes and promote language acquisition. This aligns with the idea that tasks should be neither too easy nor too difficult,

ensuring an optimal level of cognitive engagement. Another foundational TBL principle involves task complexity (Skehan P. , 2014).

The relationship between task complexity and language development remained a key focus of research. Scholars were investigating how different levels of task complexity impact language acquisition and proficiency, considering both cognitive and linguistic aspects. Task-Based learning aligns well with principles of learner autonomy. Recent discussions were exploring how TBL can be used to empower learners, encouraging them to take control of their learning process and engage more actively in language tasks.

#### **4.9 Task-Based Speaking**

Speaking is considered as the most important language skill because speech is used more often than writing in everyday life and it has a great importance in language development of learners' proficiency (Curriculum Development Council, 1999).As stated in (CDC, 1999), learners have to obtain four speaking skills in order to use the spoken language effectively:

- a) Accuracy: Accuracy involves skill of using grammar, vocabulary and pronunciation (intonation, stress, rhythm) correctly to express various ideas.
- b) Fluency: Fluency refers to the skill of producing a normal speed of speech which prevents from difficulties in communication such as hesitations or false starts.
- c) Appropriateness: Appropriateness includes the skill of using formal or informal language in order to use it in an appropriate situation.
- d) Coherence: Coherent speech contains the skill of producing spoken utterances which are connected to each other, such as use of ellipsis, substitutions, pronouns or conjunctions (p. 66).

When participating in oral discussion, teachers should help learners to build their trust and confidence while speaking because they are often afraid of making mistakes (Curriculum Development Council, 1999) . Teachers facilitate effective communication by focusing on proper pronunciation, encouraging learners to speak English, and monitoring their performance during speaking tasks. They move around the classroom, listen attentively, and provide feedback without interrupting. Additionally, teachers select relevant and meaningful tasks and offer constructive feedback to enhance learners' future speaking performances and

develop their self-assessment skills. According to (CDC, 1999) ,during Task-Based activities learners are required to communicate orally and use the spoken language in order to reach a clear outcome, such as oral report, drawing, and list of priorities or written summary (p. 70). These speaking activities are designed to be both process- and goal-oriented. They involve expressing ideas and information in conversation, using accurate pronunciation and appropriate expressions to convey different intentions. Examples of these activities include information-gap tasks, jigsaw puzzles, role-playing, ranking, guessing, matching, problem - solving, discussions, and debates. Through role-playing, learners receive specific information about a role (e.g., a character) from role cards and engage in short scenes with other learners, using their own ideas to convey the character's thoughts and actions. Role cards are created in order to lead in different points of view and disagreements which often results in a great discussion and different arguments (Scrivener, 2005). As stated in (CDC, 1999), there are four steps when planning speaking activities:

- Awareness-raising: Learners are encouraged to raise their awareness of certain language expressions in oral interaction in order to speak more.
- Pre-communicative: This stage allows learners to practice repeatedly a particular skill in order to speak effectively, such as language structure or intonation pattern.
- Communicative: Learners practice their speaking skills without control of the vocabulary or structures while communicating.
- Feedback: In this final stage the teacher gives learners convenient feedback. To sum up, a study by (Nunan D. , 1989) found that successful oral communication helps to improve in particular the ability to articulate intelligibly and fluently, conversational listening skills, proficiency of intonation and stress, skills in taking turns and negotiation meaning and using relevant conversational pattern (p. 32).

#### **4.10 Benefits of “TBL” Methodology for Speaking Skills**

Task-Based learning offers numerous benefits for the development of speaking skills. By providing authentic communication opportunities, promoting motivation and engagement, focusing on fluency, integrating language skills, encouraging collaboration, fostering learner

autonomy, and enabling effective assessment, TBL helps learners develop their speaking abilities in a meaningful and contextualized manner.

Focusing on meaningful tasks and real-life contexts, TBL enhances learner motivation and engagement. Learners are more likely to be motivated when they see the immediate relevance and usefulness of what they are learning. The interactive nature of tasks also increases learner engagement and participation. In addition, TBL often incorporates tasks that expose learners to different cultures and perspectives. Through these tasks, learners develop cultural awareness, sensitivity, and intercultural communicative competence, which are essential in today's globalized world. Here is presented some features about the benefits.

#### **4.10.1 Authentic Language Use**

TBLT emphasizes real-world language use by engaging learners in tasks that mimic situations they might encounter in daily life. This authenticity helps learners develop practical language skills for communication. This methodology provides opportunities for learners to engage in authentic language use by completing meaningful tasks, making the language learning experience more relevant and practical (Skehan P. , 1996).

As learners engage in tasks, they naturally progress from simpler language structures to ones that are more complex. This gradual progression aligns with natural language development and acquisition. Tasks in TBLT focus on communication, encouraging learners to use the target language in meaningful ways. Tasks promote communication and interaction, fostering the development of speaking, listening, reading, and writing skills in a holistic manner (Willis & Willis, 2007).

#### **4.10.2 Increased Motivation**

Completing meaningful tasks can boost learner motivation. Tasks are often designed to be interesting and relevant to learners' lives, making the language learning process more engaging and enjoyable. The focus on real-world tasks and problem-solving can enhance learner motivation by making the language learning experience more engaging and purposeful (Willis & Willis, 2007).

### **4.10.3 Language Acquisition and Cognitive Skills Enhancement**

Language learning is embedded within the context of tasks, allowing learners to acquire and practice language skills in situations where they would naturally use them. This contextual learning facilitates a deeper understanding of language usage. TBL emphasizes language acquisition in context, allowing learners to acquire language skills while simultaneously using them for specific purposes (Nunan D. , 2004).

TBL involves problem-solving and critical thinking, requiring learners to use higher-order cognitive skills. This cognitive engagement contributes not only to language development but also to overall cognitive skill enhancement. Tasks often require learners to use higher-order cognitive skills such as analysis, synthesis, and evaluation, contributing to overall cognitive development (Willis & Willis, 2007).

## **5. Methodology**

### **5.1. Methodology objectives**

#### **General Objective**

Analyze the speaking skills issues among 8th-grade students in the context of English language education at “Unidad Educativa Particular La Colina”, with the final purpose of providing innovative activities.

#### **Specific Objectives**

1. Identify specific issues related to verbal communication among 8th-grade students, by observation to collect data on their perceived difficulties, strengths, and enable a better understanding about student’s proficiency.
2. Research the correlation between the identified speaking skills issues in 8th-grade students and the teaching strategies employed by the English teachers at the institution, through a survey and interview that has the purpose of give insights into current teaching strategies and identify potential gaps or opportunities for improvement.

## **5.1 Introduction**

This research aims to dig deeper into the speaking skills issues among eighth graders and their relationship to the applied teaching strategies. The aim is to conduct an analysis combining quantitative and qualitative methodologies in order to provide a nuanced understanding of the challenges faced by students in this particular grade.

The application of a mixed methodology highlights our commitment to capturing an integral view of the complexities of oral skills. By employing both quantitative and qualitative approaches, it was aimed to collect a diverse range of data that goes beyond mere statistical metrics. The instruments selected for this research include surveys designed to elicit responses from the target population. These surveys incorporate a mix of closed-ended multiple-choice and open-ended questions. The inclusion of both types of questions is intended to ensure an exhaustive exploration of the topic. By employing close-ended questions, we seek to quantify trends and patterns in the data, providing a quantitative foundation for our analysis. Simultaneously, the incorporation of open-ended questions allows for a qualitative exploration of individual experiences, opinions, and suggestions, ensuring a richer and more contextualized understanding of the issues at hand.

## **5.2 Qualitative research**

Qualitative research will prove highly beneficial for the analysis of speaking skills issues in eighth grade and their relationship with teaching strategies. By conducting interviews with the English area coordinator and the English teacher, valuable insights and perspectives were gathered regarding the challenges students face in developing their speaking skills. Through qualitative methods, such as in-depth interviews, researchers can delve into the nuances of these issues, uncovering underlying factors that may not be apparent through quantitative data alone. This approach allows for a more comprehensive understanding of the complexities involved in teaching and learning speaking skills at this grade level.

Furthermore, qualitative research offers the opportunity to explore the subjective experiences and perceptions of both educators and students, shedding light on the effectiveness of current teaching strategies and potential areas for improvement. By analyzing the data collected through interviews, as researcher is easy to identify patterns, themes, and unique insights that

can inform the development of targeted interventions and instructional approaches to enhance speaking skills in eighth-grade students. The rich, detailed information obtained through qualitative research will not only contribute to a deeper understanding of the issues at hand but also provide practical recommendations for educators to optimize their teaching methods and support students in improving their speaking abilities. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation (Creswell, 2007)

### **5.3 Quantitative research**

Quantitative research will offer significant benefits for the analysis of speaking skills issues in eighth grade and their relationship with teaching strategies. By conducting a survey among English teachers at "Unidad Educativa Particular La Colina," the researcher gathered numerical data on various parameters related to English learning and teaching strategies. This approach allows for the quantification of factors such as speaking proficiency levels, teaching methods employed, and the effectiveness of different strategies, providing a structured and measurable insight into the dynamics of speaking skills development in eighth-grade students. Through statistical analysis of the survey data, researchers can identify correlations, trends, and patterns that can inform evidence-based decisions on optimizing teaching approaches to enhance students' speaking abilities effectively.

Moreover, the quantitative data collected from the survey at "Unidad Educativa Particular La Colina" will enable researchers to conduct a rigorous analysis of the relationship between specific teaching strategies and students' speaking skills. By quantifying the impact of different teaching methods on speaking proficiency, researchers can pinpoint the most effective approaches and tailor instructional strategies to address the identified issues comprehensively. This data-driven approach will not only provide valuable insights into the current state of speaking skills in eighth-grade students but also offer concrete recommendations for refining teaching practices to foster better speaking outcomes, ultimately contributing to the enhancement of English language learning experiences in the educational setting.

## **5.4 Variables**

This research includes two variables, they were captured in the title of these research document.

### **5.4.1 Independent variable**

#### **Classroom Environment and Teaching Methods**

The independent variable in this study would encompass various aspects of the classroom environment and teaching practices. This includes factors such as teaching methods, teacher-student interaction, peer collaboration, and any technological interventions used to enhance speaking skills. Essentially, it involves elements that can be manipulated or observed by the researcher.

### **5.4.2 Dependent variable**

#### **Speaking Skills Proficiency of 8th-Grade Students**

The dependent variable is the outcome or behavior that you are trying to understand, and in this case, it is the speaking skills proficiency of 8th-grade students. This variable is influenced by the independent variable – the classroom environment and teaching practices. The goal is to observe how variations in the classroom setting and teaching approaches impact the speaking abilities of the students. The analysis seeks to identify specific issues within the speaking skills of students and understand how these issues relate to the classroom environment and teaching practices.

## **5.5 Research population**

The research population comprised educators delivering English classes within the General Basic Education program at "Unidad Educativa Particular La Colina." This group consisted of three women, all possessing advanced degrees and substantial expertise in the realm of education. These teachers were deliberately chosen due to their extensive experience and specialization in the field of foreign language instruction. The selection aimed to ensure a diverse yet qualified sample, providing valuable insights into the perspectives and practices of educators dedicated to English language education. This strategic approach aimed to enhance the credibility and relevance of the research findings within the context of "Unidad Educativa Particular La Colina."

In addition, the population of the research study also included the 8th-grade students in general basic education who were the subjects of an observation sheet. This group of students represents a specific segment of the student population, typically aged around 12-13 years old, undergoing a crucial stage in their educational development. By focusing on this particular grade level, the research gained valuable insights into the behaviors, learning patterns, and interactions of students at this transitional stage, helping to inform educational practices and interventions tailored to this age group. The observation sheet likely captured a range of data points related to student behavior, engagement, and academic performance, providing researchers with a detailed understanding of the dynamics within this cohort.

## **5.6 Research Techniques**

In this research, a versatile approach to data collection has been adopted in order to obtain an understanding of the factors that influence the speaking skills of 8th grade students at the “Unidad Educativa Particular La Colina”. First, a student survey, used to collect data on the difficulties, strengths and preferences they perceive in the development of speaking skills. This survey provides direct insight into student perspectives, offering valuable information about specific language challenges and areas of proficiency. By focusing on students' subjective experiences, the research aims to identify aspects of verbal communication that may influence their language-learning process.

In addition, a parallel survey for teachers was designed with the explicit purpose of obtaining information about current teaching strategies and, at the same time, identifying possible gaps or opportunities for improvement. This objective aims to establish a meaningful connection between the challenges identified among eighth graders and the teaching methods employed by English teachers. By examining teachers' perspectives on their teaching strategies, the research aims to uncover correlations between pedagogical approaches and student outcomes. This view facilitates a more informed analysis of how instructional methods influence the effectiveness of language learning in the specific context of the “Unidad Educativa Particular La Colina”.

## **5.7 Research instruments**

### **5.7.1 Survey for the English Area Teachers**

The research methodology employed a strategic combination of surveys as the primary methodological instrument to gather insights from the three English teachers at "Unidad Educativa Particular La Colina." Designed with meticulous care, each survey comprised ten questions aimed at eliciting detailed responses and opinions, fostering a clear understanding of the subjects' experiences. To ensure a well-rounded exploration, the surveys featured a mix of open-ended and multiple-choice questions.

By employing close-ended questions, we seek to quantify trends and patterns in the data, providing a quantitative foundation for our analysis. On the other hand, multiple-choice questions allowed for structured responses, facilitating quantitative analysis and enabling the identification of common trends or preferences. By incorporating both types of questions, the surveys aimed to capture the depth and breadth of the participants' realities, ensuring a comprehensive exploration of the challenges, strengths, and preferences related to speaking skills in 8th-grade students and the corresponding teaching strategies employed by English teachers.

### **5.7.2 Observation sheets and record in voice classes**

To systematically observe and assess students' speaking skills during oral activities, an observation sheet checklist was developed. This checklist focused on key behaviors related to students' participation, such as their level of engagement, collaboration with peers, and specific language skills like pronunciation, intonation, vocabulary usage, coherence of speech, and grammatical accuracy. The observation sheet provided a structured framework for the teacher to closely monitor the entire class during the speaking tasks. Over a two-week period, these observation sheets were applied in five classes, each lasting two hours, allowing for a comprehensive evaluation of students' speaking performance and progress of the students of eighth-grade in "Unidad Educativa Particular La Colina".

### **5.7.3 Interview to the English area coordinator and English teacher**

The purpose of conducting an interview with the English area coordinator of the “Unidad Educativa Particular La Colina” is to gain insight into the methodologies being implemented within the institution to evaluate and improve students' speaking skills effectively. By interviewing the coordinator, we can understand the strategies and approaches being used to assess the speaking abilities of students and how these methods contribute to achieving desired outcomes. This interview had 10 questions, which allowed to gather valuable information about the institution's practices, identify any challenges or successes, and explore potential areas for improvement in the teaching and assessment of speaking skills in English. Ultimately, the goal is to ensure that students receive quality education in English speaking proficiency and to continually enhance the effectiveness of the educational practices within the institution.

### **5.9 S.W.O. T research**

This section of “S.W.O.T” about the research includes four clauses and plot each factor based on its nature (strength, weakness, opportunity, or threat). It will provide a quick overview of the research project's internal and external factors, helping in strategic decision-making of the research.

#### **Strengths**

- Existing Resources: Utilize existing classroom resources.
- Teacher Expertise: Leverage the expertise of teachers in the subject matter and oral expression techniques.
- Technology Integration: Explore the use of technology tools to enhance oral communication skills.

#### **Weaknesses**

- Limited Classroom Time: Constraints on class time may hinder the development of oral expression skills.
- Students may struggle with motivation or confidence in oral expression.

- **Lack of Specialized Training:** Teachers may not have specific training in fostering oral expression skills.

### **Opportunities**

- **Professional Development:** Provide teachers with professional development opportunities to enhance their skills in promoting oral expression.
- **Incorporate Interactive Activities:** Introduce interactive and engaging activities that encourage students to express themselves orally.
- **Peer Collaboration:** Encourage peer collaboration and group activities to create a supportive environment for oral expression.

### **Threats**

- **Assessment Challenges:** Difficulty in assessing individual oral expression skills accurately may pose a challenge.
- **Limited Parental Involvement:** Lack of parental involvement or support may affect the reinforcement of oral expression skills at home.
- **The existing curriculum may not adequately address oral expression,** leading to a lack of emphasis on these skills.

## **6. Analysis**

### **6.1 Analysis of the Interview done to the eighth-grade English Teacher and Area Coordinator of “Unidad Educativa Particular La Colina”**

This interview was done to Gabriela Espinel and Brithany Castro with their consent. Both teachers gave their sincere opinion about the problems that arise in oral skills and what activities are carried out in the institution to improve these skills. You can find the clear transcription of each interview in annexes.

#### **1) Institution Context**

##### **a) Could you provide a general description of how oral English instruction is approached at our institution for 8th grade students?**

**Analysis:** The teaching of oral English in “Unidad Educativa Particular La Colina” for 8th-grade students is structured around a comprehensive approach that integrates grammar instruction, practical application, multimedia resources, and real-life connections. The process begins with traditional grammar explanations on the board, followed by various practice activities such as in notebooks, activity books, and worksheets. Additionally, videos and games are utilized to demonstrate both the grammatical structure and practical examples with native accents and expressions.

By emphasizing functional English skills, students are encouraged to apply their language learning in diverse contexts. This approach not only enhances comprehension but also reinforces the idea that English can be used consistently in daily life, whether through phrases or vocabulary.

##### **b) What are the possible issues that the students of eighth-grade have in the speaking skills?**

**Analysis:** The responses from the English coordinator and the 8th-grade English teacher put light on significant challenges faced by students in their speaking skills development. The predominant issue highlighted is the fear of making mistakes. This fear stems from the emotional factor, particularly for non-native English speakers. Students, even when making minor errors, fear ridicule from their peers, leading to an initial rejection of spoken English.

Another critical issue highlighted is the pronunciation. Due to the influence of their native language, Spanish, students tend to read English words, as they are written, leading to incorrect pronunciation. The disparity between English spelling and pronunciation poses a significant hurdle for students in articulating words accurately.

**c) What are the main objectives that are set for the development of oral skills in our students at this level?**

**Analysis:** Both responses emphasized the significance of creating a language-rich environment that encourages students to engage actively in oral communication. The integration of reading, listening, and pronunciation skills displays a holistic approach to developing oral proficiency, aligning with best practices in language acquisition. Encouraging students to speak freely, make mistakes, and connect pronunciation with meaning fosters a comprehensive understanding of oral skills development.

**2) Methods and Teaching Strategies**

**a) What methods or pedagogical approaches are used to teach speaking skills in English to 8th grade students?**

**Analysis:** The area coordinator highlighted a student-centered approach focusing on real communication and interaction in English. The use of technology like Karaoke apps adds an engaging element to language learning, enhancing both listening and speaking abilities in an interactive way.

In the other hand the English teacher, emphasized on communicative tasks and the active use of “Flipped Classroom” model signifies a shift towards student engagement, critical thinking, and collaborative learning.

Both agreed that the incorporation of peer interaction and constructive feedback fosters a supportive environment for oral skill development, encouraging students to learn through practice and application.

**b) How are interactive activities incorporated to promote the development of speaking skills in the classroom?**

**Analysis:** Both responses highlighted the importance of incorporating interactive activities to promote speaking skills development in English language learning. The Area Coordinator's

approach emphasizes a balanced mix of teacher-led instruction and student-centered activities, catering to diverse learning styles and fostering a supportive learning environment.

The English Teacher's strategy focuses on informal conversations and simple dialogues to build students' confidence and fluency in speaking, leveraging the teacher-student relationship for effective language practice.

**c) Are technological or multimedia resources used in the process of teaching oral English? If so, could you provide examples?**

**Analysis:** Both responses demonstrated a commitment to leveraging technological resources to enhance oral English skills in students. The Area Coordinator's approach displayed a diverse use of multimedia tools like apps, movie clips, and video platforms to target listening and speaking skills effectively.

The English Teacher's emphasized on karaoke apps and the availability of basic technological resources underscores the practical integration of multimedia tools to support language learning in the classroom, catering to student engagement and individualized learning experiences.

**3) Evaluation of Student Progress**

**a) How is the oral proficiency level of 8th grade students assessed at our institution?**

**Analysis:** Both responses highlighted the use of rubrics as a structured assessment tool for evaluating oral proficiency in 8th grade students.

The Area Coordinator's approach emphasized a comprehensive rubric that covers language aspects and content relevance, ensuring a thorough evaluation of students' speaking skills.

The English Teacher's strategy focused on individual student adaptations and specific language criteria for assessing oral proficiency, promoting clear communication, and valid argumentation within the context of language proficiency levels. Setting clear expectations for students at the A2 level to demonstrate coherent ideas, simple language usage, and valid arguments in debates reflects a targeted assessment strategy that aligns with language proficiency standards.

**b) What types of activities or tasks are used to assess students' speaking effectively?**

**Analysis:** Both answers emphasized the use of varied activities and task-specific rubrics to assess students' speaking skills effectively.

The Area Coordinator's approach incorporated a mix of interactive tasks to evaluate speaking proficiency, while the Eighth-Grade English Teacher's strategy focuses on aligning assessment criteria (intonation, fluency, pronunciation, intensity and voice tone), with specific activities to provide detailed feedback and encourage excellence in speaking performance.

By combining diverse activities and tailored assessment parameters, educators can ensure a comprehensive evaluation of students' speaking abilities, fostering continuous improvement and proficiency in oral communication.

**c) Are formative or summative assessments conducted to measure progress in oral skill development? How often?**

**Analysis:** The coordinator's approach integrates both formative and summative assessments within quarterly evaluations to measure progress in oral skill development.

By including Speaking in assessments and balancing the evaluation of multiple skills, the process aims to provide a comprehensive view of students' language proficiency while managing cognitive load effectively. In the other hand, the teacher's strategy involves regular assessment of speaking skills in partial exams to monitor students' advancement in oral proficiency.

By combining formative assessments throughout the course with summative assessments at the end, the evaluation process ensures ongoing feedback and a comprehensive overview of students' oral skill development.

**4) Support and Reinforcement for Students**

**a) What measures are implemented to support students who present difficulties in developing oral skills in English?**

**Analysis:** Both responses highlight the importance of curricular adaptations and personalized approaches to support students facing challenges in developing oral skills. The Area Coordinator's method emphasizes individualized explanations, additional time, and personalized feedback to address errors effectively and cater to diverse learning needs.

The Eighth-Grade English Teacher's strategy focuses on providing simpler tasks, reducing stress, and gradually improving students' oral proficiency, creating a supportive and encouraging environment for students with difficulties in oral skill development.

**b) Are there any remedial programs or extracurricular activities aimed at improving the speaking skills of 8th grade students?**

**Analysis:** The Area Coordinator's initiative to integrate English requests and greetings into daily interactions and provide visual support aids demonstrates a practical approach to improving speaking skills within the school environment.

The Eighth-Grade English Teacher's mention of remedial programs and extracurricular activities in higher grades suggests a potential pathway for students to further enhance their speaking abilities through specialized programs as they progress academically.

**5) Collaboration and Communication**

**a) How is collaboration fostered between English and other area teachers to promote the development of oral skills in 8th grade students?**

**Analysis:** Both responses demonstrate efforts to foster collaboration between English and other subject teachers to enhance oral skills development in 8th grade students.

The Area Coordinator's initiative with a bilingual project and visual aids aims to integrate English language use into daily interactions, while the Eighth-Grade English Teacher's emphasis on communication and agreements among teachers underscores a coordinated approach to supporting students' language learning across subjects.

By promoting collaboration and tailored support strategies, educators can create a cohesive environment that enhances students' oral skills development and overall language proficiency.

**b) Is there any communication or collaboration with parents to support the development of oral skills outside the classroom?**

**Analysis:** Both responses indicated a lack of formal communication and collaboration with parents to support oral skills development outside the classroom. This approach may limit the

potential for reinforcing language skills in students' daily lives, as parents and guardians can play a crucial role in providing additional practice and encouragement.

## **6) Challenges**

### **a) In your opinion, what are the main challenges faced by 8th grade students in developing oral skills in English?**

**Analysis:** Both answers shaded light on the multifaceted challenges 8th grade students encounter in developing oral skills in English.

The Area Coordinator emphasizes the psychological aspect of fear and self-confidence, while the Eighth-Grade English Teacher delves into academic transitions, leveling proficiency, and social anxieties. The Teacher underscored the academic and social transition students' face in 8th grade, emphasizing the challenges of adapting to new responsibilities, multiple teachers, and potential language proficiency discrepancies.

Addressing the fear of interaction, fear of error, and the importance of leveling students' English foundations are key aspects highlighted to overcome challenges and provide equal opportunities for all students.

By acknowledging and addressing these challenges, educators can tailor strategies to boost students' confidence, provide necessary support, and create an inclusive environment conducive to oral skills development in English.

## **6.2 Survey analysis of the English area teachers of “Unidad Educativa Particular La Colina”**

The survey was applied to all the English teachers of “Unidad Educativa Particular La Colina”. In total there was three responses from the teachers who teach in different levels of the institution. The survey was done online using the platform of “Google Forms”, to ensure that all the results are accurate.

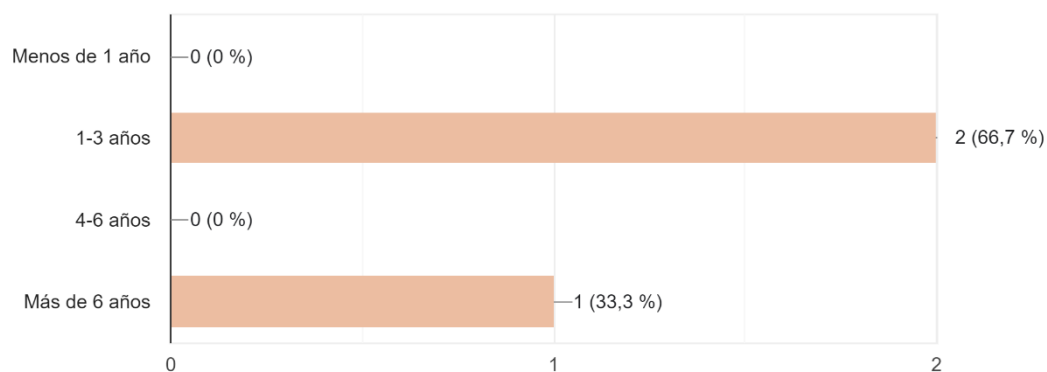
### **Part 1. Informative Data and Pronunciation Aspects**

## How many years of experience do you have teaching English as a second language (ESL)?

### 1. Do you consider the students' pronunciation to be clear and understandable?

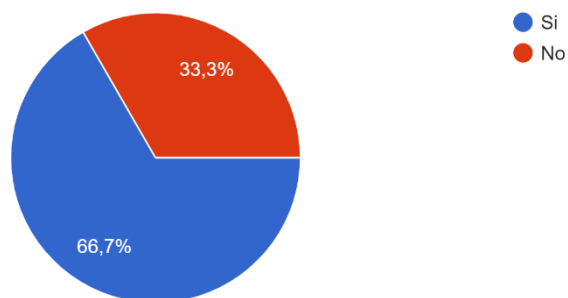
¿Cuántos años de experiencia tiene enseñando inglés como segunda lengua (ESL)?

3 respuestas



1. Aspectos de Pronunciación a) ¿Considera que la pronunciación de los alumnos es clara y comprensible?

3 respuestas



### 2. What are the main challenges faced by students in terms of pronunciation? (Open-ended answer)

b) ¿Cuáles son los principales desafíos que enfrentan los alumnos en cuanto a la pronunciación?  
(Respuesta abierta)

3 respuestas

El hecho de que en inglés no se pronuncia de la misma manera que se escribe

No están familiarizados con los fonemas del inglés por lo que intentan pronunciarlo con los fonemas del español.

Distinción de sonidos y la entonación de algunas palabras

**Analysis:** The survey was administered to all foreign language (English) teachers. The total number of teachers was three for each level of education. Two of the three teachers have 1-3 years of English language teaching experience and one has more than 6 years. This suggests that the majority of the teachers are relatively new to teaching English.

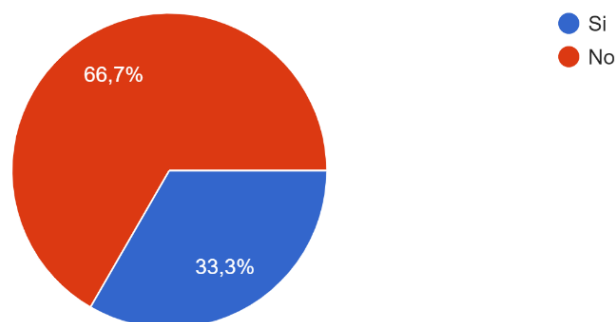
Two of the teachers consider that the pronunciation of the learners is clear and understandable while one at her level says that it is not. In the second section all the teachers agree that the biggest challenge faced by the learners in terms of pronunciation is understanding and familiarity with the phonemes. Students tend to pronounce the way it is written and do not distinguish the intonation of some words

## Part 2. Fluency and Coherence

### 1.- Do students speak fluently and coherently during oral activities?

2. Fluidez y Coherencia a) ¿Los alumnos hablan de manera fluida y coherente durante las actividades orales?

3 respuestas



## 2.-What strategies do you use to improve fluency and coherence in students' speech?

b) ¿Cuáles son los principales desafíos que enfrentan los alumnos en cuanto a la pronunciación?  
(Respuesta abierta)

3 respuestas

El hecho de que en inglés no se pronuncia de la misma manera que se escribe

No están familiarizados con los fonemas del inglés por lo que intentan pronunciarlo con los fonemas del español.

Distinción de sonidos y la entonación de algunas palabras

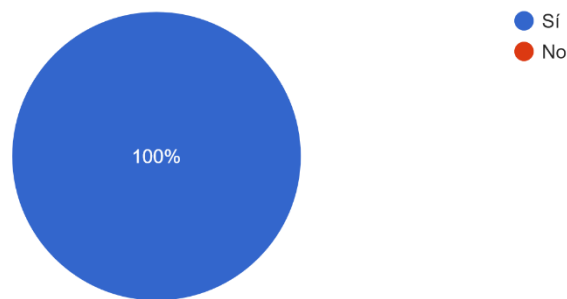
**Analysis :** In part two, two elementary and middle level teachers pointed out that students do not speak fluently and coherently in oral activities, this could be due to different factors such as the following: Internal factors, affective factors, class time in English, translation and error correction, and discursive competence. In the second section of the question, teachers reported the use of different strategies and materials to improve students' fluency and coherence in speaking. The answers varied, but in general it was the use of active listening activities, reading, dialogues and presentations on topics of interest. All agree on the use of 'Game-Based Learning' as a useful methodology when developing this particular skill.

### Part 3. Grammar and Vocabulary

#### 1.-Do students use grammatical structures appropriate for their level?

3. Gramática y Vocabulario a) ¿Los alumnos utilizan estructuras gramaticales adecuadas para su nivel?

3 respuestas

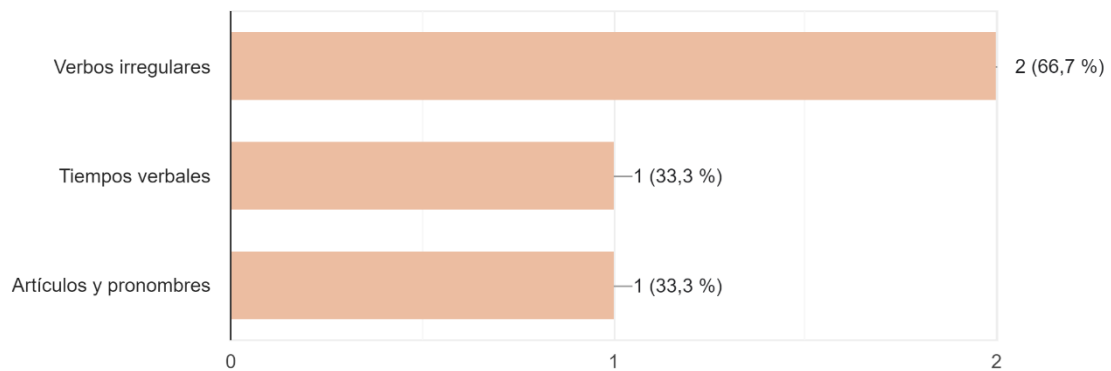


## 2.- Which grammatical areas usually present the most difficulties for students?

(Multiple choice: Several options can be selected)

b) ¿Qué áreas gramaticales suelen presentar más dificultades para los alumnos? (Selección múltiple: Pueden seleccionarse varias opciones)

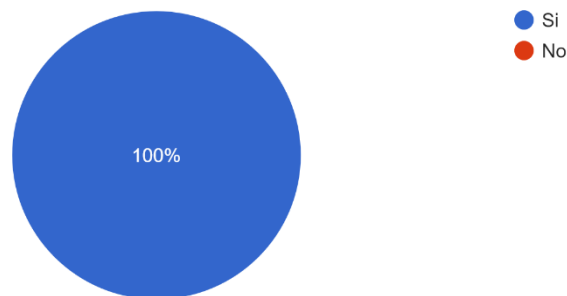
3 respuestas



## 3.-Is the vocabulary used by the students varied and adequate?

c) ¿El vocabulario utilizado por los alumnos es variado y adecuado?

3 respuestas



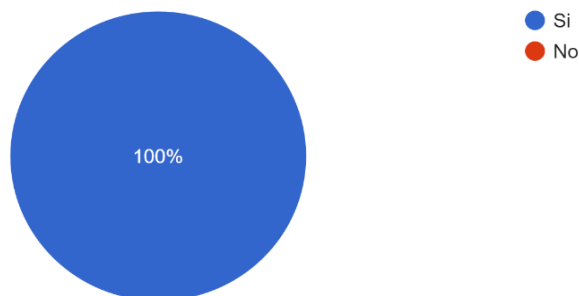
**Analysis:** In part three, all the teachers report that the students use correct grammatical structures according to their level. However, there are some grammatical areas in which the students have difficulties such as: irregular verbs, verb tenses, and articles with pronouns, all three teachers agree that the students' vocabulary is varied and adequate, especially for their level.

## Part 4. Comprehension and Response

### 1.-Do the students demonstrate comprehension of the questions and topics raised during the oral activities?

4. Comprensión y Respuesta a) ¿Los alumnos demuestran comprensión de las preguntas y temas planteados durante las actividades orales?

3 respuestas



### 2.-How do you encourage students' comprehension and responsiveness during conversation classes? (Open-ended response)

b) ¿Cómo fomenta usted la comprensión y la capacidad de respuesta de los alumnos durante las clases de conversación? (Respuesta abierta)

3 respuestas

- Utilizando sus gustos y preferencias en distintos temas
- Utilizando tanto inglés como español cuando es necesario, dando ejemplos, utilizando gestos.
- Implementar juego de rol, y repetición.

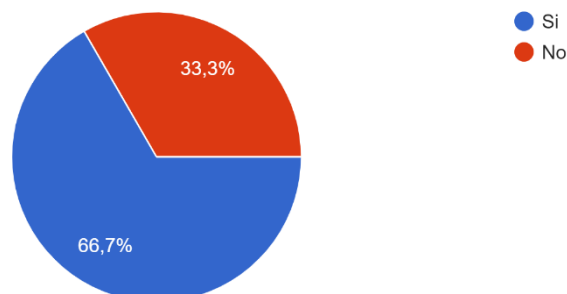
**Analysis:** In part four, the teachers state that the students show understanding of the questions and topics raised during the oral activities. Teachers encourage comprehension and responsiveness through the use of Using their likes and dislikes on different topics, using both English and Spanish when necessary, giving examples, using gestures and Implementing role play, and repetition.

## Part 5. Intonation and Pacing:

### 1.-Do students use appropriate intonation to express emotions and emphasize important points?

5. Entonación y Ritmo: a) ¿Los alumnos utilizan una entonación adecuada para expresar emociones y enfatizar puntos importantes?

3 respuestas



## 2.- How do you improve the intonation and rhythm of speech during oral English classes? (Open-ended response)

b) ¿Cómo trabaja usted la entonación y el ritmo del habla durante las clases de inglés oral?  
(Respuesta abierta)

3 respuestas

Generalmente se trata de hablar con naturalidad tanto en ritmo como entonación.

Escuchando diálogos de personas nativas en situaciones diarias.

Lectura en voz alta prestando atención a la entonación de las palabras

**Analysis :** In part five, two out of the three teachers say that there is adequate intonation to express emotions and emphasise important points. The teachers work on this aspect by means of different strategies. It is determined that they try to speak naturally both in rhythm and intonation, they also listen to dialogues of native speakers in everyday situations, and read aloud paying attention to the intonation of each word to form the sentence.

## Part 6. Relationship to Teaching Method

## 1.-In your opinion, how does the teaching method influence the development of students' oral skills?

6. Relación con el Método de Enseñanza: a) En su opinión, ¿Cómo influye el método de enseñanza en el desarrollo de las habilidades orales de los alumnos?

3 respuestas



## 2.-What modifications or improvements would you suggest in the teaching method to improve the development of the students' oral skills? (Open answer)

b) ¿Qué cambios o ajustes sugeriría en el método de enseñanza para mejorar el desarrollo de las habilidades orales de los alumnos? (Respuesta abierta)

3 respuestas

Darles más oportunidad de participar en clase e incentivar el uso correcto del inglés

Inclusión de inteligencias múltiples.

Incluir más actividades lúdicas que motiven al estudiante a hablar, también incluir temas de interés para incentivar el speaking

### 3.-Personally, what methodology do you use to improve and develop oral skills?

c) Personalmente , qué metodología utiliza para mejorar y desarrollar la habilidad oral ?

3 respuestas

Hablar sobre temas que les apasionan y en su lengua materna dominan.

Aprendizaje cooperativo y basado en juego.

En mis clases incluyo canciones al igual que cuentos los cuales motiven a los alumnos a participar

### 4.-What resources (technological, books, didactic materials, etc.) do you use to promote oral expression in your classes?

d) ¿Qué recursos (tecnológicos, libros, materiales didácticos, etc.) emplea para fomentar la expresión oral en tus clases?

3 respuestas

Karaoke libre de sus canciones en inglés favoritas.

Fichas didácticas, videos, canciones.

Videos, flashcards, libros, material lúdico.

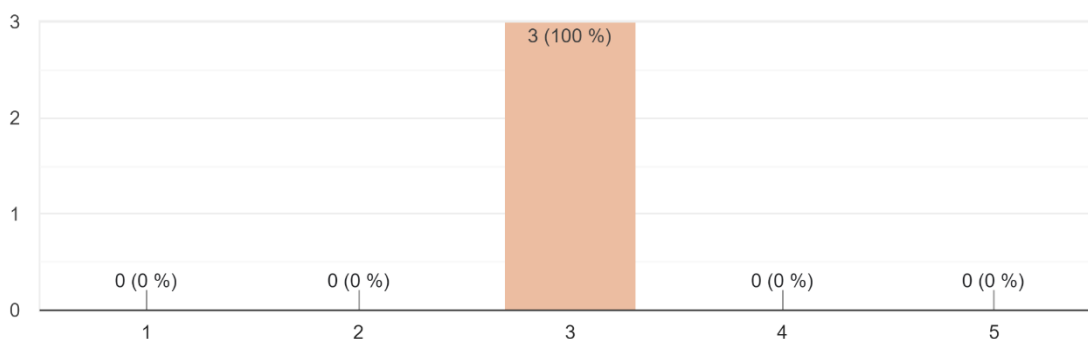
**Analysis :** In part six, all the teachers agree that the teaching method undoubtedly has a positive influence on the development of the students' speaking skills. They suggest that in order to better develop oral skills, more opportunity should be given to participate in class to encourage the correct use of the English language, they also point out the inclusion of multiple intelligences in oral activities and finally, they add to the planning more play activities that motivate the students to talk about topics of interest to encourage speaking. Each of them ensures the use of play-based cooperative learning and they like to include topics that students are passionate about and songs that motivate participation. The teachers named the different resources that they mostly use such as: free karaoke in English, didactic cards accompanied by videos, books and play material specific to the subject.

### Part 7.General Opinion

**1.- On a scale of 1 to 5, how would you rate the overall level of oral proficiency of 8th grade students?**

7.Opinión General a) En una escala del 1 al 5, ¿Cómo calificaría el nivel general de habilidad oral de los alumnos de 8vo grado?

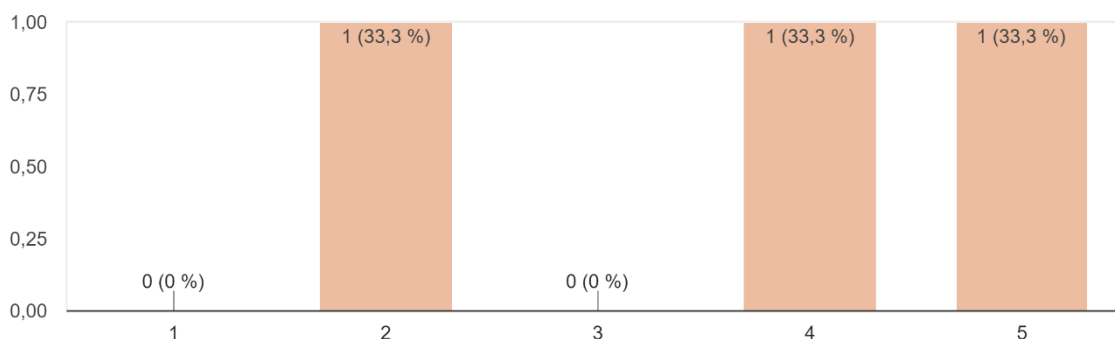
3 respuestas



**2.- On a scale of 1 to 5, what is your level of familiarity with the Task-Based Learning method?**

b) En una escala del 1 al 5, ¿Cuál es su nivel de familiaridad con el método "Task-Based Learning"?

3 respuestas



**Analysis :** Finally, the teachers were asked on a scale of one to five, the general level of oral proficiency of the 8th grade students. The number one being equivalent to poor and five being equivalent to excellent. The teachers answered honestly according to their learning outcomes, the overall response was three. This makes it clear that the level is intermediate, as the students demonstrate oral skills, however, some aspects need to be improved in order to reach a high level of proficiency in English. In the second section of the question, the teachers

responded that their level of familiarity with the Task-Based Learning methodology was varied. Each responded with different numbers on the scale, the mean is 3. This information suggests that the level of familiarity with the 'Task-based learning' methodology among teachers is intermediate, with room for improvement. The variability of responses indicates the need for additional training and support to improve teachers' understanding and application of the methodology. If teachers can improve their understanding and application of this methodology, this could improve language learning outcomes for learners.

On the basis of this survey, it is clear that there are areas for improvement in the speaking skills of the eight-grade students. The survey results indicate that there are areas for improvement in students' oral skills, particularly in pronunciation, fluency, and grammar. Teachers use various strategies to promote comprehension, intonation, and motivation, but there is a need for more opportunities for student participation and the incorporation of multiple intelligences and game-based activities. The teachers' familiarity with Task-Based Learning is average, indicating a need for further training and support

### **6.3 Analysis of the observation sheets**

The students demonstrate a good understanding of the topic and are able to express themselves coherently in English. They are able to participate in group activities and engage in discussions with the teacher. However, there are some areas where they need improvement.

The students' pronunciation is generally clear, but there are instances where it affects the understanding of their discourse. They tend to pause frequently when unsure of a word, which can disrupt the flow of their speech. Additionally, some students speak at varying speeds, which can make it difficult to follow their arguments.

The students use a good range of vocabulary related to the topic, but their grammar is not always precise. They often commit common errors such as verb tense mistakes. However, these errors do not significantly affect the understanding of their message.

The students are able to collaborate effectively in group activities and engage in discussions with the teacher. They ask questions and clarify doubts in their native language, which helps them to better understand the topic. However, there is limited dialogue among themselves in English.

In synthesis, the students show a good understanding of the topic and are able to express themselves coherently in English. However, they need to improve their pronunciation, fluency, and grammar to enhance their overall oral communication skills.

## **7. Results and Discussion**

In this final discussion, we will examine, compare and contrast the results of the applied methodologies and instrument used to collect data about the relationship of the speaking skills and the teaching methods in “Unidad Educativa Particular La Colina.”

### **7.1 General analysis of results**

The analysis of the speaking skills issues in eighth grade students, particularly focusing on their oral proficiency in English, revealed several key findings. Across the observation sheets conducted by the researcher, it was evident that students demonstrated varying levels of pronunciation accuracy, fluency, and vocabulary usage. Pronunciation was highlighted as a significant challenge, impacting the clarity and understanding of their speech. Additionally, students exhibited differing abilities in maintaining fluidity during oral expression, with some showing interruptions due to vocabulary gaps or uncertainties. The observations also underscored the importance of vocabulary richness and grammatical accuracy in enhancing students' oral communication skills. Notably, the study identified common errors in grammar, such as verb tense inconsistencies, which occasionally affected message comprehension but were promptly corrected. It was mentioned that in early stages, young EFL learners tend to use simpler sentence structures as they acquire basic grammatical rules. They may struggle with more complex syntactic constructions that involve different verb tenses or intricate grammatical relationships.

In addition, the interview with the coordinator and the English teacher shed light on the broader context of oral English teaching at "Unidad Educativa Particular La Colina". The approach to teaching oral English to eighth grade students at this private institution was described as comprehensive, integrating grammar instruction with practical applications, multimedia resources, and connections to real life. Studies corroborate this information by delving on how socioeconomic factors have an effect on language outcomes. However, in this particular case students struggle despite having more personalized learning.

The interview highlighted significant challenges faced by students, notably the fear of making mistakes and pronunciation difficulties influenced by their native language. These findings emphasize the importance of addressing emotional barriers to speaking English and

providing targeted support to improve pronunciation accuracy. Overall, the study underscores the need for tailored teaching strategies that focus on building students' confidence, addressing pronunciation challenges, and enhancing vocabulary and grammar skills to foster effective oral communication in English among eighth-grade students. It's important to consider the affective filter, which refers to emotional factors influencing language learning, when it is negative in output Spoken language as in this case, it refers to a psychological barrier that hinders language acquisition due to negative emotions such as stress, anxiety, boredom, and lack of motivation. This filter, as part of the Affective Filter Hypothesis by Stephen Krashen, reduces a student's ability to absorb comprehensible input, impeding effective language learning.

The survey results indicate that the three English language teachers at “Unidad Educativa Particular La Colina” have varying levels of experience, with two having 1-3 years of experience and one having over 6 years of experience. The teachers have identified pronunciation as a significant challenge for students, with students having difficulty understanding and distinguishing between different phonemes. They also struggle with translating English words into their native language and not fully grasping the intonation of some words. The teachers have reported that students struggle with fluency and coherence during oral activities, which they attribute to factors such as internal and affective factors, limited English class time, translation and error correction, and discourse competence. To address these issues, the teachers use various strategies and materials, including active listening activities, reading, dialogues, and presentations on topics of interest.

They particularly find "Game-Based Learning" to be an effective methodology for developing this skill. The teachers have stated that students use appropriate grammatical structures for their level, but they struggle with irregular verbs, verb tenses, and article-pronoun combinations. They have noted that students have a varied and appropriate vocabulary for their level. The teachers reported that students demonstrate understanding and respond to questions and topics during oral activities. They promote comprehension and response capacity through the use of students' interests and preferences in different topics, using both English and Spanish when necessary, providing examples, using gestures, implementing role-playing games, and repeating exercises.

The survey results show that the English language teachers at “Unidad Educativa Particular La Colina” have varying levels of experience and use different strategies to teach pronunciation and intonation. Two out of three teachers believe that students have an adequate intonation to express emotions and emphasize important points. They work on this aspect by speaking naturally in rhythm and intonation, listening to dialogues of native speakers in everyday situations, and reading aloud with attention to the intonation of each word to form phrases.

All teachers agree that the teaching method has a positive influence on the development of students' oral skills. They suggest that to better develop oral skills, students should have more opportunities to participate in class to encourage correct use of English, include multiple intelligences in oral activities, and add more play-based activities that motivate students to speak about topics of interest. The teachers use cooperative learning based on games and include topics and songs that interest students. They use resources such as free English karaoke, educational cards with videos, books, and teaching materials. Research emphasizes that output in language development is essential for learners to internalize and solidify their understanding of the language. Through output, children engage in the process of speaking, which helps them consolidate their knowledge of vocabulary, grammar rules, and sentence structures. Moreover, output enables learners to receive feedback on their language use, allowing them to correct errors and improve their linguistic accuracy. Krashen emphasizes the need to create a low affective filter environment that reduces anxiety and favors participation.

The teachers rate the overall oral ability of eighth-grade students as average, with a score of three out of five. This indicates that students have intermediate oral skills, but there is room for improvement to achieve a high level of proficiency in English. The teachers have varying levels of familiarity with the "Task-Based Learning" method, with an average score of three. This suggests that the teachers' familiarity with the "Task-Based Learning" method is intermediate, with room for improvement. The variability of the responses indicates the need for additional training and support to improve the understanding and application of the method by the teachers. The results of this study reveal a direct connection between deficiencies in students' oral production and the lack of strategies that foster the motivation

and confidence needed to actively participate in interactions in English. This is consistent with the findings of Dörnyei and Ushioda, who state that “motivation plays a crucial role in the development of students' communicative competence.”

Researchers and educators were exploring innovative approaches to assess language proficiency within a Task-Based framework. This included the development of performance-based assessments and a move towards more authentic, real-world evaluation methods. There has been a growing recognition of the importance of adapting Task-Based learning to different cultural and contextual settings.

Based on the applied instruments, it is clear that there are areas for improvement in eighth-grade students' oral skills. This information will be used to design a proposal tailored to the specific needs of the students to improve their oral skills.

## **8. Conclusions and recommendations**

### **8.1 Conclusions**

1. The exhaustive exploration of reliable literature sources has laid a solid foundation for the proposed research study. By establishing solid theoretical and scientific bases, the research contains all the necessary information to address and understand the problematic of speaking skills, which enhances its credibility and academic rigor. Authors and scientific research related to the various teaching strategies that motivate students and strengthen productive skills focused on oral production, problems focused on the output of oral production, Teaching Young Learners and finally the most crucial of this research "Task-Based Methodology" were considered.
2. Through the utilization of diverse research techniques, the speaking issues prevalent among eighth-grade students have been successfully identified. A survey, interview and observation sheets were applied and got successful results. This comprehensive understanding serves as the cornerstone for the development of a methodological proposal aimed at addressing the challenges effectively.
3. The interpretation of the research results has led to the formulation of insightful conclusions and implications. The study identified several speaking skills issues among eighth-grade students, including difficulties with pronunciation, fluency, vocabulary usage, and overall communicative effectiveness due to the negative affective filter this due to the lack of teaching strategies based on specific tasks to enhance the speaking skills.
4. The integration of activities based on the Task-Based Learning (TBL) approach is considered since it has a fixed base that supports it as one of the best methodologies to motivate speaking skills in young students. It is intended to make a proposal based primarily on this methodology in conjunction with all the researched bases to promote the development of oral competence, offering a practical and attractive learning experience that fits the objectives of this skill.

## **8.2 Recommendations**

1. Readers and future researchers are encouraged to build on the solid theoretical and scientific foundation established in this study by exploring additional literature sources and emerging pedagogical approaches. This will further strengthen the understanding of effective teaching strategies for oral proficiency development.
2. It is crucial to conduct in-depth case studies or action research projects to evaluate the implementation and effectiveness of the specific teaching strategy identified in this study (Task-Based Teaching Methodology - TBTM). Adapting impactful methodologies for the classrooms benefit the speaking outcomes.
3. It is essential to conduct studies over a longer period of time in different types of institutions and educational levels to track the progress of students' oral skills development over time. This will allow researchers to gain a comprehensive understanding of the long-term impact of the identified problems and the effectiveness of interventions designed to address them.
4. It is essential to encourage interdisciplinary collaborations between language educators and speech and language professionals. By integrating diverse perspectives and expertise, these collaborations will lead to the development of more integral and effective strategies for improving oral skills and overall language development.

## **9. Proposal**

### **Title: "Task-Based Teaching Methodology Virtual Guidebook: "SPEAKSPHERE"**

#### **9.1 Introduction**

The importance of effective communication skills, particularly speaking, cannot be overstated in the modern educational landscape. As a result, it is crucial to develop innovative and engaging methods to improve students' speaking abilities. Task-Based learning methodology has been recognized as a highly effective approach in enhancing language skills, particularly speaking. This proposal aims to create a comprehensive guidebook that incorporates three speaking activities tailored to the needs of 8th grade students at Unidad Educativa Particular La Colina.

#### **9.2 Objectives**

- Develop a Task-Based teaching methodology guidebook that integrates three speaking activities to enhance speaking skills among 8th grade students at Unidad Educativa Particular La Colina.
- Improve students' speaking skills through the implementation of the proposed activities.
- Enhance students' confidence and fluency in speaking by providing a supportive and engaging learning environment.

#### **9.3 Format**

The guidebook will be structured into three main sections:

1. Introduction to Task-Based Teaching Methodology: This section will provide an overview of the Task-Based approach, its benefits, and its application in language teaching.
2. Speaking Activities: This section will include three Task-Based speaking activities tailored to the needs of 8th grade students, each with a clear objective, instructions, and assessment criteria.
3. Implementation and Assessment: This section will offer practical tips and suggestions for implementing the activities in the classroom, as well as assessment methods to evaluate students' progress.

The following three speaking activities are designed to enhance the speaking skills of eighth grade students at Unidad Educativa Particular La Colina using Task-Based teaching methodologies. These activities can be modified to any proficiency level as long as the structure of Task-Based Methodology is conserved.

### **Activity 1: Role-Play Scenarios**

**Topic:** Ordering Food at a Restaurant

**Time:** 45 minutes

#### **Materials:**

Whiteboard

Markers

Printed copies of the restaurant menu and real food items

Role-play scenarios handouts

**Objective:** Students will practice ordering food at a restaurant using English language.

#### **Procedure:**

##### **1. Pre-Task Activity (5 minutes):**

- Review vocabulary related to food and restaurant ordering.
- Discuss the importance of using polite language when ordering food.

##### **2. Task (20 minutes):**

- a) Divide students into pairs and assign each pair a role-play scenario: one student is the customer, and the other is the waiter.
- b) Provide each pair with a printed copy of the restaurant menu.
- c) Instruct the customer to order food from the menu, using polite language and asking questions about the dishes.
- d) The waiter should respond accordingly, using the menu to describe the dishes.

##### **3. Post-Task Activity (20 minutes):**

- Allow each pair to perform their role-play scenario in front of the class.
- Encourage the class to provide feedback on the students' language use and politeness.

### **Activity 2: Debate Club**

**Topic:** Should School Uniforms Be Mandatory?

**Time:** 45 minutes

#### **Materials:**

Whiteboard

Markers

Printed copies of the debate topic

Debate club guidelines handouts

**Objective:** Students will practice debating and expressing their opinions in English.  
**Procedure:**

#### **1. Pre-Task Activity (5 minutes):**

- Review vocabulary related to school uniforms and opinions.
- Discuss the importance of expressing opinions and listening to others' perspectives.

#### **2. Task (20 minutes):**

- a) Divide students into groups of three or four, assigning each group a role:
  - a. One student is the moderator, responsible for guiding the debate.
  - b. The other students are debaters, each taking a different stance on the topic (for or against school uniforms).
- b) Provide each group with a printed copy of the debate topic.
- c) Instruct the debaters to present their arguments and respond to their opponents' points.

#### **3. Post-Task Activity (20 minutes):**

- Allow each group to conduct their debate in front of the class.

- Encourage the class to provide feedback on the students' language use and argumentation skills.

### **Activity 3: Storytelling Workshop**

**Topic:** A Personal Experience

**Time:** 45 minutes

#### **Materials:**

Whiteboard

Markers

Printed copies of storytelling prompts (Available Virtual Resource)

Storytelling workshop guidelines handouts (Available Virtual Resource)

**Objective:** Students will practice telling personal stories in English. **Procedure:**

1. **Pre-Task Activity** (5 minutes):
  - Review vocabulary related to personal experiences and storytelling.
  - Discuss the importance of sharing personal stories and listening to others'.
2. **Task** (20 minutes):
  - a) Divide students into small groups of three or four.
  - b) Provide each group with a printed copy of storytelling prompts.
  - c) Instruct each student to choose a prompt and prepare a short story about their personal experience.
  - d) Allow each student to share their story with the group.
3. **Post-Task Activity** (20 minutes):
  - Allow each group to share their stories with the class.
  - Encourage the class to provide feedback on the students' language use and storytelling skills.

These activities are designed to engage students in meaningful tasks that promote effective communication and language use. By incorporating these activities into the curriculum, teachers can help eighth grade students develop their speaking skills and build confidence in using English for real-world purposes.

#### **9.4 Target Audience**

The guidebook is designed for teachers of 8th grade students at Unidad Educativa Particular La Colina, particularly those who are interested in incorporating Task-Based teaching methodology into their language classes.

#### **9.5 Benefits**

- ✓ Improved speaking skills: The guidebook will provide teachers with practical activities to enhance students' speaking abilities.
- ✓ Enhanced student engagement: The Task-Based approach will encourage students to participate actively in the learning process, fostering a more engaging and interactive classroom environment.
- ✓ Increased teacher confidence: The guidebook will provide teachers with a clear framework for implementing Task-Based teaching methodology, helping them to feel more confident in their ability to teach speaking skills.

#### **9.6 Equipment**

- Classroom materials: Whiteboard, markers, and any necessary handouts or worksheets.
- Audio-visual equipment: Optional, but recommended for some activities.
- Technology: Optional, but recommended for some activities.

#### **9.7 Conclusion**

The proposed guidebook aims to provide a comprehensive framework for implementing Task-Based teaching methodology to enhance speaking skills among 8th grade students at Unidad Educativa Particular La Colina. By incorporating the three speaking activities outlined in the guidebook, teachers will be able to create a supportive and engaging learning environment that fosters students' speaking skills and confidence.

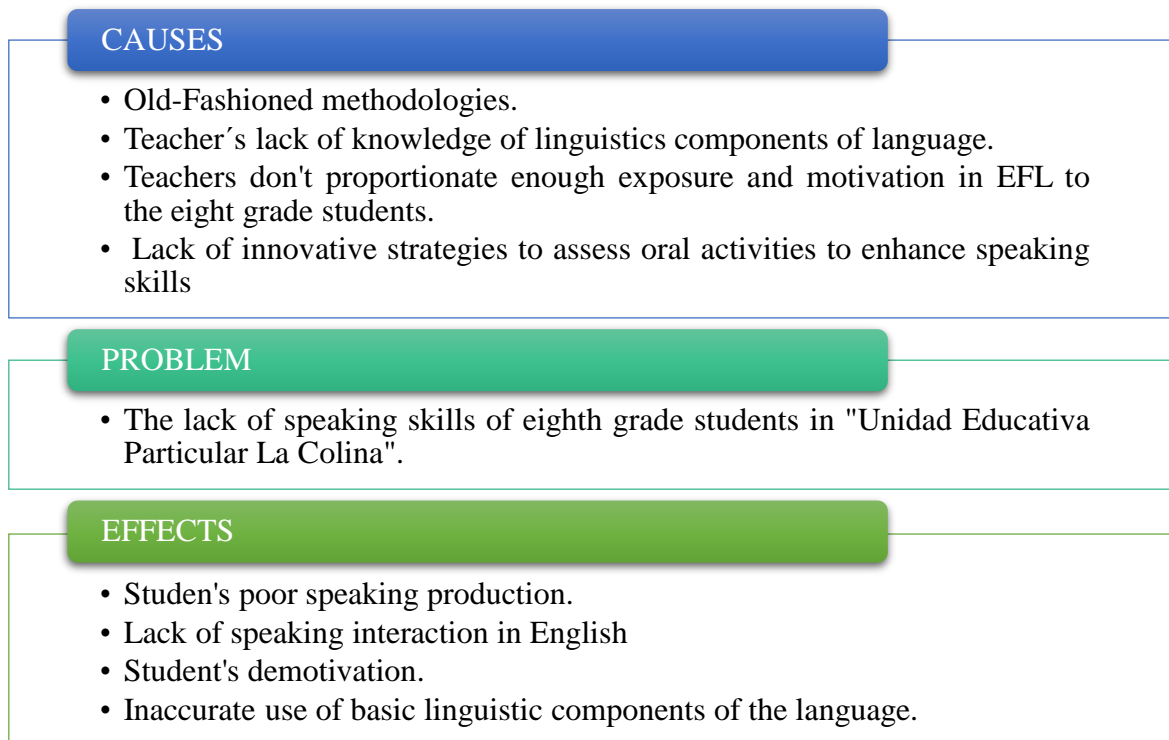
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## 11. Annexes

### 11.1 Cause-Effect diagram



*Note: This is a diagram to understand the possible causes and effects about the main problematic.*

### 11.2 Interview transcription

<b>Transcripción de Entrevista para el Coordinador del Área de inglés: Habilidad Oral en Alumnos de 8vo Grado de Educación General Básica</b>	
<b>Institución:</b> "Unidad Educativa Particular La Colina"	
<b>Nombre de Coordinador/a de Área de Inglés:</b> Brithany Castro	
<b>Fecha :</b> 14-03-2024	
<b>1. Contexto institucional:</b>	
a) ¿Podría proporcionar una descripción general de cómo se aborda la enseñanza del inglés oral en nuestra institución para alumnos de 8vo grado?	Esto depende de cada uno de los temas que se estén revisando en clase. Primero se aborda la gramática, con la tradicional explicación en la pizarra, se procede a que los estudiantes hagan práctica de ello de diferente manera. Por ejemplo, en el cuaderno, en el libro de actividades, hojas de trabajo. Se proporciona también videos, para que los estudiantes vean, por una parte, la estructura del tema gramatical que se les va a dar y por otra parte diferentes ejemplos prácticos con acentos y expresiones nativas. Una vez que los chicos ya han sido introducidos al tema en cuestión, se procede a practicar con ellos.

	<p>Primero se lo hace de manera escrita, para darles y elevarles el nivel de confianza en otra lengua. Dado que por lo general no les fluye hablar en inglés en primera estancia, es por esa razón que primero se escribe y se procede a leer en voz alta. Si bien es cierto, así no se logra que el cien por ciento de los estudiantes hablen el idioma inglés de una forma natural y fluida, es una manera práctica.</p> <p>Una actividad que se realiza bastante frecuente son los diálogos entre los estudiantes, ya que así ellos sienten un ambiente más seguro para equivocarse en lugar de hacerlo frente a todo a todos los compañeros y el profesor. Se les realiza diferentes preguntas en relación al tema para motivar la participación individual, tanto al frente de la clase como individualmente desde el puesto.</p> <p>En cuanto a el caso de los estudiantes más pequeños, que no reciben gramática de forma inicial se realizan juegos lúdicos, con recursos como tarjetas didácticas, o en la pizarra. Un juego muy practicado por los estudiantes es el “Pictionary” en el cual, los estudiantes desarrollan otras destrezas corporales, como la imitación y la mímica del nuevo vocabulario.</p>
<p>b) ¿Qué problemáticas de la habilidad oral se presentan en octavo grado?</p>	<p>Todo se centra en el factor afectivo, la mayoría de los estudiantes al no ser su lenguaje nativo, tiene miedo y temor a la equivocación. Por minúsculo que sea el error los estudiantes están expuestos principalmente a la burla de los demás compañeros, por lo que se genera un rechazo inicial al idioma hablado. Más allá de esto, los estudiantes han venido cargando con esta problemática desde la pandemia, dado que no hablaban y no interactuaban con nadie entonces ahora cuando se busca que ellos vuelvan a participar al frente de la clase, hablar normalmente en una conversación, participen en eventos, vuelvan a hacer diferentes actividades dentro y fuera de la clase, ellos presentan mucha vergüenza, miedo y pánico escénico. Desde mi punto de vista son en sí los factores afectivos y el aislamiento de la pandemia sin comunicación alguna.</p>
<p>c) ¿Cuáles son los objetivos principales que se establecen para el desarrollo de habilidades orales en nuestros estudiantes de este nivel?</p>	<p>Los principales objetivos es que los estudiantes puedan comunicarse y entender por ellos mismos sin la necesidad de traductor, diccionario, y escribir antes de hablar. Se pretende que los estudiantes puedan al momento de estar en la clase de inglés que ellos tengan la facilidad de pensar automáticamente en inglés y puedan verbalizarlo de manera fluida y correcta. A pesar de cometer errores los estudiantes deben tener la capacidad de expresar lo que piensan sin inconveniente alguno.</p>
<p><b>2. Métodos y estrategias de enseñanza:</b></p>	
<p>a) ¿Qué métodos o enfoques pedagógicos se utilizan para enseñar habilidades de habla en inglés a los estudiantes de 8vo grado?</p>	<p>Dependiendo del tema, hay diferentes técnicas. Nos enfocamos en un enfoque comunicativo, con actividades como: diálogos presentaciones, conversaciones con los estudiantes y no solo entre compañeros. Hay actividades enfocadas en el uso de la tecnología que también se aplican para desarrollar esta destreza como el Karaoke en el cual desarrollan dos habilidades simultáneamente como la escucha y la capacidad verbal.</p>

<p>b) ¿Cómo se incorporan actividades prácticas e interactivas para promover el desarrollo de habilidades orales en el aula?</p>	<p>Las integramos en conjunto con el libro y los temas que tiene que ver con la comunicación. Entonces para que esto no sea agobiante para ellos y todos aprenden y tiene gustos completamente diferentes se trata de equilibrar. Haciendo un poco del libro, un poco de ellos solos, y en conjunto con el profesor. En sí, se centra la mitad de las veces en el docente y la otra mitad netamente en el estudiante. Intentamos integrar las actividades de la habilidad oral para que vayan de la mano el libro.</p>
<p>c) ¿Se utilizan recursos tecnológicos o multimedia en el proceso de enseñanza del inglés oral? En caso afirmativo, ¿podría proporcionar ejemplos?</p>	<p>Nos enfocamos más en la habilidad de “Listening”, ya que se presenta más la problemática de la comprensión auditiva. Una de las aplicaciones que utilizamos es “Lyrics Training”. Esta plataforma es fácil y divertida ya que contiene un sinnúmero de canciones que se acoplan a todos los gustos. Escuchando la canción los estudiantes comprenden más fácilmente palabras nuevas de vocabulario y van llenando los vacíos que tengan en la letra escrita para después utilizarla para cantarla.</p> <p>También utilizamos fragmentos de películas en las cuales escuchamos audios en inglés nativo de acuerdo al tema que se esté abordando. Los estudiantes ven con atención la escena de la película en la que se esté usando nuevo vocabulario o gramática y luego se procede a completar una oración relacionada al tema.</p> <p>Como tal, otro recurso tecnológico que también es empleado para reforzar el “Speaking” es “Flipgrid”, esta plataforma permite crear una clase en la que el profesor asigna un tema en específico o deja a la creatividad de sus estudiantes para que puedan grabarse un video hablando sobre el tema que más les llame la atención y les guste. Se ha observado que esta aplicación facilita que los estudiantes pierdan la vergüenza ya que al grabarse solos a ellos mismos no tienen temor a equivocarse libremente</p>
<p><b>3. Evaluación del progreso de los alumnos:</b></p>	
<p>a) ¿Cómo se evalúa el nivel de habilidad oral de los alumnos de 8vo grado en nuestra institución?</p>	<p>Siempre se evalúa con una rúbrica. Esta contiene aspectos como la gramática, el vocabulario utilizado, la fluidez, pronunciación y contenido. Se verifica si lo que ellos están hablando está relacionado a lo que el profesor le asignó.</p>
<p>b) ¿Qué tipos de actividades o tareas se utilizan para evaluar el habla de los estudiantes de manera efectiva?</p>	<p>Diálogos, preguntas individuales, videos, etc.</p>
<p>c) ¿Se realizan evaluaciones formativas o sumativas para medir el progreso en el desarrollo de habilidades orales? ¿Con qué frecuencia?</p>	<p>Sí, dentro de las evaluaciones trimestrales incluimos todas las habilidades. Se incluye “Listening, Speaking, Writing y Reading”. Dentro de las evaluaciones que nosotros tenemos se trata de poner al menos dos de ellas porque si no llega a ser una carga mental grande para los estudiantes. Dentro de las evaluaciones siempre se incluye al menos una pregunta de “Speaking”.</p>

<b>4. Apoyo y refuerzo para los alumnos:</b>	
a) ¿Qué medidas se implementan para apoyar a los estudiantes que presentan dificultades en el desarrollo de habilidades orales en inglés?	Tenemos las adaptaciones curriculares en las que la educación es mucho más personalizada. No se le explica al estudiante de manera general y se espera que él trabaje, sino que más bien se le da una explicación mucho más simplificada utilizando otro enfoque de manera individual. Hay que acercarse, explicarle las veces que sean necesarias y si ya ha realizado la actividad y tiene errores, se debe encontrar otras maneras como escribir en el cuaderno las estructuras gramaticales, lo que significa y las indicaciones personalizadas. También lo que se suele hacer es darles más tiempo para realizar las actividades ya que no todos trabajan de la misma manera. Es importante diferenciar que a los estudiantes que se les dificulta como tal son quienes necesitan más tiempo
b) ¿Existen programas de refuerzo o actividades extracurriculares destinadas a mejorar el habla de los alumnos de 8vo grado?	No existen para esta habilidad en particular, los refuerzos únicamente son para vocabulario y gramática.
<b>5. Colaboración y comunicación:</b>	
a) ¿Cómo se fomenta la colaboración entre los docentes del área de inglés y otras áreas para promover el desarrollo de habilidades orales en los estudiantes de 8vo grado?	Lo que hemos hecho en este año en vista de que la institución pretende ser cien por ciento bilingüe, es un proyecto. El proyecto consiste en que los tutores de aula alienten a los estudiantes a hacer peticiones básicas en inglés, como ir al baño, tomar agua, o salir del aula. Tanto al saludar como despedirse también sea en Inglés. Siempre tenemos fichas de apoyo en el aula las cuales están en un lugar visible, estas contienen gráficos y palabras básicas para realizar oraciones para pedir algo en la segunda lengua.
b) ¿Se mantiene alguna comunicación o colaboración con los padres de familia para apoyar el desarrollo de habilidades orales fuera del aula?	No se busca el apoyo de los padres de familia para desarrollar esta destreza.
<b>6. Desafíos:</b>	
En su opinión, ¿cuáles son los principales desafíos que enfrentan los estudiantes de 8vo grado en el desarrollo de habilidades orales en inglés?	La principal problemática es el miedo para hablar por lo tanto el mayor desafío es superar este terror escénico. Tener más confianza en ellos mismos y en sus habilidades y capacidades a pesar de cometer errores o hablar de forma incorrecta. También intentar, y hacer el esfuerzo en participar.
<b>Transcripción de Entrevista para el Coordinador del Área de inglés:</b> Habilidad Oral en Alumnos de 8vo Grado de Educación General Básica	
<b>Institución:</b> “Unidad Educativa Particular La Colina”	
<b>Nombre de Docente de Inglés y Tutora de 8vo EGB:</b> Gabriela Espinel	
<b>Fecha :</b> 18-03-2024	
<b>1. Contexto institucional:</b>	

<p>a) ¿Podría proporcionar una descripción general de cómo se aborda la enseñanza del inglés oral en nuestra institución para alumnos de 8vo grado?</p>	<p>En 8vo año siempre se trata de conectar los conceptos de la materia con situaciones de la vida real. Se trata de que el inglés que se aprende en el aula sea funcional para que los estudiantes puedan utilizarlo en cualquier ámbito. Al aprender de este modo se facilita la comprensión y se establece que podemos usarlo todo el tiempo ya sea diciendo frases o palabras. Al ellos saber que no están empezando desde cero es importante entender que hay que conectarlo con la vida diaria.</p>
<p>b) ¿Qué problemáticas de la habilidad oral se presentan en octavo grado?</p>	<p>Los posibles problemas que tienen los alumnos de octavo curso en las destrezas orales son el miedo a cometer errores y la pronunciación. El miedo a cometer errores se deriva del factor emocional, sobre todo en el caso de los hablantes no nativos de inglés, y los alumnos tienden a leer las palabras en inglés tal y como están escritas, lo que conduce a una pronunciación incorrecta debido a la influencia de su lengua materna, el español.</p>
<p>c) ¿Cuáles son los objetivos principales que se establecen para el desarrollo de habilidades orales en nuestros estudiantes de este nivel?</p>	<p>El objetivo principal es que adquieran esta habilidad a través de dos habilidades “Reading” y “Listening”. Esto debido a que cuando ellos leen pueden fácilmente identificar que las palabras tal cual están escritas se pronuncian con fonemas distintos a los que tenemos en español. Inclusive los estudiantes entienden que para que la docente les diga el significado de la palabra deben de decirla correctamente.</p>
<p><b>2. Métodos y estrategias de enseñanza:</b></p>	
<p>a) ¿Qué métodos o enfoques pedagógicos se utilizan para enseñar habilidades de habla en inglés a los estudiantes de 8vo grado?</p>	<p>El enfoque comunicativo y el aprendizaje basado en tareas, trabajo comunicativo es mayormente utilizado dentro del aula. Rara vez se utiliza multimedia, juegos lingüísticos, diálogos u escenificaciones. Se practica la metodología de “Flipped Classroom” o Aula invertida en la que los estudiantes aprenden haciendo y no memorizando, se utiliza esta actividad para darles una retroalimentación efectiva, ya que fomenta la comunicación oral y la interacción entre compañeros. El docente se transforma en un guía para la actividad y da paso al diálogo y crítica constructiva.</p>
<p>b) ¿Cómo se incorporan actividades prácticas e interactivas para promover el desarrollo de habilidades orales en el aula?</p>	<p>El entablar una conversación informal sobre cualquier tema da paso a que los estudiantes se desenvuelvan. Al ser la misma profesora de Inglés la tutora se abre la posibilidad de comentar temas específicos o decir frases en Inglés. Los estudiantes poseen un nivel A2 acorde a su edad y acorde a sus conocimientos realizan diálogos simples.</p>
<p>c) ¿Se utilizan recursos tecnológicos o multimedia en el proceso de enseñanza del inglés oral? En caso afirmativo, ¿podría proporcionar ejemplos?</p>	<p>Se utilizan frecuentemente aplicaciones de karaoke. Esta actividad es de provecho porque los estudiantes tienen la libertad de escoger la canción de acuerdo al nivel de dificultad. Todas las aulas poseen recursos tecnológicos como proyector, computadora y parlante</p>
<p><b>3. Evaluación del progreso de los alumnos:</b></p>	
<p>a) ¿Cómo se evalúa el nivel de habilidad oral de los alumnos de 8vo grado en nuestra institución?</p>	<p>Utilizo rúbricas. Depende de los estudiantes ya que algunos tienen adaptaciones curriculares y no es posible evaluarles a todos al mismo nivel. En el nivel A2, los estudiantes deben dar ideas claras, algo espontáneas, no del todo, ya que se pueden haberse preparado</p>

	previamente para ello. Deben de utilizar recursos simples como: lenguaje claro, conectores simples, debates en los que sus argumentos sean válidos y entendibles.
b) ¿Qué tipos de actividades o tareas se utilizan para evaluar el habla de los estudiantes de manera efectiva?	Las rúbricas acordes a la actividad son utilizadas para evaluar esta habilidad en particular. Por ejemplo, si se practica karaoke, o lectura en voz alta se evalúa con parámetros como: intensidad, entonación, tono de voz, fluidez, pronunciación. Si se logra cumplir con todo lo mencionada se logrará una nota excelente.
c) ¿Se realizan evaluaciones formativas o sumativas para medir el progreso en el desarrollo de habilidades orales? ¿Con qué frecuencia?	Cada parcial se evalúa esta habilidad por lo general para ver cómo han avanzado. Formativas durante el periodo de clase y sumativas al terminar el curso.
<b>4. Apoyo y refuerzo para los alumnos:</b>	
b) ¿Qué medidas se implementan para apoyar a los estudiantes que presentan dificultades en el desarrollo de habilidades orales en inglés?	Se implementan las adaptaciones curriculares en las que los estudiantes tienen tareas más simples. Por ejemplo, si se pide una exposición acerca de su familia, ellos pueden decir únicamente características sencillas, mientras que el resto del curso deben de argumentar sus ideas mejor y más fluidamente. Se proporciona actividades que no les provoque estrés innecesario
b) ¿Existen programas de refuerzo o actividades extracurriculares destinadas a mejorar el habla de los alumnos de 8vo grado?	En este nivel no existen actividades extracurriculares que se apliquen. En grados superiores si existe este tipo de apoyo como debates fuera de la institución o concursos externos.
<b>5. Colaboración y comunicación:</b>	
c) ¿Cómo se fomenta la colaboración entre los docentes del área de inglés y otras áreas para promover el desarrollo de habilidades orales en los estudiantes de 8vo grado?	Se mantiene una comunicación activa y acuerdos que favorezcan a los estudiantes con todas las áreas que no sean de inglés. Cada uno de los docentes sabe en qué nivel están los estudiantes y se ponen de acuerdo y dan permiso para ciertas actividades para quienes necesitan apoyo.
d) ¿Se mantiene alguna comunicación o colaboración con los padres de familia para apoyar el desarrollo de habilidades orales fuera del aula?	Es difícil mantener comunicación con los padres de familia en general. Si se trata de esta habilidad en particular no existe ningún tipo de apoyo.
<b>6. Desafíos:</b>	
En su opinión, ¿cuáles son los principales desafíos que enfrentan los estudiantes de 8vo grado en el desarrollo de habilidades orales en inglés?	De manera general los estudiantes en este nivel en particular están experimentando una etapa distinta en su vida académica. Están iniciando el colegio y lo que más les ha afectado es haberse acostumbrado a que en primero de básica tienen una sola docente que da todas las materias hasta séptimo grado llamada “profesora de aula”. En el momento en el que pasan a octavo año, su situación cambia completamente, atraviesan un proceso de transición entre

	<p>escuela y colegio por lo que tienen un profesor para cada materia. Son conscientes de que tienen más responsabilidades. Si hablamos de la materia de Inglés hay que nivelarlos, ya que existen estudiantes recién incorporados que tienen deficiencias y otro tipo de bases. Es un desafío igualar el nivel en el curso. También se evidencia la existencia de temor a interactuar por el miedo a la equivocación y burla de los compañeros propia de la edad en la que están. Los desafíos en sí son combatir el miedo a la equivocación y nivelar las bases de los estudiantes para que todos tengan las mismas oportunidades.</p>
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### 11.3 Observation sheets

#### 11.3.1 Ficha de Observación Pedagógica #1- Habilidad Oral

**Información General:**

**Observador:** Sara Ortega

**Fecha de Observación:** Lunes, 25 de Marzo del 2024

**Nivel y Curso Observado:** 8vo año de Educación General Básica

**Unidad Educativa:** Unidad Educativa Particular “La Colina”

**Objetivo de la Observación:** Evaluar el desempeño de la habilidad oral de los estudiantes durante las actividades planteadas en clase.

**Contexto de la Observación:**

Descripción de la Clase: Tema: “Home Chores”, Describir acciones que realizan en casa. Repaso de Vocabulario. Utilización de libro “Think” y cuaderno.

Duración de la Observación: 12:00pm - 1:30pm / 1 h-30 min

ASPECTOS A OBSERVAR			
	SI	NO	OBSERVACIONES
<b>Participación oral</b>			
¿La pronunciación del alumno afecta la comprensión de su discurso?	x		La pronunciación afecta en el entendimiento mutuo entre docente y estudiante. Ni bien se comete el error en pronunciación, la docente corrige de forma asertiva y se repite la palabra para reforzar.
¿El alumno habla de manera fluida y sin interrupciones excesivas?	x		Los estudiantes hablan de manera fluida ya que todas las clases se las realizan en el idioma extranjero. Sin embargo existe interrupciones al preguntar el significado o corregir algunas palabras con el docente.
¿Hay pausas prolongadas o titubeos frecuentes durante su expresión oral?	x		Los titubeos existen cuando hay dudas en cómo decir una palabra, es decir por falta de vocabulario. Las dudas se resuelven en ese momento.
<b>Colaboración y diálogo</b>			

Los estudiantes tienen la capacidad para colaborar en actividades de grupo.	x		Los estudiantes pueden trabajar en grupo de manera organizada y con asistencia del docente. Hacen preguntas entre ellos mismos en la lengua nativa para asegurarse de tener las respuestas correctas.
Existe diálogo entre compañeros e interacciones verbales de calidad en inglés.		x	Entre compañeros el diálogo en inglés es inexistente, pero entre docente y estudiante si está presente de manera fluida y activa.
<b>Uso del vocabulario y gramática</b>			
De acuerdo al nivel, existe riqueza y precisión del vocabulario utilizado por los estudiantes.	x		Depende de cada estudiante, pero de manera general tienen buen nivel de Inglés.
Usan adecuadamente los términos relacionados con el tema de la actividad.	x		Utilizan de forma adecuada los términos aprendidos en clase, se limitan muchas veces a usarlo y no visualizan que pueden decir oraciones con más sentido si tuvieran más vocabulario.
¿Comete errores gramaticales frecuentes que afectan la comprensión de su mensaje?	x		Errores comunes como en los tiempos de los verbos. Más allá el mensaje se entiende.
¿El alumno utiliza estructuras gramaticales adecuadas al nivel de 8vo grado?	x		En algunos casos utilizan las estructuras adecuadas a su nivel que es nivel de A2 en otros el nivel de expresión es más básico.
<b>Comprensión</b>			
¿El alumno demuestra comprensión de las preguntas o temas planteados?	x		Los estudiantes entienden todo lo que se les dice, las explicaciones, las instrucciones, e indicaciones que se les da son claras para su entendimiento y nivel. En casos extremos se utiliza la lengua nativa.
¿Es capaz de responder de manera coherente y relevante a las preguntas realizadas?	x		La mayoría del grupo son capaces de responder coherentemente y con el vocabulario utilizado. Las interacciones son generales y cortas.
<b>Pronunciación y entonación</b>			
¿El alumno utiliza una entonación adecuada para expresar emociones o enfatizar puntos importantes?	x		Todos muestran emociones e interactúan de acuerdo a lo que se les pide. El tono en muchos casos es bajo, pero en general hablan con claridad.
¿Su ritmo de habla es adecuado, ni demasiado rápido ni demasiado lento?		x	En algunos casos varía de rápido a lento.
<b>Observaciones finales y comentario:</b>			

## 11.3.2 Ficha de Observación Pedagógica #2- Habilidad Oral

### Información General:

**Observador:** Sara Ortega

**Fecha de Observación:** Miércoles, 27 de Marzo del 2024

**Nivel y Curso Observado:** 8vo año de Educación General Básica

**Unidad Educativa:** Unidad Educativa Particular “La Colina”

**Objetivo de la Observación:** Evaluar el desempeño de la habilidad oral de los estudiantes durante las actividades planteadas en clase.

### Contexto de la Observación:

Descripción de la Clase: Utilización de libro “Think”, completar actividades. Juego Lúdico “Pictionary” para repasar vocabulario de la unidad.

**Duración de la Observación:** 12:00pm - 1:30pm / 1 h-30 min

ASPECTOS A OBSERVAR			
	SI	NO	OBSERVACIONES
<b>Participación oral</b>			
¿La pronunciación del alumno afecta la comprensión de su discurso?	x		La pronunciación afecta en el entendimiento mutuo entre docente y estudiante. Ni bien se comete el error en pronunciación, la docente corrige de forma asertiva y se repite la palabra para reforzar.
¿El alumno habla de manera fluida y sin interrupciones excesivas?	x		Los estudiantes hablan de manera fluida ya que todas las clases se las realizan en el idioma extranjero.
¿Hay pausas prolongadas o titubeos frecuentes durante su expresión oral?	x		Los titubeos existen cuando hay dudas en cómo decir una palabra, es decir por falta de vocabulario. Las dudas se resuelven en ese momento.
<b>Colaboración y diálogo</b>			
Los estudiantes tienen la capacidad para colaborar en actividades de grupo.	x		Los estudiantes pueden trabajar en grupo de manera organizada y con asistencia del docente. Hacen preguntas entre ellos mismos en la lengua nativa para asegurarse de tener las respuestas correctas.
Existe diálogo entre compañeros e interacciones verbales de calidad en inglés.		x	Entre compañeros el diálogo en inglés es inexistente, pero entre docente y estudiante si está presente de manera fluida y activa.
<b>Uso del vocabulario y gramática</b>			
De acuerdo al nivel, existe riqueza y precisión del vocabulario utilizado por los estudiantes.	-	-	Depende de cada estudiante, pero de manera general tienen buen nivel de Inglés.
Usan adecuadamente los términos relacionados con el tema de la actividad.	x		Utilizan de forma adecuada los términos aprendidos en clase.

¿Comete errores gramaticales frecuentes que afectan la comprensión de su mensaje?	x		Errores comunes como en los tiempos de los verbos. Más allá el mensaje se entiende y se corrige de inmediato.
¿El alumno utiliza estructuras gramaticales adecuadas al nivel de 8vo grado?	x		Utilizan las estructuras adecuadas a su nivel que es nivel de A2.
<b>Comprensión</b>			
¿El alumno demuestra comprensión de las preguntas o temas planteados?	x		Los estudiantes entienden todo lo que se les dice, las explicaciones, las instrucciones, e indicaciones que se les da son claras para su entendimiento y nivel. En casos extremos se utiliza la lengua nativa.
¿Es capaz de responder de manera coherente y relevante a las preguntas realizadas?	x		Son capaces de responder coherentemente y con el vocabulario utilizado. Las interacciones son generales. Todo el curso al ser un número reducido es capaz de participar en su mayoría.
<b>Pronunciación y entonación</b>			
¿El alumno utiliza una entonación adecuada para expresar emociones o enfatizar puntos importantes?	x		Todos muestran emociones e interactúan de acuerdo a lo que se les pide. El tono en muchos casos es bajo pero en general hablan con claridad.
¿Su ritmo de habla es adecuado, ni demasiado rápido ni demasiado lento?		x	En algunos casos varía de rápido a lento.
<b>Observaciones finales y comentario:</b>			
<i>Las respuestas no son tomadas en cuenta en la actividad si no se pueden escuchar y si no están dichas en inglés. Hay diferentes niveles de "Speaking". Los estudiantes se esforzaron por dar razones coherentes y desarrolladas sin embargo no todas lo fueron. El fin de la actividad pretendió que todos los estudiantes participaran y entre todos llegaran a las 10 razones válidas y aceptables.</i>			

### 11.3.3 Ficha de Observación Pedagógica #3- Habilidad Oral

**Información General:**

**Observador:** Sara Ortega

**Fecha de Observación:** Miércoles, 03 de Abril del 2024

**Nivel y Curso Observado:** 8vo año de Educación General Básica

**Unidad Educativa:** Unidad Educativa Particular "La Colina"

**Objetivo de la Observación:** Evaluar el desempeño de la habilidad oral de los estudiantes durante las actividades planteadas en clase. Analizar el pensamiento crítico y la habilidad de comunicar ideas de manera efectiva en un segundo idioma por parte de los estudiantes.

**Contexto de la Observación:** El objetivo de la actividad pedagógica de pedir a los estudiantes que den 10 razones en inglés para ver una película es fomentar su capacidad de argumentación, expresión oral y creatividad.

**Descripción de la Clase:** Reflexión de los estudiantes sobre los beneficios de utilizar películas en el aula.

Duración de la Observación: 12:00pm - 1:30pm / 1 h-30 min

<b>ASPECTOS A OBSERVAR</b>			
	SI	NO	OBSERVACIONES
<b><i>Participación oral</i></b>			
¿La pronunciación del alumno afecta la comprensión de su discurso?		x	La pronunciación es entendible y clara, La gramática utilizada cuando se expresan los estudiantes no es la mejor, pero sin embargo son coherentes las razones que mencionan.
¿El alumno habla de manera fluida y sin interrupciones excesivas?	x		Los estudiantes hablan de manera fluida ya que todas las clases se las realizan en el idioma extranjero, sin embargo, hay casos independientes que requieren atención.
¿Hay pausas prolongadas o titubeos frecuentes durante su expresión oral?		x	Los titubeos existen cuando hay dudas en cómo decir una palabra, es decir por falta de vocabulario. Las dudas se resuelven en ese momento.
<b><i>Colaboración y diálogo</i></b>			
Los estudiantes tienen la capacidad para colaborar en actividades de grupo.	-	-	Los estudiantes pueden trabajar en grupo de manera organizada y con asistencia del docente. Hacen preguntas entre ellos mismos en la lengua nativa para asegurarse de tener las respuestas correctas.
Existe diálogo entre compañeros e interacciones verbales de calidad en inglés.	x		Entre compañeros el diálogo en inglés es inexistente, pero entre docente y estudiante si está presente de manera fluida y activa.
<b><i>Uso del Vocabulario y gramática</i></b>			
De acuerdo al nivel, existe riqueza y precisión del vocabulario utilizado por los estudiantes.	x		Depende de cada estudiante, pero de manera general tienen buen nivel de Inglés.
Usan adecuadamente los términos relacionados con el tema de la actividad.	x		Utilizan de forma adecuada los términos aprendidos en clase.
¿Comete errores gramaticales frecuentes que afectan la comprensión de su mensaje?	x		Errores comunes como en los tiempos de los verbos. Más allá el mensaje se entiende y se corrige de inmediato.
¿El alumno utiliza estructuras gramaticales adecuadas al nivel de 8vo grado?	x		Utilizan las estructuras adecuadas a su nivel que es nivel de A2.
<b><i>Comprensión</i></b>			
¿El alumno demuestra comprensión de las preguntas o temas planteados?	x		Los estudiantes entienden todo lo que se les dice, las explicaciones, las instrucciones, e indicaciones que se les da son claras para su entendimiento y nivel. En casos extremos se utiliza la lengua nativa.
¿Es capaz de responder de manera coherente y relevante a las preguntas realizadas?	x		Son capaces de responder coherentemente y con el vocabulario utilizado. Las interacciones son generales. Todo el curso al ser un número reducido es capaz de participar la mayoría.
<b><i>Pronunciación y entonación</i></b>			

¿El alumno utiliza una entonación adecuada para expresar emociones o enfatizar puntos importantes?		x	Todos muestran emociones e interactúan de acuerdo a lo que se les pide. El tono en muchos casos es bajo, pero en general hablan con claridad.
¿Su ritmo de habla es adecuado, ni demasiado rápido ni demasiado lento?	x		En algunos casos varía de rápido a lento.
<b>Observaciones finales y comentario:</b> <i>Se señala con "--" en los casos en los que es ambigua la situación. Existen casos que requieren de más atención. Se debe reforzar el "speaking" en clase para lograr la fluidez y tener más vocabulario.</i>			

### 11.3.4 Ficha de Observación Pedagógica #4- Habilidad Oral

#### Información General:

**Observador:** Sara Ortega

**Fecha de Observación:** Lunes, 08 de Abril del 2024

**Nivel y Curso Observado:** 8vo año de Educación General Básica

**Unidad Educativa:** Unidad Educativa Particular "La Colina"

**Objetivo de la Observación:** Evaluar el desempeño de la habilidad oral de los estudiantes durante las actividades planteadas en clase. Analizar el pensamiento crítico y la habilidad de comunicar ideas de manera efectiva en un segundo idioma por parte de los estudiantes.

**Contexto de la Observación:** El objetivo de la actividad pedagógica es desarrollar las habilidades del "speaking" en un debate para fomentar su capacidad de argumentación, expresión oral y creatividad.

**Descripción de la Clase:** Debate con preparación previa sobre el "Amor y Riqueza"

Duración de la Observación: 12:00pm - 1:30pm / 1 h-30 min

ASPECTOS A OBSERVAR			
	SI	NO	OBSERVACIONES
<b>Participación oral</b>			
¿La pronunciación del alumno afecta la comprensión de su discurso?	x		La pronunciación en muchos casos no es entendible y clara, La gramática utilizada cuando se expresan los estudiantes no es la mejor, pero sin embargo son coherentes los argumentos que presentan.
¿El alumno habla de manera fluida y sin interrupciones excesivas?		x	Los estudiantes hablan de manera fluida ya que todas las clases se las realizan en el idioma extranjero, sin embargo, hay casos independientes que requieren atención.
¿Hay pausas prolongadas o titubeos frecuentes durante su expresión oral?	x		Los titubeos existen cuando hay dudas en cómo decir una palabra, es decir por falta de vocabulario. Hubo momentos en los que se evidencio ansiedad por no saber traducir.
<b>Colaboración y diálogo</b>			
Los estudiantes tienen la capacidad para colaborar en actividades de grupo.	x		Los estudiantes pueden trabajar en grupo de manera organizada y con asistencia del docente. Hacen preguntas y defienden respuestas.

Existe diálogo entre compañeros e interacciones verbales de calidad en inglés.	x		Entre compañeros el diálogo en inglés está presente de manera fluida y activa durante el debate guiado por la docente.
<b>Uso del vocabulario y gramática</b>			
De acuerdo al nivel, existe riqueza y precisión del vocabulario utilizado por los estudiantes.	-	-	En casos particulares existe riqueza del inglés, y tienen la habilidad de defender sus ideas con las palabras correctas de acuerdo al contexto. En otros casos titubean para encontrar la palabra que quieren decir en inglés. Preguntan a la docente, pero dado que fue una actividad enviada con preparación previa, o les ayuda a decir las palabras en inglés.
Usan adecuadamente los términos relacionados con el tema de la actividad.	x		Utilizan de forma adecuada los términos aprendidos en clase. En muchos casos no tienen léxico suficiente para decir lo que quieren.
¿Comete errores gramaticales frecuentes que afectan la comprensión de su mensaje?	x		Errores comunes como en los tiempos de los verbos. Más allá el mensaje se entiende o tiene que ser explicado por la docente de forma general y en voz alta para que todos escuchen que quiso decir.
¿El alumno utiliza estructuras gramaticales adecuadas al nivel de 8vo grado?		x	La mayoría no logra hablar con estructura correcta. Divagan mucho para concretar la idea.
<b>Comprensión</b>			
¿El alumno demuestra comprensión de las preguntas o temas planteados?	-	-	Los estudiantes no entienden lo que dicen los compañeros por lo que en el debate es difícil que se respondan los unos a otros. Las explicaciones, las instrucciones, e indicaciones que se les da son claras para su entendimiento y nivel. En casos extremos se utiliza la lengua nativa.
¿Es capaz de responder de manera coherente y relevante a las preguntas realizadas?	x		Solo seis estudiantes fueron capaces de responder coherentemente. Las interacciones son generales. La mayoría de los estudiantes no fueron capaces de participar.
<b>Pronunciación y entonación</b>			
¿El alumno utiliza una entonación adecuada para expresar emociones o enfatizar puntos importantes?		x	Todos muestran emociones e interactúan de acuerdo a lo que se les pide. El tono en muchos casos es bajo, pero en general hablan con claridad y tiene que repetir varias veces.
¿Su ritmo de habla es adecuado, ni demasiado rápido ni demasiado lento?	x		En todos los casos fue lento para asegurarse de que estaban diciendo las frases bien.
<b>Observaciones Finales y Comentario:</b> <i>Se señala con "--" en los casos en los que es ambigua la situación. Existen casos que requieren de más atención. Los estudiantes no pudieron defender sus ideas con claridad en muchos casos titubearon, no encontraron las palabras, únicamente ciertos estudiantes desarrollaron las ideas y defendieron al grupo. Al final del debate ganó el "Love Team" con mejores y argumentos con más validez.</i>			

### 11.3.5 Ficha de Observación Pedagógica #5- Habilidad Oral

**Información General:**

**Observador:** Sara Ortega

**Fecha de Observación:** Jueves, 12 de Abril del 2024

**Nivel y Curso Observado:** 8vo año de Educación General Básica

**Unidad Educativa:** Unidad Educativa Particular “La Colina”

**Objetivo de la Observación:** Evaluar el desempeño de la habilidad oral de los estudiantes durante las actividades planteadas en clase. Analizar el pensamiento crítico y la habilidad de comunicar ideas de manera efectiva en un segundo idioma por parte de los estudiantes.

**Contexto de la Observación:** El objetivo de la actividad pedagógica es desarrollar las habilidades del “speaking” en un análisis para fomentar su capacidad de argumentación, expresión oral y creatividad.

**Descripción de la Clase:** Análisis oral sobre la Película: “Monsters University”. Se planteó dos preguntas a los estudiantes a modo de conversatorio para promover la participación.

**Duración de la Observación:** 12:00pm - 1:30pm / 1 h-30 min

<b>ASPECTOS A OBSERVAR</b>			
	SI	NO	OBSERVACIONES
<b>Participación oral</b>			
¿La pronunciación del alumno afecta la comprensión de su discurso?	x		La pronunciación en muchos casos no es entendible y clara, La gramática utilizada cuando se expresan los estudiantes no es la mejor, pero es entendible.
¿El alumno habla de manera fluida y sin interrupciones excesivas?		x	No hablan de manera fluida ya que no existió demasiado interés en la película y en su vocabulario
¿Hay pausas prolongadas o titubeos frecuentes durante su expresión oral?	x		Los titubeos existen cuando hay dudas en cómo decir una palabra, es decir por falta de vocabulario. Hubo momentos en los que se evidencio ansiedad por no saber traducir.
<b>Colaboración y diálogo</b>			
Los estudiantes tienen la capacidad para colaborar en actividades de grupo.	x		Los estudiantes se ayudan entre ellos para preguntar sobre vocabulario y frases en específico.
Existe diálogo entre compañeros e interacciones verbales de calidad en inglés.	x		Entre compañeros el diálogo en inglés está presente de manera pasiva durante el análisis guiado por la docente. Esto debido a la falta de interés en la actividad y la película, ya que fue vista en inglés.
<b>Uso del vocabulario y gramática</b>			
De acuerdo al nivel, existe riqueza y precisión del vocabulario utilizado por los estudiantes.	-	-	En casos particulares existe riqueza del inglés, y tienen la habilidad de defender sus ideas con las palabras correctas de acuerdo al contexto. En otros casos titubean para encontrar la palabra que quieren decir en inglés. Muchos de los casos batallan en la conjugación de verbos.
Usan adecuadamente los términos relacionados con el tema de la actividad.	x		Utilizan de forma adecuada los términos aprendidos en clase. En muchos casos no tienen léxico suficiente para decir lo que quieren expresar.
¿Comete errores gramaticales frecuentes que afectan la comprensión de su mensaje?	x		Errores comunes como en los tiempos de los verbos. Más allá el mensaje se entiende o tiene que ser explicado por la docente de forma general y en voz alta para que todos escuchen que quiso decir.

¿El alumno utiliza estructuras gramaticales adecuadas al nivel de 8vo grado?		x	La mayoría no logra hablar con estructura correcta. Divagan mucho para concretar la idea.
<b>Comprensión</b>			
¿El alumno demuestra comprensión de las preguntas o temas planteados?	-	-	Los estudiantes no entienden lo que dicen los compañeros por lo que tienden a repetir lo mismo. Las explicaciones, las instrucciones, e indicaciones que se les da son claras para su entendimiento y nivel. En casos extremos se utiliza la lengua nativa.
¿Es capaz de responder de manera coherente y relevante a las preguntas realizadas?	x		En esta actividad pocos estudiantes fueron capaces de responder coherentemente. Las interacciones son generales y no voluntarias. La mayoría de los estudiantes no fueron capaces de participar.
<b>Pronunciación y entonación</b>			
¿El alumno utiliza una entonación adecuada para expresar emociones o enfatizar puntos importantes?		x	Todos muestran emociones e interactúan de acuerdo a lo que se les pide. El tono en muchos casos es bajo, pero en general hablan con claridad y tienen que repetir varias veces para entenderlos.
¿Su ritmo de habla es adecuado, ni demasiado rápido ni demasiado lento?	x		En todos los casos fue lento ya que se demoraban cuando buscaban las palabras para escribir la opinión y después verbalizarla.
<p><b>Observaciones finales y comentario:</b>  <i>Los estudiantes no pudieron defender sus argumentos por falta de vocabulario. Titubeaban para completar una frase. El docente primero les señaló que deben de organizar mejor sus ideas antes de poder decir las. El tono de voz en general es muy bajo y la fluidez es lenta. La comprensión de las dos preguntas realizadas fue buena. Estas fueron las dos preguntas que se analizaron en clase: ¿Cuál fue el mensaje de la película “Monsters University” ?, ¿Que aprendieron sobre la película? (Moraleja), y ¿Cuáles fueron los temas que se trataron en la película?.</i></p>			

#### 11.4 Survey for English area teachers

Survey Link: <https://forms.gle/7DRFpNUrhThhWn7m8>



## Encuesta para Docentes de Inglés: Expresión Oral y Estrategias Didácticas

Estimado/a docente,

Agradecemos su participación en esta encuesta, la cual tiene como objetivo identificar posibles falencias en los estudiantes de 8° EGB en cuanto a **expresión oral**, y evaluar la relación con las estrategias didácticas implementadas.

Los resultados obtenidos serán utilizados para proponer actividades personalizadas lúdicas basadas.

Sus respuestas son anónimas y confidenciales

### Instrucciones:

- Por favor, marque con una "X" la opción que mejor refleje su opinión.
- Si la pregunta no es aplicable a su situación, indíquelo seleccionando la opción correspondiente.

¿Cuántos años de experiencia tiene enseñando inglés como segunda lengua (ESL)? \*

- 1-3 años
- Más de 6 años
- 4-6 años
- Menos de 1 año

### 1. Aspectos de Pronunciación \*

a) ¿Considera que la pronunciación de los alumnos es clara y comprensible?

- Sí
- No

b) ¿Cuáles son los principales desafíos que enfrentan los alumnos en cuanto a la pronunciación? (Respuesta abierta) \*

Tu respuesta

### 2. Fluidez y Coherencia \*

a) ¿Los alumnos hablan de manera fluida y coherente durante las actividades orales?

- Sí
- No

b) ¿Qué estrategias utiliza para mejorar la fluidez y coherencia en el habla de los alumnos? \*

Tu respuesta

b) ¿Qué áreas gramaticales suelen presentar más dificultades para los alumnos? \*  
(Selección múltiple: Pueden seleccionarse varias opciones)

- Verbos irregulares
- Tiempos verbales
- Artículos y pronombres
- Otro: \_\_\_\_\_

3. Gramática y Vocabulario a) ¿Los alumnos utilizan estructuras gramaticales adecuadas para su nivel? \*

- Sí
- No

c) ¿El vocabulario utilizado por los alumnos es variado y adecuado? \*

- Sí
- No

**4. Comprensión y Respuesta** a) ¿Los alumnos demuestran comprensión de las preguntas y temas planteados durante las actividades orales? \*

Si

No

b) ¿Cómo fomenta usted la comprensión y la capacidad de respuesta de los alumnos durante las clases de conversación? (Respuesta abierta) \*

Tu respuesta \_\_\_\_\_

**5. Entonación y Ritmo:** a) ¿Los alumnos utilizan una entonación adecuada para expresar emociones y enfatizar puntos importantes? \*

Si

No

**6. Relación con el Método de Enseñanza:** a) En su opinión, ¿Cómo influye el método de enseñanza en el desarrollo de las habilidades orales de los alumnos? \*

Positivamente

Neutralmente

Negativamente

b) ¿Qué cambios o ajustes sugeriría en el método de enseñanza para mejorar el desarrollo de las habilidades orales de los alumnos? (Respuesta abierta) \*

Tu respuesta \_\_\_\_\_

c) Personalmente, ¿qué metodología utiliza para mejorar y desarrollar la habilidad oral? \*

Tu respuesta \_\_\_\_\_

**7. Opinión General** a) En una escala del 1 al 5, ¿Cómo calificaría el nivel general de habilidad oral de los alumnos de 8vo grado? \*

Muy Bajo      1      2      3      4      5      Muy Alto

b) En una escala del 1 al 5, ¿Cuál es su nivel de familiaridad con el método "Task-Based Learning"? \*

No estoy Familiarizado      1      2      3      4      5      Alto

*¡Muchas gracias por su colaboración! Sus respuestas serán de gran ayuda para mejorar la enseñanza del inglés oral a nuestros alumnos.*

### 11.5 Diagnostic relation matrix of the research

Topic	Objectives	Variables	Indicators	Technique	Source
<b>Analysis of the Relationship of the Speaking Skills Issues in 8th Grade and Task-Based Learning Method.</b>	To identify the common speaking skills issues among 8th-grade students.	<b>Independent Variable: Teaching Strategies</b>  Different instructional methods and approaches used by teachers.	<b>Speaking Skills Proficiency Levels:</b> Measure students' proficiency in different aspects of speaking skills.  <b>Student Engagement:</b>	<b>Observation:</b> Classroom observations to witness teaching strategies in action and assess students' speaking skills.	<b>Educational Journals:</b>  Research articles focusing on effective teaching strategies for speaking skills development.
	To examine the relationship between teaching strategies employed and the speaking skills of			<b>Surveys/Questionnaires:</b>  Distributed to both teachers and students to gather insights on perceived speaking skills	

	8th-grade students.		Evaluate the level of student participation and engagement during speaking activities.  <b>Teacher Feedback:</b>  Collect feedback from teachers on the effectiveness of various teaching strategies.	issues and teaching strategies.  <b>Interviews:</b>  Conducting interviews with teachers to gain in-depth information on their chosen teaching strategies and perceived challenges.	<b>Textbooks and Teaching Materials:</b>  Analyze the prescribed textbooks and teaching materials to understand the methods recommended for teaching speaking skills.  <b>Teacher Training Manuals:</b>  Manuals and guides provided during teacher training programs that emphasize speaking skills instruction.
	To assess the effectiveness of current teaching methods in addressing speaking skills challenges.	<b>Dependent Variable: Speaking Skills</b> Oral communication abilities of 8th-grade students, including pronunciation, fluency, vocabulary usage, and overall communicative effectiveness.	<b>Classroom Dynamics:</b> Observe the overall atmosphere and dynamics during speaking activities in the classroom.	<b>Observational Tools:</b>  Employing a rubric of the speaking parameters to objectively measure students' speaking skills.	
	To propose recommendations for improving teaching strategies to enhance speaking skills development in 8th-grade students.				<b>Speech and Language Pathologists:</b>  Consult professionals in speech and language pathology for insights into effective strategies for improving speaking skills.  <b>Previous Research Studies:</b>  Refer to previous studies that

					investigated speaking skills in similar age groups to build on existing knowledge.
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*Note: In research, a diagnostic matrix could be used to analyze and visualize the results of a study. It can help identify patterns, trends, strengths and weaknesses in the data collected, facilitating the interpretation of the results.*