



UTMACH

FACULTAD DE CIENCIAS SOCIALES

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

PROPUESTA PEDAGÓGICA BASADA EN EL ENFOQUE “LEARNER -
CENTERED” PARA EL DESARROLLO DE LA HABILIDAD DE SPEAKING.

PALACIOS GARCÍA JONATHAN RICARDO
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TRABAJO DE TITULACIÓN
PROYECTO INTEGRADOR

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DEDICATORIA

En momentos de alegría muchos, en momentos difíciles muy pocos. Cada día transcurrido en el trayecto académico de formación que elegí no fue fácil, por lo tanto, dedicarle el resultado del presente trabajo a todos quienes han estado incondicionalmente y a quién ha sido la energía necesaria para impulsarme a seguir inclusive cuando he sentido que no he podido más, me parece lo más justo y apropiado.

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En el camino de la vida pesa más el hacer que el decir, como muestra de agradecimiento a todos a quienes he dedicado el presente trabajo me comprometo a ser todo lo bueno que han sido para mí, manteniendo mis ánimos de servir en donde prevalezca mi vocación docente en beneficio de la sociedad a la cual formo parte.

Resumen

El presente proyecto investigativo demuestra el resultado del desarrollo de actividades docentes concatenadas y enfocadas a incidir en la mejora de las habilidades comunicativas orientadas a la habilidad de Speaking obtenidas en los estudiantes del séptimo grado de Educación General Media de la Escuela “Manuel Isaac Encalada Zúñiga” de la parroquia Buenavista en el cantón Pasaje, luego de la revisión bibliográfica de las variables expuestas se sustenta que al poner en práctica el enfoque “learner-centered” en las actividades comunicativas orales estas se desarrollan favorablemente. El presente trabajo investigativo fue diseñado acorde a parámetros de carácter cualitativo, de tipo investigación-acción avalado por el paradigma socio crítico. Las técnicas utilizadas para la recolección y procesamiento de datos fueron la observación, la entrevista semiestructurada y análisis de contenido. La propuesta de intervención docente está orientada a establecer puntos de referencia pedagógicos en los que el docente pueda aprovechar las características y particularidades de los estudiantes para desarrollar la habilidad de Speaking. Finalmente, se busca incentivar a los maestros y futuros docentes a tomar ventaja de lo expuesto acorde al enfoque centrado en el aprendizaje del estudiante en beneficio del desarrollo cognoscitivo, social y cultural de los estudiantes.

Palabras claves: enfoque “learner-centered”, habilidades comunicativas orales, enseñanza, intervención docente, Speaking.

Abstract

This research project demonstrates outcomes of the development of concatenated teaching activities focused on influencing the improvement of communication skills oriented to the Speaking skill, it was obtained in students of the seventh grade of General Secondary Education of the School "Manuel Isaac Encalada Zúñiga" at Buenavista parish in Pasaje, after the bibliographic review of the exposed variables, it is sustained that when putting into practice the "learner-centered" approach in oral communication activities, these develop favorably. The present research work was designed according to qualitative parameters, of an action-research type endorsed by the socio-critical paradigm. The techniques used for data collection and processing were observation, semi-structured interview, and content analysis. The teaching intervention proposal is aimed at establishing pedagogical reference points in which the teacher can take advantage of the characteristics and particularities of the students to develop Speaking skills. Finally, it seeks to encourage teachers and future teachers to take advantage of the above according to the focus centered on student learning for the benefit of the cognitive, social, and cultural development of students.

Keywords: "Learner-centered" approach, oral communication skills, teaching, teacher intervention, Speaking.

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Variable de Estudio: Desarrollo de la habilidad de Speaking

INTRODUCTION

The skill of speaking is generally the "Achilles heel" within communication skills in teaching English as a foreign language, and of course, many factors influence this to be the case, which is why (Hidalgo et al., 2013) suggests, that the structures that dominate the perception of reality:

“A communicative and interactive aspect of use implies considering the educational process as an enhancer for the development of basic skills: listening-reading (comprehension), speaking-writing (expression); use communication as a tool for the appropriation of knowledge, appropriate signs and create the need for communication.” (p. 124)

Due to the urgent need of the human being to express their ideas and feelings, it becomes very necessary in the relationships that influence each individual; promote generalities that have governed the learning of the mother tongue as a basis for the acquisition of a foreign language; through speech, oral communication and therefore the appropriation of cognitive processes that generate meaningful learning. For this reason, Leong & Ahmadi (2017) explain:

“Humans are programmed to speak before they learn to read and write. In any given, human beings spend much more time interacting orally with language rather than using it in its written form. Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation.” (p. 35).

Education itself is a sign of society's desire to communicate fluently from generation to generation. In relation to: "contribute more effectively to the reconstruction and understanding of the manifestations of social life over time." (Guichot, 2006, p. 25).

However, there are various ways of expressing and communicating a message where oral communication predominates among the existing types of communication. According to the study carried out by Emanuel et al. (2008), in four universities in the southern United States, which showed that “nearly 72% of their day is spent listening and speaking, while reading and writing comprise less than 29% of their day” p. 13

Starting from the faculties of each human being to acquire language regardless of the cultural environment in which the individual is found and develops, each different social group tends to develop different patterns or rules that allow us to understand each other; especially through speech.

In other words, without the minimum cognitive conditions it would not be possible to recognize symbols and ideas that allow to specify the association and use of these abstract representations to create and strengthen the future semantic field that the subject will use to express himself; curiously as a general rule from the beginning expressing their wishes, emotions and preferences orally.

Regardless of the language of a person, when we communicate, similar processes (phonemes, grammatical structures, etc.) will always be present when expressing a thought in another language because language is universal; in contrast to the language that requires the learning of certain characteristics so that the message might be understood and can generate a response. In the words of Mendoza (2017), regarding orality in the communicative act: “dentro de las dos formas clásicas del lenguaje, el escrito es posiblemente lo que queda para la posteridad, el oral en cambio permite comunicarse al instante, en el día a día, por tanto es fundamental.” p. 590

In the course of language acquisition, the processes of vocalization, communication and cognition are involved; processes that are viable and practical thanks to the ability of Speaking. Knowledge is the end product of the different stages in which the human being is immersed; which implies “saber que el lenguaje es fundamental para la cognición porque el hombre es un ser de comunicación inclusive si se desenvuelve en un medio social específico.” (Herrera, 2016, p. 65).

Within the different successions of events in which an individual acquires a language, there is the undeniable aspect of the communicative need for it, regardless of physical and external factors, the human being always seeks and finds ways to communicate.

As Peralta (2000) states, in terms of language and therefore the development of a language:

“Las conductas comunicativas se sientan sobre bases estructurales biológicas y sobre la interacción, por lo que el lenguaje es un fenómeno social y si no hay interacción no surge el lenguaje.” p. 57

Oral communication is developed in human beings in many ways, each human being, regarding their particularities, follows pre-established patterns within each culture in order to acquire a language through practice, since: “En casi todos los estudios relacionados con la comunicación se describe una condición que permite la selección de un contenido significativo para modelarlo en el propio proceso de la comunicación en función de desarrollar la competencia comunicativa.” (Hidalgo et al., 2013, p. 124)

Learning a foreign language allows future high school graduates of the Republic of Ecuador to be provided with the best available tool to fit in with the contemporary globalized society, English is by far the internationally recognized lingua franca and managing this language with certain fluency and security is an additional advantage for future high school graduates in the country; for this reason, it is included within Ecuadorian educational policies.

The Ecuadorian government intends to establish guidelines in curricular planning that allow students of English as a foreign language to strengthen the necessary skills in mastering the language, complying with the standards established by the Common European Framework of Reference (CEFR).

In accordance with the Ministerial Agreement 0052-14 of 2014 of the Ministry of Education, a technical report contained in the memorandum N ° MINEDUC-SFE-2014-0034-M explains that based on the current demands of the society's knowledge, the use of the English language is fundamental and necessary as a general tool for communication and access to up-to-date scientific and technological information.

The curriculum for teaching English as a foreign language is based on practically modern methods, approaches, methodologies and strategies and a large part of the teaching staff is accredited with the minimum certification to be able to practice within Ecuadorian classrooms. However, according to the survey carried out by English First (EF) in one hundred countries, Ecuador after occupying 35th place in 2014 goes to 93rd place in 2020. This reality is not unrelated to the different educational institutions in which through the personal experience of the author of this research, as a practitioner, has been able to witness, which becomes very visible in the pedagogical consultancies given in virtual mode.

Based on the above, it is essential to inquire about the proper use of oral expression skills according to the methods, methodologies and approaches established in curriculum of English as a foreign language - at the Educational Institution of Basic General Education "Manuel Isaac Encalada Zuñiga " with 7th grade students, where the following situations are manifested:

- Discomfort when having to speak in English.
- Lack of interest in completing oral activities.
- Appear disoriented when the teacher teaches classes.
- Frustration for feeling that they do not generate meaningful learning.
- Students easily confuse basic terms.

- Insecurity when externalizing their ideas in English.
- Fear of ridicule on making mistakes when participating in class.

These identified manifestations allowed the formulation of the following scientific problem: How to contribute to the development of the oral expression skill of the seventh-grade students of “Manuel Isaac Encalada Zúñiga” school?

The object of study is the teaching-learning process of English in the seventh grade of Basic General Education.

In correspondence with the intention of the research problem, its general objective is: To develop a system of teaching activities supported by the “learner-centered” approach that contribute to the development of the Speaking skill for seventh grade students of Basic General Education at the "Manuel Isaac Encalada Zuñiga" School

The field of action is delimited in the approaches to teaching English as a foreign language.

SPECIFIC OBJECTIVES

❖ Establish from a theoretical point of view the evolution of the teaching approaches of the English language in relation to the development of oral expression skills in English.

❖ Diagnose the development of the ability of oral expression in English in the seventh grade students of Basic General Education at the “Manuel Isaac Encalada Zuñiga” School -

❖ Develop a system of teaching activities supported by the “learner-centered” approach that contribute to the development of the oral expression ability of seventh grade students of Basic General Education at the “Manuel Isaac Encalada Zuñiga” School

❖ Evaluate the progress in the development of the oral expression skills of the seventh grade students of Basic General Education at the “Manuel Isaac Encalada Zuñiga” School with the application of the system of teaching activities supported by the “learner-centered” approach.

The research is carried out from a qualitative paradigm, with a participatory, descriptive action research approach. In the investigation, methods of both theoretical and the empirical level are used. The population is considered to be 10 students of the seventh grade of Basic General Education at the “Manuel Isaac Encalada Zuñiga” School.

The valuable contribution of research related to the management of Speaking has a close connection with the teaching of the English language because this language is the internationally

recognized lingua franca, conducted to reinforce the use of different approaches in its teaching, it becomes a powerful tool, available to fit in with the contemporary globalized society.

Its novelty consists in enhancing the communicative and interactive variant of the language in a systematic way through the classes, considering the teaching-learning process as an enhancer for the development of basic skills.

The contribution of the research is the system of teaching activities supported by the “learner-centered” approach that contributes to the development of the students' oral expression skills.

The investigation consists of an introduction, where the categories of theoretical design are presented. Chapter One contains the theoretical framework, where the foundations that allow expressing the chronological order of the events prior to the current situation are specified. Chapter Two details the methodological framework that aims to adequately cover the research variables. In Chapter Three the intervention proposal is presented and the results of its application are analyzed. Then the set of conclusions and recommendations, the bibliography and the annexes are presented, as well.

CHAPTER 1. THEORETICAL FRAMEWORK.

In the present chapter a theoretical approach to the object and the field research is made, where the theoretical framework is structured enabling the theoretical foundation of the scientific problem of the research.

1.1. Brief Historical Overview of the “Student-Centered Learning Approach”.

The progress reached in the educational area during the nineteenth century was certainly influenced by the observations of contemporary psychologists, who gradually changed the perception of educators about the way students learn, which prompted the adaptation of the curricula implemented by educational authorities worldwide.

The “student-centered learning approach” is based on the constructivist theories of the American pedagogue, psychologist and philosopher John Dewey, the Swiss epistemologist and biologist Jean Piaget and the Russian psychologist Lev Vygotsky, the fruit of the investigations of the aforementioned theorists was used by the American Carl Rogers' in the field of psychology to understand and improve the behavior of his patients and also by the Italian physician and educator Maria Montessori in the field of pedagogy to support her writings on scientific pedagogy.

According to the theories developed by Lev Vygotsky about the zone of proximal development (ZPD), the learning process in students occurs due to the direct and indirect interaction between them. In addition, John Dewey in connection with the theory of knowledge, sustains that every student has an active internal condition which allows them to build their thinking and action thanks to the experience obtained in the relationship with one another. On the same token, Jean Piaget states in his studies on the cognitive development that the human being learns thanks to the interrelation with the environment, especially with the cultural environment.

Based on those theoretical proposals, Carl Rogers developed the Client-Centered Therapy attributed to humanistic psychology:

“Rogers's contributions were transferred, with certain variations though, to other areas of care where professionals maintain relationships of help towards others. In the educational field where student-centered education is mentioned. “(Martínez, 2013)

One of the first predecessors in the field of student-centered education was María Montessori, who developed a different pedagogical method focused on the development and social maturity of the student instead of relying on the homogeneous and standard learning typical of current classes. (EDUforics, 2020)

Historically, Latin America has been dependent on developed countries for the creation of tools that terminate the lags of colonialism, a situation rooted in all aspects that surround Latin American society, including: education.

“Throughout Latin America, and especially upon the Reform in Mexico and the Organization in Argentina, efforts were intensified to incorporate a growing number of people into the sphere generously denominated “civilization”. All previous attempts had not been successful - with some exceptions such as Chile, a nation that attained early institutional stability - the expected results as a consequence, among other factors such as civil wars, administrative disorganization, government funding shortages, but also due to difficulties derived from a predominantly complicated geography and the dispersion of a majoritarian rural population (with areas overwhelmingly indigenous). “(Weinberg, 2020, p. 265)

Regarding the learning objectives of the period and the characteristics that surrounded the traditional educational system, there are definitely particularities that are still a part of the current educational system:

Since the fundamental operation was the reproduction of knowledge and the models to approach it, the didactics was based on copy, repetition and observation; the teacher appeared as the central subject in the learning process. (Nassif et al., 1984, p. 16)

On the other hand, educational programs retain their encyclopedic approach, favoring the acquisition of information and not a comprehensive intellectual work methodology; The subjects continue to reflect an atomistic and associationist structure of scientific knowledge and its distribution and programming does not take into account the characteristics of the adolescent as a subject within the teaching-learning process. (Nassif *et al.*, 1984, p. 36)

In Ecuador, the reality is not substantially different from the rest of Latin American countries, although a formal curriculum was implemented in 1950 during the government of Galo Plaza Lasso, the English language had already been taught in educational establishments a few decades ago.

Nevertheless, since 1992, through the Ministry of Education, the mandatory teaching of English as a foreign language was enacted through the CRADLE project (Curriculum Reform Aimed at the Development of the Learning of English) applied in secondary institutions throughout the country pursuant to the British Council. The material used in teaching was aligned with Ecuadorian cultural conceptions, glimpsing the beginning of the use of the CLIL methodology in

the country, however, the “learner-centered approach” was not yet considered within the pedagogical processes necessary to plan the classes of English. (Paredes et al., 2018)

Thus, based on the management carried out in the field of Education during the administration of President Rafael Correa, after the Constitution of the Republic was approved in 2008, the Foreign Language curriculum was created within the Project for Strengthening the Teaching of English. in 2010 where the approaches on lesson planning in Basic Elementary Education, Secondary School, Higher Education and High School are detailed, including the “learner-centered approach” . (Cadena, 2018)

Throughout the history of TEFL, the main strategies used in learning the target language have been focused on repetition and memorization, where the teacher is the one who questions and can be questioned regardless of whether the students achieved the lesson goal. (Alghamdi, 2019). Unlike the great variety of methods related to learning languages as a foreign language where the acquisition of knowledge prevailed without a purpose related to their immediate need to put what was learned into practice, the “learner-centered approach” is focused on the primary need to communicate a message through the interaction of two or more interlocutors in a real context. (Hinkel, 2012)

Traditionally, due to a number of factors, the speaking skill has been underestimated in the context of TEFL, prioritizing certain outdated methodologies related to translating a text verbatim or establishing classes focused almost entirely on the use of grammar. Instead of providing students with useful tools for real situations that surround the social and cultural to be found with certain similarities and differences in students. (Alghamdi, 2019, p. 278)

The Speaking skill as well as the Listening skill represent the simplicity and complexity of human communication skills because speakers require stimuli and responses in real time. As stated by (Leong & Ahmadi, 2017):

“The relevance of the speaking [and listening] skills is seen in people's everyday activities. Talking is an interactive activity and it occurs under the constraints of real time. That is, people can use words and phrases fluently without much conscious thought. “p. 34

In the review of documents carried out by Villacís & Hidalgo (2017), it is concluded that the “learner-centered approach” “exerts a great impact on the development of the Speaking skill, a perspective from which students can develop their oral productive skills through the fulfillment of tasks focused on their needs and characteristics.” (p. 386)

1.2. Conceptual framework. “Learner-centered approach”: Conceptualization and characteristics.

The “student-centered learning approach” places the student at the center of the learning process, prioritizing the way learners visualize and understand while taking advantage of their interests for their own academic benefit. (Weimer & Sharkey, 2003)

The student, in the condition of main actor of the knowledge acquired, shows greater commitment to the learning process, and each phase when it makes sense to the learner, it becomes significant:

Planning, teaching, and assessment focus on students' needs and abilities. Student-centered learning moves students from passive receivers of information to active participants in their own discovery process. What students learn, how they learn it, and how their learning is assessed depends on the needs and abilities of each student. ((ISTE), 2021)

The teacher needs to facilitate the contents by taking into account the characteristics, interests and personalities of the students. “The student-centered classroom implies changes in the roles and responsibilities of students and instructors, in the delivery of instructional strategies, and in learning itself; all of these differ from the traditional classroom.” (TEAL Staff Center, 2010, p. 1)

The “learner-centered approach” seeks to integrate the activities of the teacher with the academic needs and particular interests of the pupils:

It is about avoiding rote learning and pursuing an integrated and meaningful learning process which allows one to locate the concept, fact, data, principle or scientific theory to learn in one's own intellectual structure incorporating knowledge relevant to one's own personal development linked to attitudes, values and skills. (Pereda, 2015, p. 680)

Theoretically, the implementation of methodologies in the curriculum of teaching English as a foreign language becomes essential to generate a productive result as long as it is complemented with teacher training in the use of practical tools that respond to the approaches described within the curriculum. (Lavoie & Rosman, 2007)

The creation and management of knowledge occur thanks to the bidirectionality in the student-teacher interaction. The knowledge attained through interaction allows students to strengthen their attitudes, values and abilities for the benefit of their academic, personal and professional life through the interest and motivation generated. (Bernardo, *et al*, 2014)

The “learner-centered approach” seeks to produce meaningful learning by corroborating what has been learned through a meaningful evaluation where students can obtain feedback (Hernández, 2012), conducting the entire process to take advantage of every opportunity to consolidate the learning generated, also promoting the use of tools that allow the student to empower themselves in the self-assessment process. (Hannafin, 2012)

(Cukierman, 2010) agrees that within the student-centered approach "a first issue to highlight is that evaluation is part of the teaching and learning process and is not a mere process of formal verification of learning" p. 35

In traditional methodologies, summative assessment takes great relevance due to cultural conceptions, which determines the level achieved according to the reference standards established by the teacher.

The different grading scales established by the teacher and the result obtained by the students can negatively affect their self-confidence:

As a result, the teacher must try not to stigmatize their students based on the results obtained in their evaluations, since such results rarely reflect what they really know, firstly because it occurs in an environment of maximum anxiety, because of the relevance that society gives to the grade obtained, without taking into account the affective and psychological elements that intervene in the process. (Clavel, Díaz, Henríquez, Ortega, & Venegas, 2008, p. 52)

That is why, in contrast and as an alternative to the difficulties attributed to the evaluation of learning through grading or standard criteria, the need to increase the formative function of the evaluation over the accrediting or summative one is reiterated. (Álvarez, 2008, p. 248)

In fact, creating a suitable juncture between formative and summative assessment generates useful resources in the process of helping students to learn. (Santos, 2016)

In short, self-evaluation within the succession of teaching practices that mark the student-centered approach allows students to take evaluation as a learning process in which students become evaluators of their own peers, conditioning the educational actors to not only assess learning but to assess for learning. (Earl, 2013)

Therefore (Cukierman, 2010), highlights that the assessment must be:

A way through which students and teachers come to have a full notion of the effective development of the competencies established in the study plan or program, that is, not only knowledge, but also skills, attitudes and values. p. 37

In a general way: "Language is a communicative exchange, it constitutes a relational biological phenomenon, so that, when we refer to language, we are not only referring to its structure, but also to the function it is based on." (Peralta, 2000, p. 55)

To Pedraza (2006), "The development of language is a complex process that takes place in interaction with the different areas where the human being takes part." (p. 113)

There are different ways for human beings to express themselves, however with no doubt the least difficult in our mother tongue is oral expression. Curiously, the opposite usually happens when people learn another language. The ability to speak is the action of articulating sounds. We can say that to speak is to converse, or to express our thoughts and feelings in oral language. (Amir, H, 2013)

English speaking skills respond to a bottom-up and top-down perspective. Within the explanation of Cornbleet & Carter (2001), "The bottom-up approach suggests that the smallest units should be taught first: sounds and moving from the domain of words and sentences to speech, where interaction is the most important condition to develop speech skills." p. 18

On the other hand, the conception of Nunan (1989) is contrasted by indicating that;

Instead of teaching students to elaborate well-formed sentences and then putting them to use in speech, we should have students engage in spoken speech from the beginning and then they will acquire the smaller units. p. 32

The teaching of the management of speaking skills is a process through which the student's own and internal factors intervene, trying to influence is not an easy task. "Knowledge is something that needs to be put up piece by piece." (Qamar, 2016)

1.2.1. Considerations to take into account in the Speaking assessment

In student-focused academic programs, the student is assessed based on their autonomy (Cukierman, 2010) and the learning generated through evaluation (Álvarez, 2008).

Summative and formative evaluation are widely accepted and used within the lessons given for the materialization of the results according to the knowledge demonstrated by the students. (Collazos, 2014)

The evaluation must respond to the different moments that arise while the class is developing, for example throughout the didactic process where the teacher interacts with the student, the measurement of knowledge is fulfilled through questions and answers with which it is

reached Consensus that establishes whether the activities proposed in class met their objective. (Castillo, 2002)

However, at the end of the periods where a set of conceptual units were shared between the students and the teacher, it is advisable to use instruments that allow to materialize the subjective factor inherent in the knowledge demonstrated by the students, thus granting them an objective rating in regarding their performance. (Santos, 2016)

Then (Knight, 1992) takes into account what he called contextual evaluation variables as a model for the formative evaluation to be carried out in the “learner-centered approach” for the Speaking skill, the following grading parameters for oral activities proposed by the teacher intervene. p. 298

Purpose of the valuation.

Proficiency, achievement or diagnosis.

Situation in which the student will function (formal or informal)

Circumstances surrounding the assessed language sample

The level of freedom or control the student had to do or say something

Number of participants and their role within the activity.

Conditions in the observation

Degree of participation of the evaluator in the activity

If the activity is recorded or not.

Integrated skills test.

The evaluator scores a criterion that may have been measured within another skill.

In addition, within the same teacher development workshop proposed by (Knight, 1992) in the evaluation of oral communication skills, adequate evaluation criteria was found to take into account appropriate summative evaluation so that students assess themselves through the feedback provided by the outcome of their own learning reflected in the grades obtained in the evaluations. p. 295

Grammar

Management range of grammatical structures

Adequate use of grammatical structures

Vocabulary

Word handling range

Adequate use of words

Pronunciation

Phonetic distinctions

Voice Force and Rhythm

Intonation

Use of connectors

Fluency

Speed when speaking

Stumbling over words when speaking

Conversational skills

Development of the topic

Take turns and demonstrate knowledgeability of the subject

Coherence and consistency

Ability to keep the conversation going

Sociolinguistic skills

Distinguish the style and the way interlocutors communicate. (Formal, assertive, informal, etc)

Use of cultural references

Use of non-verbal language

Eye contact and body posture

Gestures and facial expressions

Contents

Relevance

Relationship between the arguments presented.

Regarding the role of the teacher in the evaluation according to the “learner-centered approach” (Mora, 2004) affirms that the teacher must be aware that it is normal to make mistakes and instead see in the error the opportunity to critically and constantly self-evaluate their performance:

Developing the skill based on what is known and what is not known and needs to be known; to such an extent that the need for self-training be developed in both professional and personal levels. The formative nature of the evaluation, by itself, justifies its need. p. 4

1.3. Contextual background

The way teaching processes have evolved are related to the discoveries supported by studies that determined the ways a human being learns, according to the theories detailed in the previous section, learning must be focused on the apprentice and teachers are best suited to take advantage of these particularities for the benefit of student learning.

Conventionally, the teacher has been the center, master and owner of knowledge, overshadowing the potential of students in terms of taking ownership of their way of learning.

Over the years, a number of methodologies and theories have been applied in Ecuadorian classrooms in relation to the teaching and learning process. Said methodological, theoretical and pedagogical concepts have been taken into account in the creation of the Foreign Language curriculum, despite having the theoretical guide in the subject's study plan. In practice the omission of such approaches is shown in the teachers lesson planning and therefore in the development of students' English communicative skills. (Cadena, 2018).

According to (UNICEF, 2006), in its publication of the Convention on the Rights of the Child in part 1, article 28, paragraph 3, the states "shall promote and encourage international cooperation in educational matters, in order to facilitate the access to technical knowledge and modern teaching methods, with particular regard to developing countries." p. 22

And it also recognizes as an educational objective:

To aim at developing the child's personality, talents and mental and physical abilities, preparing the child for an active adult life, to foster in the child respect for his or her own cultural values, and for the cultural background and values of others. p. 22

In the Fifth section, second chapter referring to the rights established in the Constitution of the Republic approved in 2008, from article 26 to 29, the State is recognized as a regulator and guarantor of access to inclusive education and strengthening of rights where citizens interact and decide to prepare according to their principles and pedagogical options.

According to LOEI (Organic Law of Intercultural Education), in its one and only chapter of the scope, principles and purposes, section bb, the right of people, peoples and nationalities to

be trained in their own language, ancestral languages and others is recognized, in relationship with the international community to promote the cultural development of citizens.

Castro and Guzmán de Castro (2005) conclude that learning styles [ways of learning] set forth the way students perceive and process information to build their own learning by offering indicators that show the way to interact with reality.

The “learner-centered approach” is included within the Ecuadorian educational curriculum as one of its basic principles, which indicates the “learner-centered approach: teaching methodologies should reflect and respond to learners' strengths and challenges, and facilitate the process of learning by supporting learners' motivation for and engagement with learning. ” (MINISTRY OF EDUCATION, 2019, p. 193)

It is of great importance to clarify the interpretation of the term “student-centered learning” due to two widely accepted notions. In one of them it refers to the freedom of students to choose what to learn, how to learn it and how said learning is going to be assessed. And in the other, however, for example in the Ecuadorian curricular context, it is specified that through the above mentioned approach individual differences in students are recognized; their strengths, preferences and personal challenges for the curricular planning inherent to the teaching-learning process.

It is unusual to observe in the classroom the use of methodologies and approaches expressed in the TEFL curriculum. The root of this problem lies in the socio-cultural habits of the majority of teachers, where there are still well-marked lags of traditional methodologies.

In the investigative work of (Villacís, 2018), in the city of Ambato - Ecuador, it was concluded that through the student-centered approach, students connected theory with practice adequately, contributing greatly to the development of the Speaking skill. The study also affirms that due to the characteristics of the “learner-centered approach”, a greater responsibility to the student is conferred due to the active role in the classroom, it was possible to generate an evident motivation and therefore a meaningful and long lasting learning process.

There is a basic principle considered at the moment of expressing ourselves and it is the fact of making ourselves understood, even if that means that we do not have, for example, a "good pronunciation" because perfection in pronunciation comes with practice. Spanish speakers share similar linguistic characteristics with English speakers, which should serve as support for teachers' lesson planning, especially for the practice of oral activities.

It is worth mentioning that at “Manuel Isaac Encalada Zuñiga” Elementary School, as well as in a large number of the country's rural schools, there is no teaching staff with academic preparation focused on TEFL, in a clear contradicting of the regulations stipulated pursuant to the schedule needed, so that students entitled to all rights can have access to English language learning as an additional tool for their personal, academic, social and cultural development.

In order to interpret the Speaking skill at the “Manuel Encalada Zuñiga” school objectively, 1 teacher and 10 students provided their collaboration online.

The teacher, academically trained as a Basic Education teacher, could not do much in terms of English teaching. In addition, it was also observed a lack of knowledge of the principles of the English teaching curriculum.

Through the observation of participants, it was possible to verify the shortcomings of students based on the use of oral communication skills in English. Due to the health emergency situation generated by the current pandemic and its subsequent restrictions, education has mandatorily continued in a virtual mode, where similar dilemmas related to Speaking are still observed in online teaching sessions.

After performing a contrast of the information collected by the assessment instruments, in relation to the Speaking skill, structural deficiencies are evident in the spaces and actors of the teaching process in the management of the Speaking skill. Which results in the characterization of the aspects to be taken into account when assessing Speaking skills and the teaching approach focused on the development of oral communicative skills of the students who participated in the

CHAPTER 2. RESEARCH METHODOLOGY

Within the research process that this project proposes, the actions to be taken are based on theories and agreements of different experts detailed in the theoretical framework. Furthermore, any reliable investigative project should not only detail "what" it intends to investigate but also "how" it intends to investigate it.

As (Azüero, 2018) pointed out. "La formulaci3n del marco metodol3gico en una investigaci3n, es permitir, descubrir los supuestos del estudio para reconstruir datos, a partir de conceptos te3ricos habitualmente operacionalizados." p. 110

2.1. Level or type of research.

Due to the nature of the observed phenomenon, the design of this research consists of flexible and open components that seek to understand the subjective reality of the research problem involving different individuals with different ways of thinking and feeling.

However, the objectivity of the process represents the qualitative nature of the processes involved in each stage necessary to justify and validate the objectives set. Sampieri (2014), explains that: "La investigaci3n cualitativa se enfoca en comprender los fen3menos, explotandolos desde la perspectiva de los participantes en un ambiente natural y en relaci3n con su contexto" p. 358

In view of the previous diagnosis carried out to address the problems observed in the classrooms, the need to analyse the causes and consequences experienced in order to apply possible solutions involving the immediate actors within the educational community is very evident.

Therefore, within qualitative research designs, it is appropriate, in accordance with the conditions detailed in the problem and the objectives set, to approach the different stages through action research, whose purposes are to solve educational problems and improve concrete teaching practices. It focuses on providing information to guide decision-making for programmes, processes, and structural reforms. (Sampieri, 2014) p. 503.

2.1.1. Research Approach

Judging by the inherent condition of the research question and its relation to the research design, guidelines will be established to contrast the information gathered and generate consensus along the research journey. (Flores, 2004)

The main objective of this research project is to contribute to the development of speaking skills to create a point of reference for teachers to orient their upcoming academic preparation and current professional practice. The socio-critical paradigm aims to establish transformations, as in this case, focusing on the main actors of the teaching-learning process, thus improving students' oral communicative skills in English through teaching approaches set in the Foreign Language curriculum. Besides, they can be used as theoretical tools that efficiently direct teachers' actions.

The system of structured pedagogical activities based on the learner-centered approach for teachers will positively impact students' oral communication skills. Socio-critical theory through the consensual participation of teachers influences cooperative practice by encouraging the continuous and prolonged use of the methodologies and approaches (Fernández, 1995) necessary to enhance students' English language communication skills.

2.1.2. Population and Unit of Analysis.

The subjects that made up the study units consisted of a teacher and ten students. The teacher has a degree in Basic Education. The students belong to the seventh year of General Basic Education they are between 11 and 12 years old and whose residence is a rural parish with the social challenges that this represents.

Although qualitative research is not concerned with sampling size, this fact goes according to this research because this exploration does not intend to generalise the outcomes obtained (Hernández, 2014) concurring with the research objective and the type of research used.

The sample is non-probability and intentional, consisting of one teacher and ten students. Due to the limited population, in the process of characterising the Speaking skill of seventh-grade students at the "Manuel Encalada Zuñiga" School, the entire population was taken as a sample.

2.1.3. Data collection methods.

The data collection techniques implemented are under the qualitative nature of the present research work. The data were grouped and collected in the environment where the educational processes took place. In this way, the subject of the study (Hernández, 2014) is involved and responds to communicative conceptions applied in a foreign language. The restrictions perforce imposed on society due to the health situation generated worldwide by Covid-19 meant that the educational process was carried out virtually, allowing the data collected to be observed several times by the researcher, thanks to the recording of the classes. (Orellana, 2006)

2.1.3.1. Non-empirical Methods

Non-empirical methods lead to determining the relationships and the required characteristics according to the items of this research to develop this groundwork. (Martínez & Rodríguez, 2004, p. 4)

Historical Literature review.

The historical literature review allows learning about the historical development of the learner-centered approach. Likewise, it lets determine the relationship of the Speaking skill development in teaching English as a foreign language through time.

Deductive-Inductive reasoning.

From the observation process, possible causal factors that could affect Speaking development and English language learning were established. As far as the theoretical basis of the learner-centered approach is concerned as a guide. The inductive-deductive process allows us to move from general statements to more specific ones until we get closer to reality generating practical solutions through this proceeding method. (Ruiz, 2007)

Modeling method.

Theoretical modeling arises from the subjective conceptions of the researcher, whose are constructed from the objective reality related to the subject to be investigated. (Reyes & Bringas, 2006)

The abstract appreciations vary from researcher to researcher and, to each one, there can be numerous possible solutions. Independently of this factor, the modeling must follow a logical process. This process is necessary to roll a detailed investigation concerning the object of study. It currently turns indispensable outcomes evaluation into a reality inherent to the situation observed by the researcher due to the different existing elements around it. (Trinchet, Selva, Trinchet, Silva, & Píriz, 2014)

2.1.3.2. Empirical Methods.

Empirical methods are the experience followed up and obtained through the sensory organs and their implementation employing resources that make it possible to systematise the information perceived. (Martínez & Rodríguez, 2004)

Non-Participant Observation.

Observation is given thanks to the senses' focus on the phenomena. It is developed in the field of study around the researcher. (Ruiz, 2007)

In both face-to-face and virtual student participation, observation was the dominant technique for determining the factors that influenced data collection. (Orellana, 2006)

And it is worth noting that there was a notable difference between the interaction forms that occur in face-to-face and virtual environments.

In the teaching-learning process in which the teacher and the students intervene directly, the research problem came suddenly up due to speaking skills were undervalued in the pedagogical and significant context on both sides. The description of the situations observed made it possible to establish the road map to follow at each stage without intervening in the events witnessed in the classroom.

Semistructured interviews.

Regular communication generated through informal interactions allows reliable information to be gathered (Troncoso & Amaya, 2017) by demonstrating confidence that the interviewer will manage the conversation skilfully to avoid vagueness and awkwardness to obtain data with a high degree of credibility. (Schettini & Cortazzo, 2016).

The semi-structured interview was satisfactorily applied thanks to the participation of the teacher in charge of the class. The interview was asked to the teacher in order to not influence in one way or another the management of the Speaking skill demonstrated by the students.

2.1.4. Data analysis techniques.

In qualitative research, (Hernández, 2014) argues that data collection and analysis occur in tandem, and the data analysis is not homogeneous because it requires a compendium of characteristic analysis.

Content analysis.

After collecting sufficient information to structure schemes adapted to the researched reality, the data was processed based on the content analysis defined by (Porta & Silva, 2003) as:

Un procedimiento que permite analizar y cuantificar los materiales de la comunicación humana. En general, puede analizarse con detalle y profundidad el contenido de cualquier comunicación: en código lingüístico oral, icónico, gestual, gestual signado, etc y sea cual fuere el número de personas implicadas en la comunicación. (p. 8)

Variables Study in Research.

Due to the nature of the variables stated, how they are approached, and according to Nuñez's conceptualization (2007), the variables to be addressed coincide with the present one by

indicating that: “las variables cualitativas, no son susceptibles de medición numérica y son expresadas en variación cualitativa, posibles de estimación.” (p. 172)

Variable 1: A system of teaching activities based on the "learner-centred" approach.

The system of teaching activities is a set of pedagogical sessions made for teacher use only. It will encourage students to strengthen their oral communication skills in English, taking into account their interests and particularities.

Variable 2: Speaking skills development.

Speaking is the act of interacting orally through clear and precise messages and expressions in the English language. Speaking skills development is linked to various factors, in which we can take into account the appropriate use of the "learner-centered" approach in English classes.

Table 1.
Study of Dependent Variable: Speaking skills development.

| Speaking Skills Development | | | |
|--|---|----------------------------------|--|
| TO STRENGTHEN THE INHERENT CHARACTERISTICS OF THE COMMUNICATIVE ACT IN ENGLISH. | | | |
| Units of Analysis | Categories | Items | |
| Conversational Skills | Handling of the proposed topic | | |
| | Interactive coherence | Session 1: Task three | Session 2: Task one, two and three. |
| | Keeping the oral storyline | Task four | |
| Linguistic Skills | Appropriation of grammatical structures | Session 1: Task one | Session 2: Task one, two, and three |
| | Appropriate use of target words | Task two | |
| | Intonation and fluency | Task five | |
| Sociolinguistic Skills | Type of communication response | Session 1: Task three | Session 2: Task one, two,three, and four. |
| | Use of non-verbal language | | |
| | Relevance of the arguments | | |

Fuente: Elaborado por el autor.

CHAPTER 3: PEDAGOGICAL INTERVENTION PROPOSAL.

3.1. Intervention proposal

After observing the way teachers deal with teaching English and their struggling to manage the speaking skill, the author thinks that it is necessary to provide a proposal where the teacher of the 7th grade at “Manuel Isaac Encalada Zuñiga” School can be able to handle whenever she needs to teach. For this to be possible, a handout with scripts and instruction on what to do, when to use them and have something available to improve this productive skill at the A1 level.

During the year 2016 the Ministry of Education, Dr. Augusto Espinoza issued the 2016-000-20 Ministerial Agreement in which the guidelines for the Academicals curriculum was given for the 12 years of basic education. It was officially stated that English shall be included within the Official National Curriculum since the first year of Basic Education up to the twelfth year of Superior-Basic level.

It is always necessary to remember that if students have something to speak, it is because they have had something read or listened to in a previous stage. Students are reluctant to open their mouth unless they feel like speaking about a specific issue.

| IMPLEMENTACIÓN CURRICULAR REGIÓN SIERRA | | | | | | |
|---|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| AÑOS | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
| Primer grado de EGB | <i>Starter Level</i> | <i>Starter Level</i> | <i>Starter Level</i> | <i>Starter Level</i> | <i>Starter Level</i> | <i>Starter Level</i> |
| Segundo grado de EGB | Pre A1.1 | Pre A1.1 | Pre A1.1 | Pre A1.1 | Pre A1.1 | Pre A1.1 |
| Tercer grado de EGB | Pre A1.1 | Pre A1.2 | Pre A1.2 | Pre A1.2 | Pre A1.2 | Pre A1.2 |
| Cuarto grado de EGB | Pre A1.1 | Pre A1.2 | Nivel A1.1 | Nivel A1.1 | Nivel A1.1 | Nivel A1.1 |
| Quinto grado de EGB | Pre A1.2 | Pre A1.2 | Nivel A1.1 | Nivel A1.2 | Nivel A1.2 | Nivel A1.2 |
| Sexto grado de EGB | Pre A1.2 | Nivel A1.1 | Nivel A1.1 | Nivel A1.2 | Nivel A2.1 | Nivel A2.1 |
| Séptimo grado de EGB | Pre A1.2 | Nivel A1.1 | Nivel A1.2 | Nivel A1.2 | Nivel A2.1 | Nivel A2.2 |

| IMPLEMENTACIÓN CURRICULAR REGIÓN COSTA | | | | | | |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| AÑOS | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
| Primer grado de EGB | <i>Starter Level</i> | <i>Starter Level</i> | <i>Starter Level</i> | <i>Starter Level</i> | <i>Starter Level</i> | <i>Starter Level</i> |
| Segundo grado de EGB | Pre A1.1 | Pre A1.1 | Pre A1.1 | Pre A1.1 | Pre A1.1 | Pre A1.1 |
| Tercer grado de EGB | Pre A1.1 | Pre A1.2 | Pre A1.2 | Pre A1.2 | Pre A1.2 | Pre A1.2 |
| Cuarto grado de EGB | Pre A1.1 | Pre A1.2 | Nivel A1.1 | Nivel A1.1 | Nivel A1.1 | Nivel A1.1 |
| Quinto grado de EGB | Pre A1.2 | Pre A1.2 | Nivel A1.1 | Nivel A1.2 | Nivel A1.2 | Nivel A1.2 |
| Sexto grado de EGB | Pre A1.2 | Nivel A1.1 | Nivel A1.1 | Nivel A1.2 | Nivel A2.1 | Nivel A2.1 |
| Séptimo grado de EGB | Pre A1.2 | Nivel A1.1 | Nivel A1.2 | Nivel A1.2 | Nivel A2.1 | Nivel A2.2 |

Taken from “Acuerdo Ministerial 2016-000-020”

3.1.1. Aims of the proposal

The proposal requires teachers to be committed to improve the methodology when teaching the productive skill of speaking through interactive activities within their lessons.

- To design a proposal to provide teachers of class seventh at Manuel Isaac Encalada Zuñiga, some activities to use in their classes whenever they have to make students speak.

Specific aims

- To strengthen teachers of grade 5th to manage activities that will lead their students to speak
- To handle the activities provided by the proposal aimed to encourage students to chat no matter the mistakes students make.
- To encourage teachers to use those activities in a funny way, where the main goal is to make students open their mouths to speak freely according to their age and level

Educational context and/or Target group

The Ministry of Education of Ecuador has provided the guidelines where some specific layouts are given for the foreign language subject, regarding the 10 years of basic Education. Through the Ministerate Agreement 2016 000 020 the numbers of teaching hours per week were stated from year one toward year 12 of Basic Education. The target group are students of 5th grade, which belongs to “Básica Media” and as the chart shows they shall be taught English for 3 hours a week

| Subniveles de Básica | | Elemental | Media | Superior |
|----------------------------------|--------------------------------|-----------------------------|-----------------------------|-----------------------------|
| Áreas | Asignaturas | Horas pedagógicas por grado | Horas pedagógicas por grado | Horas pedagógicas por grado |
| Lengua y Literatura | Lengua y Literatura | 10 | 8 | 6 |
| Matemática | Matemática | 8 | 7 | 6 |
| Ciencias Sociales | Estudios Sociales | 2 | 3 | 4 |
| Ciencias Naturales | Ciencias Naturales | 3 | 5 | 4 |
| Educación Cultural y Artística | Educación Cultural y Artística | 2 | 2 | 2 |
| Educación Física | Educación Física | 5 | 5 | 5 |
| Lengua Extranjera | Inglés | 3 | 3 | 5 |
| Proyectos Escolares | | 2 | 2 | 3 |
| Horas pedagógicas totales | | 35 | 35 | 35 |

Taken from “Acuerdo Ministerial 2016-000-020”

3.2. Methodology of the proposal

The current proposal pretends to focus on strategies that both teachers and students can have available to use when the times for speaking practice comes by using the intuitive-imitative

method, to encourage learners to utter the foreign language intelligibly. The proposal contains different aids to get the goal of making students produce some language by describing specific information about themselves as well as recognize objects and call them by their names. On the other hand, the topics students are provided to talk, must be really interesting so that they can be engaged and feel self-encouraged to want to say something.

The Natural and audio-lingual methods will be used during the activities performed in class. (Aprianto, Ritonga, Marlius, & Nusyur, 2020) when stated, “The method of Audio-lingual is not only used in teaching Arabic, but also the learning of any language this method has always been the choice” p. 149

We are currently passing through a world crisis, our students are being taught, facing a difficult situation, the teaching of all the subjects are being taught through the screen of a laptop or computer that it is why the speaking strategies have been adjusted to the circumstance they are facing

The process goes in this way, they first listen, or experiment the new vocabulary, then they practice on their own and are able to produce it themselves, that is; they can speak about it, this confirms what (Cunnigsworth, 1988) states “speaking and listening are obviously not separate”, p. 46

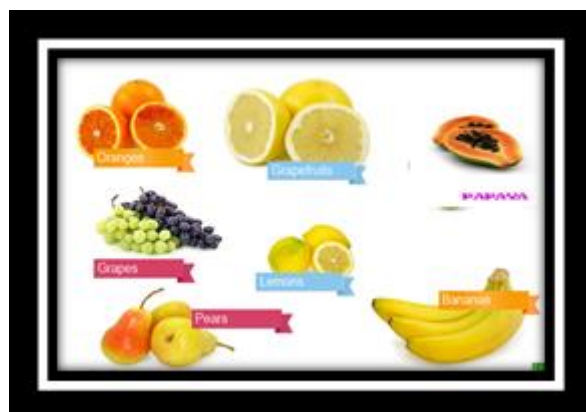
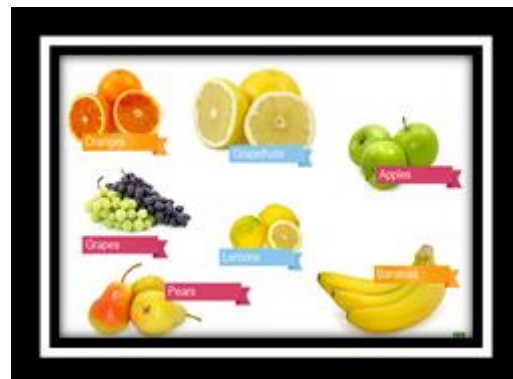
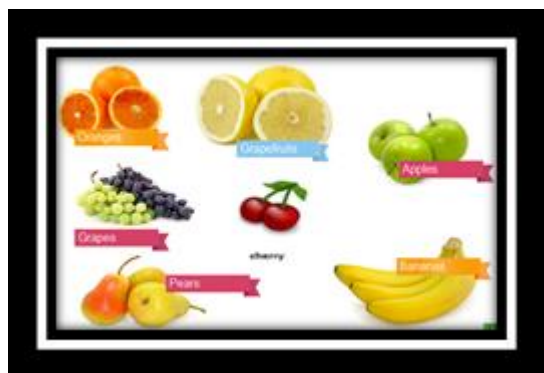
Activities will be carried out aimed to encourage learners to re-meet the Target Language with a simple touch of enjoying what they do and what they say, no matter how they do it and how they say it.

3.3. Sessions and activities

3.3.1. Session One

Task One. - Which fruit is missing?

The teacher will show a slide with several fruits, ask students to repeat the names of those fruits, then when showing the next slight, she will replace one fruit with another one, and ask the students to tell her which fruit is missing, this activity can be done individually or in groups.



Task Two. - **Guess the animal?**

The teacher will show a slide with some animals. Students say their names by drilling, then the teacher shows a video where the shape of an animal is being drawn. Students shall write the name of the animal in the chat. The first one in writing the name of the animal is the winner. Before the shape of the animal is completed. The names of the students are going to be shown afterwards and the winner or winners can be declared. This activity shall be done with the whole class.



Task Three. - **Tongue twister.**

Work in small groups. Try saying this English tongue twister.

Betty Botter bought some butter
 But she said this butter's bitter
 If I put it in my batter
 It will make my batter bitter,
 But a bit of better butter
 Will surely make my batter better.

So she bought a bit of butter
 better than her bitter butter
 and she put it in her batter
 and her batter was not bitter.
 So t'was better Betty Botter
 bought a bit of better butter.

Task four. – **Watch the Betty Bitter video.**

See and listen to this video with the song Betty Botter



Taken from: <https://www.youtube.com/watch?v=02LmAAuwqUI>

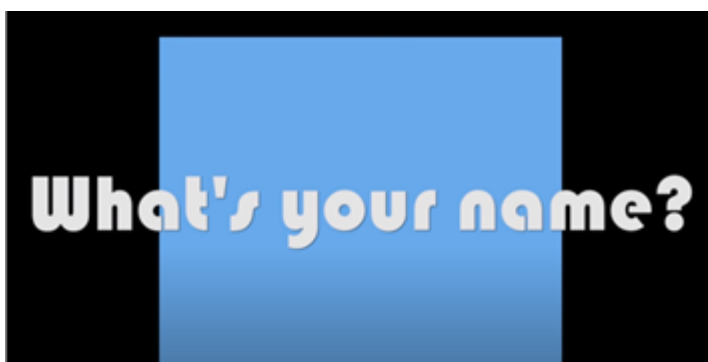
Task Five. – **Assessment of session number one.**

Read this tongue twister on your own and then, record yourself and send it through Whatsapp.

3.3.2. Session Two

Task one. **What is your name?**

Teacher asks her students to watch the video “What’s your name?”



Taken from: <https://www.youtube.com/watch?v=Uv1JkBL5728>

When the teacher starts the class she has to start by saying her name and then ask his learners what their names are. They sing the song along and every time students say their names, the teacher will have to listen to the video.

Task two. - **How old are you?**

In this task the teacher has to follow the same procedure as task one, to ask students to watch a short video about this issue.

First of all the teacher is going to make them count from one to twelve (because that is the top of her student's age).



Taken from: <https://www.youtube.com/watch?v=x2cI4ZgsYU4>

Task Three. - **Where are you from?**

The teacher says where she is from, then asks one student where he is from? Then shows the first slide to introduce the topic. Showing the first slide and asking another student to read what the girl says. Then a new student read what the boy said.

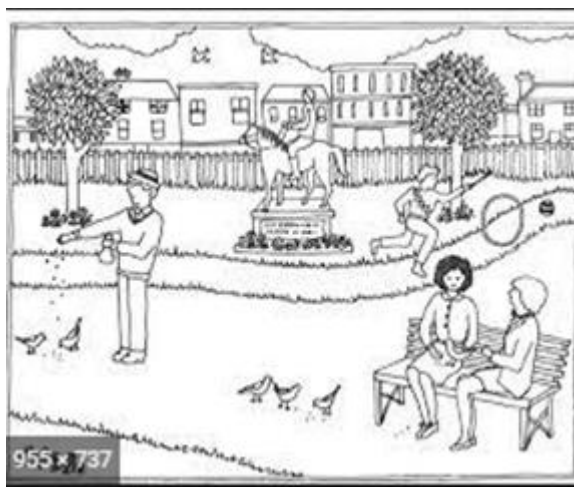
The teacher shows the second slide and refers to the map of Pasaje city with different villages and towns. Students then have to say where they are from according to the place they are living.



Task four. - Picture differences.

The teacher will show the first slide and describe the image and the people. She provides the names of the vocabulary. Here students reinforce the use of prepositions of place. Then, the teacher shows the other slide. Students then must say in turns or randomly, what the differences and where the differences are. Once the teacher remarks the first two differences, then she asks the student to write in the chat the other ones.

Teacher must recall the vocabulary: band, hat, shoelaces, buttons, necklace, birds, lap, statue, a ball, chimney, and a written text.



3.4. Assessment of the proposal

The proposal has been submitted as a teaching additional resource to be used within lessons, it means that the teacher will have aids when the time for speaking practice comes which will be one hour a week, at this point the tasks provided can be allocated whenever the teacher judgment considers necessary in this way, the teacher will ensure that at least two aim of the A1.1. level has been covered, namely “ introduce himself simply and use basic greetings and tell where he and others are from and give a basic description of his city” (Education First, 2021)

Students of the career will keep doing their teaching practice at that school and will make a follow up of this proposal. Teachers of 7th grade must follow the instructions, Moreover they will be supported by students of the career who can also be benefitted of the additional teaching materials on hand.

The teaching sessions must adapt the contents of the current proposal, and the tutor of the teaching practice will make a close assessment of how successful the instructions of this skill is managed by the teacher of 7th grade.

3.5. Conclusions

The current proposal has been provided to give teachers of 7th grade of Manuel Isaac Encalada Zuñiga school with speaking activities suggestions centered on what students need to know and practice, making them to be confident, the process goes from listening to speaking, which is the natural approach to reach successful communicative goals

The activities are divided in two sessions which can fit many contexts of the lessons which have been prepared according to the ages of students and the A1.1. level. Teachers will be able to perform all the tasks of the proposal because they are simple and ease him to work either individually, in pairs and in groups, depending on the topic of the class and her own insights.

The proposal contains sessions and tasks for both the teacher and students to work communicatively and make rapid progress and in getting students involved in situations where they learn much more vocabulary either by drilling in the lesson or by writing on the chat, because they will be required to complete writing tasks

The activities have been created by the author taking into consideration the new modality of teaching by using some pictures and images from the internet which will let teachers to have teaching additional resources available to show to her students.

3.6. Recommendations

Since classes are still being taught via online, the tasks can easily be taught after any content the class requires. The audiovisual ones for example have to be used thoroughly or adapted to teach other context, for example the task on which fruit is missing can be adapted with practicing vocabulary, verbs, prepositions, and so on.

Bearing in mind that unless students need to be provided reasons to speak, they will fear to do it so. No matter their age; provided that they are encouraged by interesting topics which are visually attractive to their sights.

The teacher has to check her pronunciation before teaching a specific task, for example, the expressions for personal information, by using intonation, and stress either in single words or sentences.

CONCLUSIONS

- The literature review and theoretical background in chapter one on the "learner-centered" approach and its impact on Speaking skills development allow us to confirm the advantages of implementing oral communication activities under a learner-centered approach.
- The data analysis determined that oral deficiencies, which were observed in the face-to-face and virtual classes, were also confirmed by the teacher. This oral deficit directly affects communicative skills development in English, specifically the conversational, linguistic, and sociolinguistic skills of the seventh-grade students of the "Manuel Isaac Encalada Zúñiga" school.
- The incidence between the variables was very noticeable. Consequently, it can be determined by taking into account the student-centered approach in teaching planning. Thus, Speaking skills will be strengthened.
- The methodological field on which the system of teaching activities supported by the "learner-centered" approach responds to the phenomena identified in this research work: poor management of oral communicative skills in English and avoidance of the inclusion of the learner-centered approach in micro-curricular planning.
- Education, like any natural process in the life of human beings, has undergone and will continue changing. However, as far as the proposed pedagogical activities are concerned, the teacher expressed that they are a good reference point to enhance the students' oral communication skills in English.

RECOMENDATIONS

- For those in the educational administration, it is recommended to manage ongoing teacher training because there are gaps in the theoretical and practical management of methodologies that are already filled by traditional conceptions and teaching habits.
- Micro-curricular planning must be linked by the establishment of the curriculum with what the teachers should be planned in their classes. Putting into practice what is established in the theory framework stipulated the teacher's actions must demonstrate his or her interest and commitment to the learning of his or her students.
- Educational researchers should maintain the conception that knowledge is a phenomenon that is constantly evolving and is externalised in actors with subjective manifestations, who generally present additional disadvantages when it comes to learning a foreign language.

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ANEXOS

Guía de entrevista virtual para determinar el uso de metodologías de enseñanza relacionadas a las habilidades comunicativas orales en inglés.

Fecha:

Hora:

Entrevistador: Jonathan Palacios García

Entrevistado: Marlene Jacqueline Sánchez Noblecilla, 49 años, docente.

Introducción:

El propósito de la siguiente guía de entrevista es determinar el uso de las habilidades comunicativas orales en inglés según la percepción del docente, al ser una maestra de una Escuela Rural donde la enseñanza de las diferentes asignaturas del séptimo grado están a cargo de ella resulta de gran importancia su participación gracias a la interacción frecuente que tiene con los estudiantes. Los datos recolectados servirán para estructurar un sistema de actividades docentes apoyadas en el enfoque “learner-centered” para el desarrollo de la habilidad de Speaking.

Características de la entrevista:

El presente instrumento tiene fines investigativos relacionados a mejorar el proceso de enseñanza-aprendizaje con una duración proyectada aproximada de 30 minutos.

Preguntas:

1. ¿Qué opina acerca de su asignación en la enseñanza del inglés?
2. ¿Se siente capacitada para enseñar inglés?
3. ¿Cómo se siente cuando enseña en inglés?
4. En cuanto a la comunicación oral en español de sus estudiantes, ¿Le parece muy utilizada?
5. En cuanto a la comunicación oral en inglés de sus estudiantes, ¿Le parece muy utilizada?
6. ¿Qué factores piensa usted que inciden en el desarrollo de las habilidades comunicativas orales en inglés de los estudiantes?
7. En sus clases regulares, ¿Qué metodologías de enseñanza frecuente?
8. ¿Qué opinión tiene acerca del enfoque centrado en el estudiante?
9. ¿Qué actividades realiza para fortalecer la habilidad de Speaking en sus estudiantes?

Socialización virtual del Sistema de Actividades Docentes para desarrollar las habilidades comunicativas orales en inglés apoyadas en el enfoque “learner-centered”

Session 1



Session 2



Implementación virtual del Sistema de Actividades Docentes en las clases de inglés dirigidas por la Licenciada Marlene Sánchez Noblecilla.

