



UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

Research work previous obtaining the professional degree as:

“Licenciada en Ciencias de la Educación, profesora de Idiomas; Inglés”

TEMA:

“Aplicación de técnicas de enseñanza para el aprendizaje de la destreza oral en los niños del Primer Año de Educación General Básica, de la Escuela de Educación Básica Fiscomisional ‘Dr. Gabriel García Moreno’ del Cantón Guano, Provincia de Chimborazo; durante el año lectivo 2013-2014”.

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CERTIFICATE OF ORIGINALITY

We hereby declare that the thesis entitled “Application of teaching techniques to develop the oral skill in the students of Primer Año de Educación Básica, at Escuela de Educación Básica Fiscomisional ‘Dr. Gabriel García Moreno’, Guano canton, Chimborazo province, during the school year 2013-2014” is our own work and to the best of our knowledge.

We also declare that the intellectual content of this thesis is the product of our own work, except to the contributions of other authors which are correctly cited. The intellectual rights of the study belong to the Universidad Nacional de Chimborazo.

Riobamba, November 6th 2014

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This is to certify that the work contained in the thesis entitled “Application of teaching techniques to develop the oral skill in the students of Primer Año de Educación Básica, at Escuela de Educación Básica Fiscomisional ‘Dr. Gabriel García Moreno’, Guano canton, Chimborazo province, during the school year 2013-2014”, by “Amparo Isabel Vargas Vimos and Bexy Diana Shiguango Calapucha”, has been carried out under my supervision.

It is all I can tell in all honesty.

Riobamba, November 6th 2014

Ing. Luis Machado

THESIS DIRECTOR

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Last but not least, we would like to express an honorable mention to our families and friends for their understandings and supports on us in completing this project.

DEDICATION

We dedicate our thesis to our families, who have been our main engine that supported and have taught us that every achievement involves a sacrifice but also reward that is reflected today in the culmination of this stage.

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SUMMARY

This study considers the importance of English qualified at present as the world's "Lingua Franca" and childhood as the best time to start learning another language. It proposes the application of techniques based on: active learning, multisensory teaching and interactive techniques which promote the development of the oral skill of English language and are applicable to students of Primer Año de Educación Básica. The techniques are: Choral responses, total physical response (TPR), pass the ball, drawing for understanding and simulation and are combined with some principles of communicative approach and task based learning method. After the application the 100% of students have developed the speaking skill; some more than others but at difference from the beginning, all of them speak some basic English phrases and try and want to continue practicing. At the same time it is noticed that the teacher uses more English while teaching the language, the students are more interested on the subject, motivated, participative and it is noticeable that the they understand most of what the teacher says, because of the interaction and the flow of the class; so, It can be assured that the teaching techniques proposed influences positively on the oral skill development in the students of Primer Año de Educación General Básica, at Escuela de Educación Básica Fiscomisional 'Dr. Gabriel García Moreno'.

RESUMEN

Este estudio considera la importancia del inglés calificado en la actualidad como la "Lingua Franca" del mundo, como también, la infancia como el mejor momento para empezar a aprender otro idioma. Se propone la aplicación de técnicas basadas en aprendizaje activo, enseñanza multisensorial e interactiva. Las técnicas elegidas promueven el desarrollo de la destreza oral del idioma Inglés y son aplicables a los estudiantes de Primer Año de Educación Básica. Estas son "respuestas en Coro, respuesta total física (TPR), pasa el balón, dibujos de comprensión y la simulación, las mismas que se combinan con algunos principios del enfoque comunicativo y el método del aprendizaje basado en tareas. Después de la aplicación el 100 % de los estudiantes han desarrollado la habilidad de hablar; unos más que otros, pero a diferencia del principio, todos ellos hablan algunas frases básicas en inglés y lo más importante es que tratan y quieren seguir practicando el idioma. Al mismo tiempo, se observa que el profesor utiliza más Inglés mientras enseña, los estudiantes están más interesados en los temas, están motivados, se muestran participativos y es notable que los estudiantes entienden la mayor parte de lo que dice el maestro, se puede apreciar esto debido a la interacción de los estudiante y el flujo de la clase; por lo tanto, se puede asegurar que las técnicas de enseñanza propuestas influyen positivamente en el desarrollo de la destreza oral del idioma inglés en los estudiantes del Primer Año de Educación General Básica, de la Escuela de Educación Básica Fiscomisional Dr. Gabriel García Moreno .

CHAPTER I

1. PROBLEM STATEMENT

The contemporary educational system demands the meaningful development of English language macro-skills (listening, speaking, reading and writing). It constitutes a great challenge for teachers because they have to adapt the formal teaching-learning process to face and manage consciously those modern approaches based on a strong methodological and didactic framework.

Teachers have to face the educational process with managerial criteria, selecting the methodology, topics, skills, techniques, strategies and fundamental practices that must be used directly in the teaching-learning process within the classroom, and those that are useful for the students in daily lives.

At the same time, teachers must work on methods and teaching strategies, organizing them in order to develop in the students their maximum intellectual capabilities, as well as promoting them to cultivate their self-study strategies for building their own knowledge and the way of using it, in benefit of the society. (Weaver & Wilson; 2007)

The factors mentioned before are what the current educational system requires from teachers.

After some observations, it was noticed that the teacher does not consider this criteria, and the main problem is that he does not apply appropriate techniques for teaching oral skill; it was possible to notice that because, most of the time he improvises the classes, has problems with pronunciation, and does not use appropriate didactic materials for teaching. That is why the students do not speak correctly and do not understand the class.

Therefore, it is set out the investigation problem entitled **“Application of teaching techniques to develop the oral skill in the students of Primer Año de Educación Básica, at Escuela de Educación Básica Fiscomisional ‘Dr. Gabriel García Moreno’, Guano canton, Chimborazo province, during the school year 2013-2014”** with the purpose of contributing with new didactic alternatives for the meaningful development of the oral skill.

It is important to mention that the study is applied to 25 students: 13 boys and 12 girls and 1 teacher. All of them come from families who have an average economic status from the neighborhoods surrounding the school.

The school is located in the center of Guano canton, on Tomas Ramirez Avenue between Juan Montalvo and Sucre streets. It was founded on October 31st 1924, framed from the very beginning on the approach of forming students intellectually as well as in the principals of catholic religion. Nowadays it is managed by a priest assigned by Msgr. Julio Parrilla and belongs to the Confederación Ecuatoriana de Establecimientos de Educación Católica (CONFEDEC). There are 13 teachers who are in charge of teaching 230 students in the different subjects set by the National Ministry of Education. There are 13 classrooms and two computing labs, three courtyards and a small stadium where students practice sports and do physical activities.

1.2. PROBLEM FORMULATION

How does the application of teaching techniques influence in the development of the oral skill in the students of Primer Año de Educación Básica, at Escuela de Educación Básica Fiscomisional “Dr. Gabriel García Moreno” Guano canton, Chimborazo province, during the school year 2013-2014?

1.3. OBJECTIVES

1.3.1. General

To apply appropriate teaching techniques for the development of the oral skill in the students of Primer Año de Educación Básica, at Escuela de Educación Básica Fiscomisional “Dr. Gabriel García Moreno” Guano canton, Chimborazo province, during the school year 2013-2014”.

1.3.2. Specifics

- To select some teaching techniques which promote the development of the oral skill of English language and can be applied with the students of Primer Año de Educación Básica.

- To prepare teaching materials to promote the development of the oral skill.

JUSTIFICATION AND IMPORTANCE OF THE PROBLEM

Basic education is important in the development of a person's integral behavior, when the little children realize, what it is around them, they develop some abilities which set their intellectual and affective future. (Evangelou, Sylva and Kyriacou; 2009).

Children have communicative competences, and unconsciously they know that the language is used for different purposes like: voicing what the need and feel, for talking about themselves, their families, their friends, neighbors, etc. We can notice that the oral skill is in all the academic activities, so it is important to reach its educational goals. (Ridley-Duff, R. J; 2005. pp. 46-48)

This research work study the influence of the application of teaching techniques to develop the oral skill, in the students of Primer Año de Educación Básica, at Escuela de Educación Básica Fiscomisional "Dr. Gabriel García Moreno" Guano canton, Chimborazo province, during the school year 2013-2014, in order to provide new didactic alternatives for the meaningful development of the oral skill because, those which are currently used are not working at all.

Children involved in the study, who are the direct beneficiaries, will improve significantly their oral skill, through the application of the teaching techniques suggested; and this is what highlights the research academic importance.

The Escuela de Educación Básica Fiscomisional "Dr. Gabriel García Moreno" will be benefited by a new approach to teach English and which can be applied in the different subjects set in the curriculum; the Universidad Nacional de Chimborazo will receive the acknowledgment for the excellent work done by students formed professionally at its classrooms and finally the researchers when they apply their knowledge in aid of the society.

Its feasibility is based on the inter-institutional cooperation and the authorities' predisposition to support this study.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. Background investigations regarding the problem to investigate

There are not research works entitled the same as the present at the Universidad Nacional de Chimborazo. It was reviewed all the thesis done to the date in the institution, that is why it is possible to assure the exposed fact.

At the same time some related research works done around the world were reviewed to build the theoretical foundations in which the present study is based on, some of them are: Learning to Talk and Listen, An oral language resource for early childhood caregiver By B. Goodson, C. Layzer, P. Simon and C. Dwyer, (2009); Oral Language in Early Childhood and Primary Education by G. Shiel, Á. Cregan, A. McGough and P. Archer, (2012); Promoting Language Development in Young Children. Bond, M. A. and Wasik, B. A. (2009)

2.2. TEACHING TECHNIQUES

Teaching techniques or strategies refer to the structure, system, methods, procedures and processes that a teacher uses during the instruction to assist students learning (Jones and Bartlett 2010. pg. 164). Teaching techniques are the means, instrument or tool through which the application of methods, procedures and resources are viable in the teaching-learning process.

Literacy for young children begins with speaking and listening to words and sentences. Roskos, Tabors and Lenhart (2009) argued that the oral language is the foundation of learning to read and write. They stated too that, for children to become literate, they need to hear the language spoken around them.

Roskos et al. also point out that from age 3 onward “children should encounter and explore at least two to four new words each day” (p. 1). When teachers use new words, they need to point them out. When children use new words, they need to be recognized and commended.

Becky & Spivey (2012) state that communication begins with hearing and responding to sounds. Children begin communicating and developing language the day they are born. As children grow and develop, they begin listening for different purposes and responding with words instead of sounds and gestures. Receptive language (listening) precedes expressive language (speaking). Receptive and expressive language skills, or oral language skills, lay the foundation for future success in reading and writing. These skills develop as children have opportunities to listen to and talk with their parents, relatives, friends, caregivers, etc. Children must be able to listen to and understand words before they are able to produce words and use them effectively.

Therefore, teachers have the challenge to create or propose activities that promote oral language development in preparation for learning to read and write. These activities have to foster preschoolers be ready to tackle the Common Core State Standards for Speaking and Listening that begin in kindergarten.

For accomplishing the last, it is important to engage children in conversation throughout the day, read with him/her every day, play games that focus on the importance of listening and at the same time foster the development of speaking skill, e.g. Simon Says, Hokey Pokey, Telephone, or while reading, ask information questions like: Do you remember the dog’s name? What did the family do after dinner? Who do you think is coming to visit? Etc.

This study considers activities based on active, multisensory and interactive techniques to develop the oral skill in children at Primer Año de Educación General Básica.

Active learning techniques

Research shows that when students engage with each other in learning tasks, they remember material better and they figure out how to apply and extend their new knowledge more effectively. In addition, this approach promotes learning among students from diverse backgrounds and who have diverse learning styles.

Active learning strategies are also simply more interesting, for the instructor and for the students. Some kinds can be done with relatively little preparation; others require more careful logistical preparation.

Active learning requires deeper planning than simply leading students through a classroom behavior. Marchese (1998) states that “Active learning has the ring of a slogan; passive learning is an oxymoron.” All learning is active in the sense of changing long-term memory. Focusing on behavior without cognition ignores “both the structures that constitute human cognitive architecture and evidence from empirical studies over the past half-century” (Kirschner, Sweller & Clark, 2006).

“Active learning is, in short, any learning activity engaged in by students in a classroom other than listening passively to an instructor’s lecture” (Faust & Paulson, 1998).

To use active learning techniques effectively, it is necessary to think through the learning objectives we want the students to reach, and pick a goal-appropriate activity. It is

important too, be sure to plan the logistics of the activity in advance. (GSI Teaching & Resource Center)

Multisensory teaching techniques

Multisensory techniques are frequently used for children with learning differences. Studies from the National Institute of Child Health and Human development (United States of America) have shown that for children with difficulties in learning to read, a multisensory teaching method is the most effective teaching method.

Multisensory teaching techniques and strategies stimulate learning by engaging students on multiple levels. They encourage students to use some or all their senses to:

- Gather information about a task
- Link information to ideas they already know and understand
- Perceive the logic involved in solving problems
- Learn problem solving tasks
- Tap into nonverbal reasoning skills
- Understand relationships between concepts
- Store information and store it for later recall

Using a multisensory teaching technique means helping a child to learn through more than one sense. Most teaching techniques are done using either sight or hearing (visual or auditory).

The child's sight is used in reading information, looking at text, pictures or reading information based from the board. The hearing sense is used to listen to what the teacher says.

The child's vision may be affected by difficulties with tracking or visual processing. Sometimes the child's auditory processing may be weak. The solution for these difficulties is to involve the use of more of the child's senses, especially the use of touch (tactile) and movement (kinetic). This will help the child's brain to develop tactile and kinetic memories to hang on to, as well as the auditory and visual ones.

Students with learning difficulties typically have difficulties in one or more areas of reading, spelling, writing, math, listening comprehension and expressive language. Multisensory techniques enable students to use their personal areas of strength to help them learn. They can range from simple to complex, depending on the needs of the student and the task at hand. (Praveen A. V. 2011)

Interactive Techniques

These techniques have multiple benefits: the instructor can easily and quickly assess if students have really mastered the material (and plan to dedicate more time to it, if necessary), and the process of measuring student understanding in many cases is also practice for the material—often students do not actually learn the material until asked to make use of it in assessments such as these. Finally, the very nature of these assessments drives interactivity and brings several benefits.

Students are revived from their passivity of merely listening to a lecture and instead become attentive and engaged, two prerequisites for effective learning. These techniques

are often perceived as “fun”, yet they are frequently more effective than lectures at enabling student learning. (Van Gundy, 2005)

Examples:

- **Choral Response.-** Ask a one-word answer to the class at large; volume of answer will suggest degree of comprehension. Very useful to “drill” new vocabulary words into students.
- **Total Physical Response (TPR).-** Students either stand or sit to indicate their binary answers, such as True/False, to the instructor’s questions.
- **Pass the ball.-** Provide ball or a soft toy; whoever has it must answer your next question, and they pass it on to the student of their choice.
- **Drawing for Understanding.-** Students illustrate an abstract concept or idea. Comparing drawings around the room can clear up misconceptions.
- **Simulation.-** Place the class into a long-term simulation (like as a business) to enable Problem-Based Learning (PBL).

The oral skill

Oral Communication as defined in the Essential Skills Reader's Guide refers to, "the use of speech to give and exchange thoughts and information by workers in an occupational group".

Oral skills – both speaking and listening – are at the very foundation of literacy. Classroom talk helps students to learn, to reflect on what they are learning, and to communicate their knowledge and understanding.

A discussion paper prepared by the National Literacy Trust's Talk To Your Baby campaign (2005 pgs. 3-10) states that children need to be confident communicators in order to lead happy, fulfilled and successful lives.

Verbal communication is the method used by the vast majority of us to communicate. At the same time it argues that the ability to communicate is the basis of social and emotional well-being, that is why, children who have difficulty communicating often go on to develop behavioral problems, mainly due to their frustration at not being able to express their needs, participate in social exchange and achieve in education.

Oral skills development

Vilímec (2006) states that, the development of speaking skills during a teaching-learning process, it is necessary to consider a number of factors that influence this process. Oral production, the process of communication, number of interlocutors, interaction patterns, an amount of information processed, time span, teacher, student, the conditions under which all these elements mutually interact are only a small part of what developing speaking skills makes.

As Brown (1994) describes, it has been the philosophy of communicative language teaching (CLT) for many years to teach foreign languages through communicative approach which focuses ‘on speaking and listening skills, on writing for specific communicative purposes, and on authentic reading texts’ (p.226).

The most important features of CLT then Brown defines by means of four characteristics:

- 1) **Classroom goals** are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence;
- 2) **Language techniques** are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learners to accomplish those purposes.
- 3) **Fluency and accuracy** are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
- 4) **In the communicative classroom**, students ultimately have to use the language, productively and receptively, in unrehearsed context. (Brown 1994, 245)

In relation to communicative language teaching, Revell (1991, p.5) reminds that ‘theories of communicative competence imply that teachers must do more than just supply learners with a number of language structures to manipulate’ and suggests that it is necessary to make a link between ‘linguistic competence’ and ‘communicative competence’

Research tells us that, children who have strong oral language skills often have strong reading and writing skills. In contrast, children with oral language problems are at higher risk of reading and writing difficulties (Scarborough, 2001). Educators and parents should encourage oral language even in the earliest stages of a child's development.

In relation to the latter, Audrey W. Prince, M.Ed. (2005) in their work "Promoting Oral Language Development in Young Children" state and suggest following the next process in order to develop the oral skill in a meaningful way.

Talk with Your Children

Educators and parents should talk or converse with their children whenever possible. Children often love to talk about their friends, families, or favorite activities. Try to develop "talking points." Talking points are conversation starters that you can use with a child. Consider writing them on a set of note cards to keep with you whenever you want to promote conversation with a child. Make conversation a game by asking the child to "pick a card" to initiate a conversation.

Get Close & Listen

When speaking with children it is important to get close. The child should be able to see your lips and facial expressions, hear your voice clearly, and make eye contact with you. Making sure that you "get close" helps ensure that the child keeps an interest in what you are saying. Make sure during conversation with your child that you are sending a clear message that you are listening. When a child speaks to you, make comments about what they are saying, nod you head, or add "Mm-hmm," "Really?" or "Tell me more."

Respond and Expand

When a child says something to you, respond whenever possible. After you respond, try to expand the conversation. Add more contexts to the language even when a child's response is a simple one. For example, if the child says, "I like apples," the teacher/parent might say, "I like apples too. What kind of apple do you like best?"

Talk About What You Are Doing

Daily activities, such as cleaning up toys or snack time, provide many opportunities for language development. Talk with children about what they are doing and what you are doing. This type of talking exposes children to language in general, involves them in learning conversation skills, and helps children acquire and use vocabulary that is important in their everyday lives.

Tell Stories

Tell stories every day about things from the past or things that will happen. The teacher can talk about something the class might do that day or the parent can talk about an upcoming event. During a story, use prompts to encourage storytelling like, "Tell me a story," "What happened next?" and "When did that happen?" or "Tell me what you did at school (Grandma's house) today."

Use Appropriate Levels of Vocabulary

When speaking with children we have to be careful to not use too many new words or too few new words. There is no magic formula for the correct number of words, so teachers and parents must be aware of each child's abilities to figure out if the vocabulary is confusing to the child or if he/she is able to keep up and understand.

Provide Prompts That Promote Oral Language

Include microphones, old telephones, puppets, flannel boards, and even paper towel tubes in your child's play area. Items to play dress-up are big hits with children. Pretending to be someone else encourages children to mimic the vocabulary, facial expressions, and body language that they see and hear from others. These types of prompts encourage oral language interactions. Make them available and encourage children to use them during their playtime.

2.3. Proposal techniques

CHORAL RESPONSE

Ask a one-word answer to the class at large; volume of answer will suggest degree of comprehension. It is very useful to “drill” new vocabulary words into students.

Activity 1.- the teacher introduces the new words through flashcards emphasizing their pronunciation.

Activity 2.- Using some pictures the teacher asks to the students to practice the new vocabulary.

Activity 3.- using realia the teacher asks some questions in order to evaluate if the students learn or not the new words. e.g.

TEACHER	STUDENTS (<i>answer in chorus</i>)
• The sky is?	blue
• An apple is?	Red
• A banana is?	Yellow, etc.

Activity 4.- for fostering a meaningfully learning, the teacher has to link the new vocabulary with real life situations. e.g.

The students have to color the National flag of Ecuador and call out the colors they are using.

Activity 5.- sing. **The primary colors**

This technique is applied for teaching colors, fruits, and numbers.

TOTAL PHYSICAL RESPONSE (TPR)

Students either stand or sit to indicate their binary answers, such as True/False, to the instructor's questions. The students beyond to stand or sit to indicate true or false, they have to call out **"Yes, it is true or No, it is false"** depending on the answer, in order to practice and develop the speaking skill.

This activity is used to reinforce and evaluate the topics developed with the previous technique.

For example: Using some flash cards about colors and fruits the teacher asks to the students if the statements he calls out are true or false.

TEACHER

There are three apples in the picture

STUDENTS

Yes, it is true

TEACHER

The Ecuadorian flag is green

STUDENTS

No, it is false

PASS THE BALL

The teacher provides a ball or a soft toy; whoever has it must answer the next question, and they pass it on to the student of their choice.

This technique is used for teaching greetings, family members and professions.

Example: **Professions**

Activity 1.- by asking questions and using a wallpaper, the teacher introduces the new vocabulary about professions.

Questions	Student's expected answers
Who works in a school?	(In chorus) <i>el profesor</i>
Who works in a hospital?	<i>El doctor</i>
Who works at the police-station?	<i>El policía</i>
Who works in a fire station?	<i>El bombero</i>

Based on what the students said, the teacher introduces the new vocabulary using the translation technique.

In English *profesor* is **teacher**; so

The person who works in a school is a **teacher**

In English *policía* is **policeman**; so

The person who works in a police-station is a **policeman, etc.**

Activity 2.- the teacher gives to each student a card with one of the professions taught, using a ball the he/she will pass it to any student, then whoever has it must answer the teacher's question, and they have to pass it on to the student of their choice.

Following a model the students will answer.-

TEACHER

STUDENTS

What do you do Carlitos?

I am a doctor

What do you do Andresito?

I am a firefighter

What does your father do?

He is a policeman

What does your mother do?

She is a teacher

Activity 3.- following a model the students have to talk about their families.

Good morning, my father is a policeman

Good morning, my mother is a doctor

Good morning, my brother is a firefighter

Good morning, my sister is a teacher

DRAWING FOR UNDERSTANDING

Students illustrate an abstract concept or idea and talk about it. Comparing drawings around the room can clear up misconceptions.

This activity is used for reinforcing the topics taught with last technique.

Example:

All the students have to draw a picture about their relatives' professions and talk about it.

Good morning, my mother is a teacher. She works in a school.

Using “labels” technique, teacher and students will decorate the classroom to let students practice the vocabulary learnt all the time.

SIMULATION

Place the class into a long-term simulation (like as a business) to enable Problem-Based Learning (PBL).

Using “labels” technique, the teacher and his/her students will decorate the entire classrooms in the school, in order to let all of their school-partners practice the vocabulary and phrases they learnt.

This project is meaningful in the way that, it allows to the teacher to evaluate and practice all the topics developed and reinforce students' knowledge fostering the practice based on real life situations.

There are some phrases that are integrated to the project in order to encourage student to practice speaking as much as possible.

Phrases:

- Help me, please!
- Pass me some glue, scissors, paper, markers, etc. please!
- Thank you!
- Stick it on the window, door, table, etc.
- Good job!

2.4. DEFINITION OF BASIC TERMS

Teaching technique. - Technique encompasses the personal style of the teacher in carrying out specific steps of the teaching process. Through technique, teachers enable to develop, create and implement, using her distinctive way, the procedures (method) of teaching.

Method. - is an organized, orderly, systematic, and well-planned procedure aimed at facilitating and enhancing students' learning. It is undertaken according to some rule, which is usually psychological in nature. That is, it considers primarily the abilities, needs, and interests of the learners.

Teaching Strategy.- In a paper entitled “ Toward a Theory of Instruction” Smith (1963) defined teaching as a “system of actions intended to induce learning”, and strategy as “ a pattern of acts that serves to obtain certain outcomes and to guard against certain others”. It is obvious that Smith was adapting military concepts to a classroom setting.

Communicative Competency.- Communicative competency is the correlation between fluency and accuracy and refers to the ability of a speaker to communicate effectively in the language. (Bilash Bio, 1992)

Accuracy and Fluency.- Accuracy is the ability to produce correct sentences using correct grammar and vocabulary. Fluency is the ability to read, speak, or write easily, smoothly, and expressively.

Auto-evaluation.- it is a powerful and productive way for evaluating our own professional development.

2.5. HYPOTHESIS

The application of teaching-learning techniques influences positively on the oral skill development in the students of Primer Año de Educación General Básica, at Escuela de Educación Básica Fiscomisional ‘Dr. Gabriel García Moreno’.

2.6. VARIABLES

2.6.1. Dependent

Oral Skill

2.6.2. Independent

Teaching techniques

2.7. OPERATIONALIZATION OF VARIABLES

Dependent variable: Oral skill

DEFINITION	CATEGORIES	INDICATORS	TECHNIQUES AND INSTRUMENTS
<p>Ability to speak well. More specifically, ability to articulate ones knowledge and understanding, use language creatively, use and present material effectively in spoken form, whether in one's own language or a foreign language, in the latter case, to display a command of structure, appropriate</p>	<ul style="list-style-type: none"> • Articulation • Fluency 	<ul style="list-style-type: none"> • Appropriate pronunciation • Use of language naturally 	<p>Technique</p> <p>Observation</p> <p>Instrument</p> <p>Observation form</p>

pronunciation, use of register, and range of vocabulary.	<ul style="list-style-type: none">• Accuracy	<ul style="list-style-type: none">• Use of language accurately	
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Independent variable: Teaching techniques

DEFINITION	CATEGORIES	INDICATORS	TECHNIQUES AND INSTRUMENTS
<p>Teaching techniques are the means, instrument or tool through which the application of methods, procedures and resources are viable in the teaching-learning process.</p>	<ul style="list-style-type: none"> • Choral responses • Total physical response (TPR) • Pass the ball 	<ul style="list-style-type: none"> • Awareness and correct production of words • Use of oral and body language • Short narrations and Answer properly 	<p style="text-align: center;">Technique</p> <p style="text-align: center;">Observation</p> <p style="text-align: center;">Instruments</p> <ul style="list-style-type: none"> • Observation form • Teacher's auto-

	<ul style="list-style-type: none">• Drawing for understanding• Simulation	<ul style="list-style-type: none">• Describing images• Follow instructions	evaluation form
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CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. Methods

In the present research work, it was applied the inductive method, because through its use, it is possible to generalize the problems detected during the observation process, and based on them, propose some strategies for developing the oral skills in a meaningful way.

Other methods applied are: descriptive, analytical and synthetic, which will let to explain and analyze the research goals, and also the inductive, deductive and statistical.

Descriptive method.- it involved the systematic compilation and reporting of data to give a clear view about a specific situation through the use of questionnaires.

Analytic-Synthetic method.- it helped to analyze the study object deeply and to understand the relationship between its elements.

Inductive and deductive method.- it let to generalize in a logical way the empirical data obtained in the research process.

3.2. Research design

This study is exploratory and experimental, since it explains and categorizes the teachers' work and its relationship and influence in the classroom environment.

The study has the following characteristics: **experimental** since there is no a deliberate manipulation of the variables, observing the phenomenon at its natural environment (the classroom); **transversal** because the data will be collected in a determined time without previous planning.

It starts with a diagnostic evaluation in order to have a thorough assessment of where children falls along their educational process identifying strengths and weaknesses in the areas of social and communication skills.

For the activity described before, are applied the auto-evaluation and observation techniques, to the teacher and students respectively. Auto-evaluation because it is a powerful and productive way for evaluating our own professional development and Observation because it is a way of gathering data by watching behavior, events, or noting physical characteristics in their natural setting. (Taylor, Powell & Steele, 1996)

The instruments (observational and auto-evaluation forms; annexes 1 and 2) are developed based on the “**Guidance Curriculum and Standards**” for Primary Teachers and Head-teachers, developed by the Department for education and skills from the United Kingdom, and “**Considerations When Assessing Children and Youth of Spanish Speaking Families**” developed by San Francisco State University and the communicative approach; for evaluating both teacher’s methodological procedures and students’ speaking skill development.

The results and the hypothesis are analyzed statistically through the application of the Chi Square in SPSS program.

3.3. Population and sample

3.3.1. Population

The students of Primer Año de Educación General Básica, at Escuela de Educación Básica Fiscomisional ‘Dr. Gabriel García Moreno’, Guano canton, Chimborazo province. (25 students and 1 teacher)

3.3.2. Sample

Since the population is small, it is not necessary to take a sample. The study will be done with the whole population. (25 students and 1 teacher)

3.4. Techniques and data collection instruments

The technique used in the present study is the observation.

Instrument: annex N° 1

3.5. Techniques and procedures for the results analysis

- Critical analysis of the information
- Results analysis and interpretation based on the theoretical framework
- Descriptive Statistical tabulation of the results
- Hypothesis testing through the application of Chi Square in SPSS program
- Conclusions and recommendations

3.6. RESULTS ANALYSIS AND INTERPRETATION

The application took place on January, February and March, two hours per day.

It started with a diagnostic evaluation in order to have a thorough assessment of where children falls along their educational process identifying strengths and weaknesses in the areas of social and communication skills.

For the activity described before, were applied the auto-evaluation and observation techniques, to the teacher and students respectively. Auto-evaluation because it is a powerful and productive way for evaluating our own professional development and Observation because it is a way of gathering data by watching behavior, events, or noting physical characteristics in their natural setting. (Taylor, Powell & Steele, 1996)

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The auto-evaluation showed that the teacher has a broad knowledge about classroom management and methodological procedures for working with children but not for teaching English, he exposed that he does not use English for teaching but Spanish and that he does not have an academic degree which enable him to be an English teacher.

Facts evidenced after observing a normal class, it was noticed that the teacher:

- Has some problems with pronunciation,

- Does not follow appropriately the directions from the book,
- Does not ask questions to the students to clarify and evaluate the topics,
- Does not use activities focused on developing the English macro-skills (listening, speaking, reading and writing).
- Does not establish rules for group and individual talk, and;
- Does not use extra didactic material, it is used only the English book.
- Does not activate his students' previous knowledge neither link it to the new one.
- Does not establish or propose activities where the students can use the language to communicate in real situations.

The 84% of students do not use the vocabulary learnt into the classroom, as well as they:

- Have a lot of problem for expressing their ideas in English,
- Have a poor pronunciation,
- Do not understand what the teacher say in English, that is why he just use Spanish during the class, but at the same time;
- They love to develop activities which let them be active and work in groups.
- Know isolated words about numbers, colors and family members but they do not know how to use them in a real situation.
- Also it would be possible to say that they did not care about learning English.

Really, it was a challenge to overcome and make the little students practice English as much as possible, the first step was changing the way of teaching and promoting a positive classroom environment.

The next step was to select some teaching techniques which promote the development of the oral skill of English language and can be applied with the students of Primer Año de Educación Básica.

The activities are based on Active learning techniques, which promote learning among students from diverse backgrounds and who have diverse learning styles, on Multisensory teaching techniques, because they encourage students to use some or all their senses and on Interactive Techniques where the instructor can easily and quickly measure students' understanding by asking them to make use of it in real situations.

Therefore, the following techniques were selected: Choral responses, total physical response (TPR), pass the ball, drawing for understanding and simulation.

The first technique “**Choral responses**” was applied for teaching colors, fruits, and numbers; it was decided to start using this technique because all of the students were not used to say any single word orally in English. This technique helped students to build self-confidence when speaking, because, one of its principles is to encourage students to speak in chorus, so most of them started to use the language in groups and in a natural way, at least for saying isolated words about colors, fruits, and numbers.

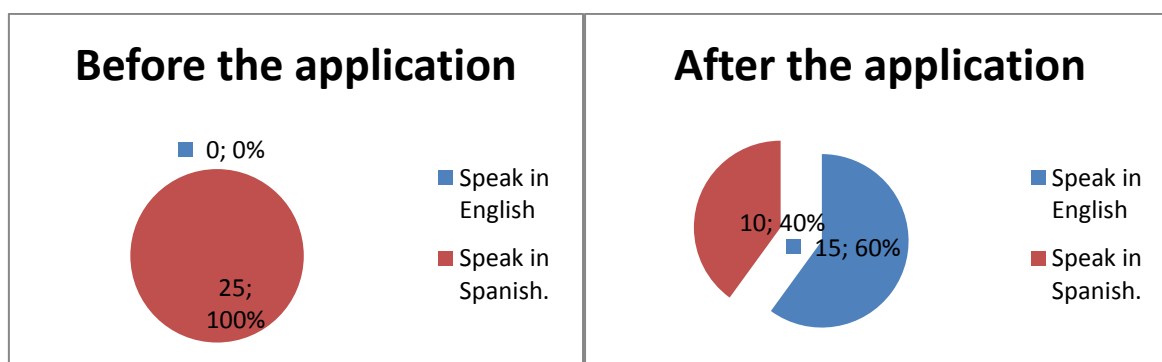
Table N° 1 Choral Responses technique

Choral Responses technique				
	Before		After	
	N° Ss	%	N° Ss	%
Speak in Spanish	25	100%	10	40%
Speak in English	0	0%	15	60%

Data of: observation forms applied before and after the application of the Choral responses technique

By: Amparo Vargas and Bexy Shiguango

Graphic N° 1 Choral Responses technique



Data of: Table N° 1

By: Amparo Vargas and Bexy Shiguango

To reinforce and evaluate the topics developed with the choral responses technique it was used **Total Physical Response (TPR)**.

The students had to stand or sit to indicate their binary answers “True or false”, to the instructor’s questions, in order to practice and develop the speaking skill, two phases were

add and students had to use for answering. The students beyond to stand or sit to indicate true or false, they have to call out “Yes, it is true or No, it is false” depending on the answer.

For making this activity easier for the students some flash cards, pictures and realia from the classroom, were used.

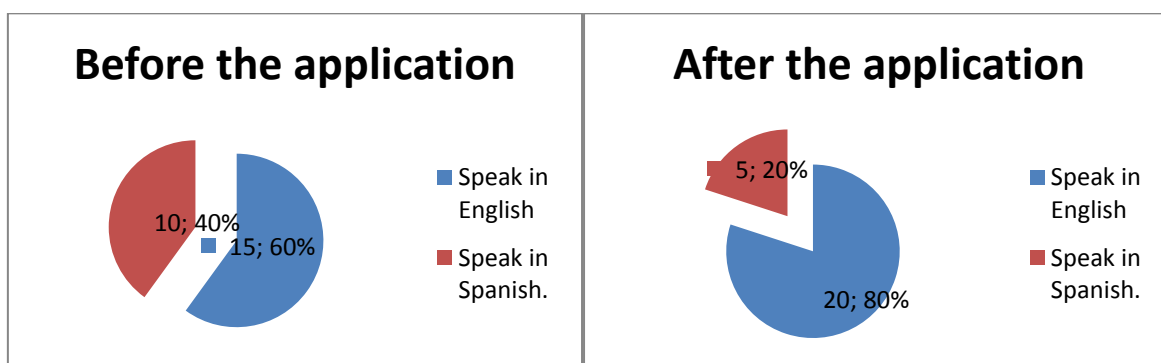
Table N° 2 Total Physical Response (TPR) technique

Total Physical Response (TPR) technique				
	Before		After	
	N° Ss	%	N° Ss	%
Speak in Spanish	10	40%	5	20%
Speak in English	15	60%	20	80%

Data of: observation forms applied before and after the application of the Total Physical Response technique

By: Amparo Vargas and Bexy Shiguango

Graphic N° 2 Total Physical Response (TPR) technique



Data of: Table N° 2

By: Amparo Vargas and Bexi Shiguango

The third technique used was **Pass the ball**, the topics developed were greetings, family members and professions. It was really a useful and enjoyable technique, because the students were using language for real purposes and learning English by playing. Real communication appears, in the way that, they had to talk about their relatives' professions, following an established model.

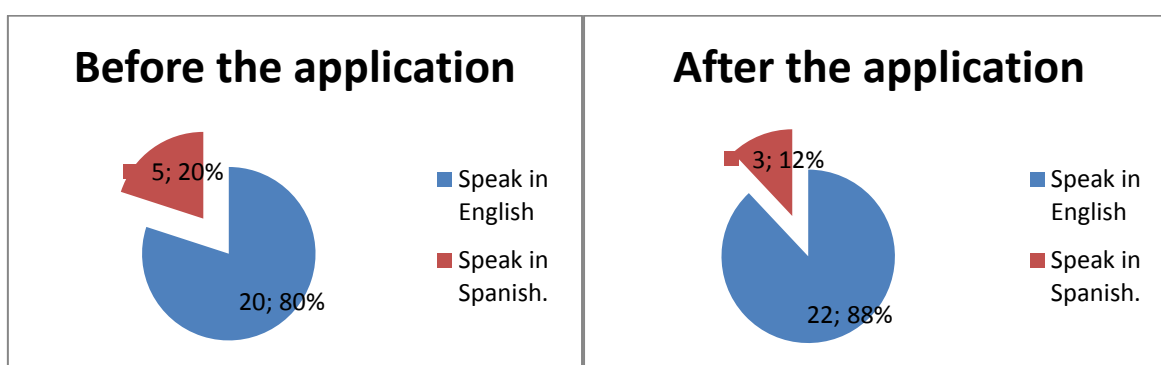
Table N° 3 Pass the ball

Pass the ball				
	Before		After	
	N° Ss	%	N° Ss	%
Speak in Spanish	5	20%	3	12%
Speak in English	20	80%	22	88%

Data of: observation forms applied before and after the application of the Choral Response technique

By: Amparo Vargas and Bexy Shiguango

Graphic N° 3 Pass the ball



Data of: Table N° 3

By: Amparo Vargas and Bexi Shiguango

The fourth technique applied was **Drawing for Understanding**. The Students had to illustrate an abstract concept or idea and talk about it. This activity was used for reinforcing the topics taught with pass the ball technique. At this stage, by doing this activity, students showed what they really learned.

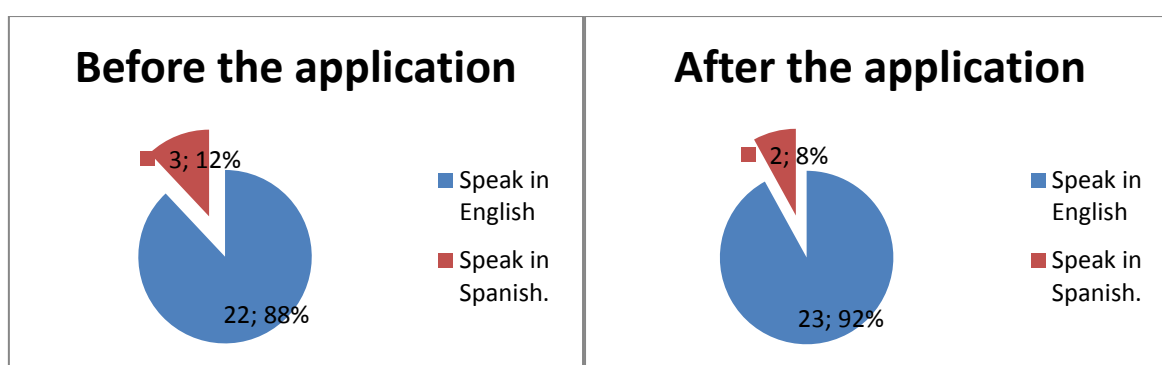
Table N° 4 Drawing for Understanding

Drawing for Understanding				
	Before		After	
	N° Ss	%	N° Ss	%
Speak in Spanish	3	12%	2	8%
Speak in English	22	88%	23	92%

Data of: observation forms applied before and after the application of the Drawing for Understanding technique

By: Amparo Vargas and Bexy Shiguango

Graphic N° 4 Drawing for Understanding



Data of: Table N° 4

By: Amparo Vargas and Bexy Shiguango

The last technique applied was **Simulation**. We developed a project which consisted in decorating all the classrooms with the vocabulary and phrases learnt by the students. The goal of this activity was to promote all of the school students practice the vocabulary and phrases learnt by students in Primero de Educación General Básica.

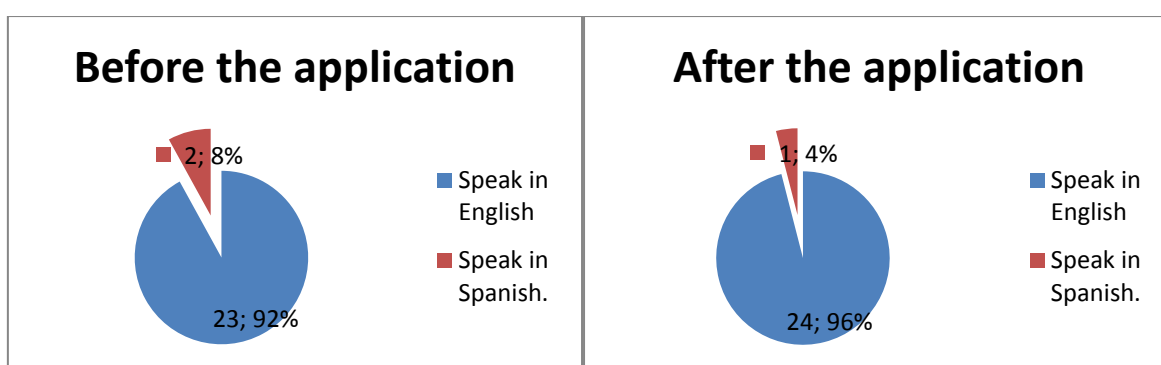
Table N° 5 Simulation

Simulation				
	Before		After	
	N° Ss	%	N° Ss	%
Speak in Spanish	2	8%	1	4%
Speak in English	23	92%	24	96%

Data of: observation forms applied before and after the application of the Simulation technique

By: Amparo Vargas and Bexy Shiguango

Graphic N° 5 Simulation



Data of: Table N° 5

By: Amparo Vargas and Bexy Shiguango

This project was meaningful in the way that, it allowed to evaluate and practice all the topics developed and, reinforce students' knowledge fostering the practice based on real life situations.

Some basic phrases were integrated to the project in order to encourage student to practice speaking as much as possible.

Phrases:

- Help me, please!
- Pass me some glue, scissors, paper, markers, etc. please!
- Thank you!
- Stick it on the window, door, table, etc.
- Good job!

3.7. ANALYSIS

Before the application of the study, none of the students were used to say any single word in English and the teacher was using just Spanish for teaching; after the application of the techniques exposed, a normal class developed by the original teacher was observed again and it was noticed that: the students gradually stated using the language; it means that the strategies applied are useful, because the 100% of students have developed the speaking skill; ones more than others but at difference from the beginning, all of them speak some basic English phrases and are practicing the new vocabulary orally most of the time.

At the same time it was noticed that the teacher used more English while teaching, the students were more interested on the subject, motivated, participative and it was noticeable

that the students understood most of what the teacher was saying, because of the interaction and the flow of the class.

3.8. HYPOTHESIS TESTING

a) Hypothesis statement

Null hypothesis H0: The teaching techniques application for the development of the oral skill in the students of Primer Año de Educación General Básica, at Escuela de Educación Básica Fiscomiusional “Dr. Gabriel García Moreno” does not influence in the development of the oral skill.

Alternative hypothesis H1: The teaching techniques application for the development of the oral skill in the students of Primer Año de Educación General Básica, at Escuela de Educación Básica Fiscomisional “Dr. Gabriel García Moreno” influences positively in the development of the oral skill.

b) Significance level

$\alpha = 0,05$ o 5%

c) Criteria

If $X^2 \leq 0,05$ the null hypothesis is rejected and the alternative one is accepted

If $X^2 \geq 0,05$ the alternative hypothesis is rejected and the null one is accepted

d) Calculation

The variables and data to be observed were calculated with the statistical Chi Square in the SPSS program, obtaining the following information:

Table N° 6 Development of the oral skill after the application of the study

Development of the oral skill after the application of the study			
	Speak Spanish	Speak English	Row Totals
Choral responses	10	15	25
Total Physical Response	5	20	25
Pass the Ball	3	22	25
Drawing for Understanding	2	23	25
Simulation	1	24	25
Column Totals	21	104	125 (Grand Total)

Data of: observation forms applied after the application of the techniques proposed to develop the oral skill

By: Amparo Vargas and Bexy Shiguango

Table N° 7 Results

Results			
	Speak Spanish	Speak English	Row Totals
Choral responses	10 (4.20) [8.01]	15 (20.80) [1.62]	25
Total Physical Response	5 (4.20) [0.15]	20 (20.80) [0.03]	25
Pass the Ball	3 (4.20) [0.34]	22 (20.80) [0.07]	25
Drawing for Understanding	2 (4.20) [1.15]	23 (20.80) [0.23]	25
Simulation	1 (4.20) [2.44]	24 (20.80) [0.49]	25
Column Totals	21	104	125 (Grand Total)

Data of: observation forms applied after the application of the techniques proposed to develop the oral skill

By: Amparo Vargas and Bexy Shiguango

The chi-square statistic is 14.5375. The P-Value is 0.005763. The result is significant at $p < 0.05$.

3.9. CONCLUSIONS

Analyzed the utility and the effectiveness of the teaching techniques proposed for developing the speaking skill in the students of Primer Año de Educación General Básica, at Escuela de Educación Básica Fiscomisional 'Dr. Gabriel García Moreno', it is concluded that:

- It is important to use different strategies or techniques for teaching English, especially if working with children.
- It is extremely necessary to use English for teaching; in order to let our students develops all the English macro-skills meaningfully.
- For practicing speaking as much as possible, it is necessary to foster routines and environments which let students to use language for real purposes.
- Finally, it is necessary to use technology for making the educational process meaningful.

3.10. RECOMMENDATIONS

- Use authentic material and games for teaching English. It will help to maintain students' interest and motivation for learning English.
- Use always English for teaching, no matter if the students do not understand, bear in mind that learning a new language is a process and always at the beginning it is too difficult.
- Encourage the students to speak in English as much as possible, at least the words or phrases they learn in each class. It will help them to continue improving their speaking skill and build self-confidence when using the language.
- Involve technology for practicing listening and speaking.

CHAPTER IV

4.1 ADMINISTRATIVE FRAMEWORK

4.1.1 Resources

Human

- Students
- Teachers
- Researcher-students

Material

- Copies
- Office supplies
- Board
- Markers

Economic

- Transportation
- Printing
- Copies
- Internet

4.2 Estimated costs

4.2.1. Income

The income for the present study is self-funded by the researchers.

4.2.2. Expenses

DETAILS	VALUE
MATERIAL RESOURCES	
Stationery	\$ 100
Office supplies	\$ 30
TECHNOLOGICAL RESOURCES	
Computer (use of equipment)	\$ 70
SEVERAL EXPENSES FOR SERVICES	
Copies	\$ 50
Printing	\$ 150
Internet	\$ 60
Transportation	\$ 100
Incidentals	\$ 100
TOTAL	\$ 660

Table 8.- Expenses details

4.3. SCHEDULE OF ACTIVITIES

SCHEDULE OF ACTIVITIES	MES 1				MES 2				MES 3				MES 4				MES 5				MES 6			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.- Presentation and Approval of the theme	X	X	X																					
2.- Elaboration of the Preliminary draft				X	X	X																		
3.- Presentation and Approval of the Preliminary draft							X	X																
4.- First Tutoring									X															
5.- Elaboration of the project										X	X	X	X	X										
6.-Second tutoring															X									
8.- Application of the study											X	X	X	X										
9.- Third tutoring															X									
10.- Presentation of the draft of the project															X	X								
11.- Pre-dissertation of the project																			X					
12.-Corrections																				X				
13.- Final presentation of the project																				X				
14.- Dissertation of the project																					X			

Table 9: Schedule Activities

4.3. Reference material

4.3.1. Bibliography

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5. ANNEXES



UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

SPEAKING OBSERVATION FORM

This document is developed based on the “**Guidance Curriculum and Standards**” for Primary Teachers and Head-teachers, developed by the Department for education and skills from the United Kingdom, “**Considerations When Assessing Children and Youth of Spanish Speaking Families**” developed by San Francisco State University and the communicative approach. It will be used for diagnosing the students’ speaking skill of Primer Año de Educación Básica, at Escuela de Educación Básica Fiscomisional “Dr. Gabriel García Moreno”.

Student’s name: _____

Type of activity: _____

Class: 1st level

Date and time of observation: _____

SKILLS OBSERVED

	Yes	No
Age appropriate articulation/phonological skills		
Follows directions appropriately		
Appropriate social interactions		
Use of words related to the topic		
Group participation		
Are students interested on the proposed topics?		
Are the students active learners?		
Do the students ask questions to clarify the topics?		

DURING THE ACTIVITY THE STUDENTS:

Manage to say what they want

Easily

with some help

with a lot of help

no

Seem to understand the English that the teacher

Easily

with some help

with a lot of help

no

Pronounce well enough to be understood

Yes, always

on the whole

not really

no

Participate actively in the activities developed in class

Yes, always

on the whole

not really

no

The teacher uses English for teaching

Yes, always

on the whole

not really

no

THE STUDENTS KNOW BASIC VOCABULARY ABOUT:

SPECIFIC KNOWLEDGE	Yes	No
Numbers		
Greetings		
Colors		
Fruits		
Classroom objects		
Family members		

THE TEACHER:

	Yes	No
Uses questions and topics that challenge children		
Establishes rules for group and individual talk		
Uses teaching techniques are accurate to the students' needs and level		

Uses updated resources (visual aids)		
Uses language according to the students' level		
Speaks clearly and audibly		
Varies voice and intonation to clarify students' doubts		
Encourages to students to participate		
Uses English for teaching		
Establishes clear instructions		
Monitors students while they perform the tasks		
Evaluates students' performance		
Reviews the topics developed lastly		
Relates the topics developed with the new ones		
Assigns reinforcement activities related to the topics developed in class		

OTHER:

RECOMMENDATIONS:



UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

TEACHER'S AUTO-EVALUATION FORM

This document is developed based on the **“Guidance Curriculum and Standards”** for Primary Teachers and Head-teachers, developed by the Department for education and skills from the United Kingdom, **“Considerations When Assessing Children and Youth of Spanish Speaking Families”** developed by San Francisco State University and the communicative approach. It will be used for letting the teacher of Primer Año de Educación Básica, at Escuela de Educación Básica Fiscomisional “Dr. Gabriel García Moreno” auto-evaluate his/her methodological way of teaching.

DO YOU?

	Yes	No
Use questions and topics that challenge children		
Establish rules for group and individual talk		

Use teaching techniques according to the students' needs and level		
Use updated resources (visual aids)		
Use language according to the students' level		
Use intonation to make new vocabulary understandable		
Encourage to students to participate		
Use always English for teaching		
Consider important to establish clear instructions		
Monitor students while they perform the tasks		
Evaluate students' performance		
Review the topics developed lastly		
Relate the topics developed with the new ones		
Assign reinforcement activities related to the topics developed in class		
Promote group and pair collaboration		
Know about English Language macro and micro skills		
Know what is Communicative Approach method		
Think that fluency and accuracy is important to teach English		
Promote activities to develop speaking skill		
Promote activities to develop listening skill		

Use technology as didactic resource		
Use realia as didactic resource		

Answer the following questions:

Which method do you use for teaching English?

How often do you practice speaking?

How often do you practice listening?

Do you use the communicative method for teaching?

How many class hours do you have per week? What do you think about it?

What do you think would be the purpose of teaching English?

Thank you



