# UNIVERSIDAD NACIONAL DE CHIMBORAZO
# FACULTAD DE CIENCIAS DE LA EDUCACION, HUMANAS Y TECNOLOGIAS
# CARRERA DE IDIOMAS

Work presented as requirement to obtaining the Bachelor's Degree of "Licenciatura en Ciencias de la Educación, profesor de Idiomas Inglés"

## THESIS TITTLE

"EXPLORATION OF THE TEACHER´S ROLE IN FEEDBACK IN STUDENTS´SPEAKING SKILL AT SEGUNDO AÑO DE BACHILLERATO "C" AT UNIDAD EDUCATIVA "CAPITAN EDMUNDO CHIRIBOGA", CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE PERIOD 2016-2017"

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### 2018

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COMMITTEE MEMBERS CERTIFICATE

UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS

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**"EXPLORATION OF THE TEACHER'S ROLE IN FEEDBACK IN STUDENTS'SPEAKING SKILL AT SEGUNDO AÑO DE BACHILLERATO "C" AT UNIDAD EDUCATIVA "CAPITAN EDMUNDO CHIRIBOGA", CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE PERIOD 2016-2017",** presentado por la señorita Nancy Yolanda Vilema Gusquiy dirigido por el Mgs. Ilich Imbaquingo.

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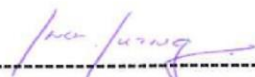
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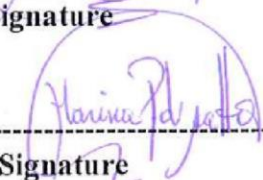
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TUTOR DE TESIS Y DOCENTE DE LA FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS, CARRERA DE IDIOMAS DE LA UNIVERSIDAD NACIONAL DE CHIMBORAZO.

## CERTIFICO

Que, el presente trabajo de graduación titulado: "EXPLORATION OF THE TEACHER´S ROLE IN FEEDBACK IN STUDENTS´SPEAKING SKILL AT SEGUNDO AÑO DE BACHILLERATO "C" AT UNIDAD EDUCATIVA "CAPITAN EDMUNDO CHIRIBOGA", CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE PERIOD 2016-2017", de autoría de la señorita estudiante **Vilema Gusqui Nancy Yolanda** ha sido dirigido y revisado durante las cuatro fases del proceso de investigación: la preparación de proyecto, el trabajo de campo, el análisis de resultados y la preparación del informe final. El citado trabajo cumple el 100% con los requisitos metodológicos y requerimientos esenciales exigidos por las normas generales de graduación, en tal autorizo la presentación del mismo, para su calificación correspondiente.

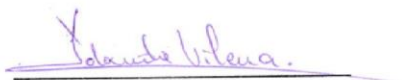Atentamente,

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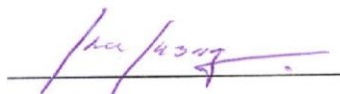Mgs. Ilich Imbaquingo
TUTOR DEL PROYECTO

# AUTHORSHIP

Yo Nancy Yolanda Vilema Gusqui. Estudiante de la carrera de Idiomas, declaro que soy la única autora de la investigación "EXPLORATION OF THE TEACHER´S ROLE IN FEEDBACK IN STUDENTS´SPEAKING SKILL AT SEGUNDO AÑO DE BACHILLERATO "C" AT UNIDAD EDUCATIVA "CAPITAN EDMUNDO CHIRIBOGA", CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE PERIOD 2016-2017", todas las ideas y comentarios son responsabilidad del autor y del tutor Mgs. Ilich Imbaquingo, la misma que corresponde al patrimonio cultural de la Universidad Nacional de Chimborazo.

Riobamba, 05 de junio de 2018

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# ACKNOWLEDGMENT

"I´m sincerely thankfully to God for my health and life that has permitted me to fulfill my goals in life. Also to all the people who have guided me during my studies in the Universidad Nacional de Chimborazo, my family, classmates, friends, and teachers".

Sincerely,

Nancy Vilema

**DEDICATORY**

"I wish to dedicate this work to God who leads me every day. Also, I dedicate this work to the most important people in my life, my mother specially (+), my sister who have supported me during all my studies and who have helped me during all my life, with all my love for you"

Nancy Vilema

# CONTENT TABLE

# RESUMEN

A través de una observación previa en la Unidad Educativa Capitán Edmundo Chiriboga con los estudiantes del segundo año de la clase "C", fue analizar el rol del profesor en la retroalimentación en la habilidad de hablar de los estudiantes en la  clase. Durante esta observación, se determinó que no hubo desarrollo de estrategias de retroalimentación sobre la habilidad de hablar con los estudiantes;  esto ocasionó que se tenga   problema en el  momento de interactuar en inglés. Los objetivos  planteados son: Identificar estrategias para el rol del docente en la retroalimentación para desarrollar la habilidad de hablar para ayudar al alumno, Describir las estrategias de retroalimentación utilizadas por el profesor para desarrollar la habilidad de hablar. El enfoque de esta investigación es cualitativo porque se basa en la exploración del rol  del profesor en la retroalimentación en los estudiantes en la habilidad de hablar  en la clase, el método utilizado fue el etnográfico y la técnica para recopilar datos fue la observación y el instrumento aplicado fue una lista de verificación. En conclusión, a pesar de que los estudiantes logran desarrollar las actividades, la retroalimentación no se desarrolla adecuadamente para que los estudiantes no puedan mejorar o corregir sus errores.

**PALABRAS CLAVE**

Retroalimentación, Estrategias, Skills  e Interacción

# ABSTRACT

Through a previous observation in the Unidad Educativa Capitan Edmundo Chiriboga with the students of the second year of class "C", was to analyze the teacher´s role in feedback in students' speaking skill in class. During this observation it was determined that there was no development of feedback strategies on the ability to speak with the students; this caused proper to have problem at the moment of interacting in English. The objectives are: To identify the strategies for teacher´s role in feedback to develop speaking skill for help student. To describe the feedback strategies used by the teacher to develop speaking skill. The focus of this research is qualitative because it is based on exploration of the role of the teacher's in feedback in students in speaking skill in the class, the method used was the ethnographic and the technique to collect data was the observation and the applied instrument was a checklist. In conclusion, even though the students manage to develop the activities, the feedback is not properly developed so students use unable to improve or correct their errors.

## KEYWORDS

Feedback, Strategies, Skills and Interaction

# INTRODUCTION

English language has become one of the most important languages used to communicate around the world. The Ministerio de Educación in Ecuador says that; "the role of the teacher in the language classroom is to be guided, who creates a classroom climate conducive to language learning and provides opportunities for learners to use and practice the language and to reflect on the use of the language. The speaking skill is a necessary element in the teaching-learning process for non-native learners because they learn a new language and they can communicate. Most of teachers approach only grammar. They spend the time on written tasks to form correct sentences, ignoring a proper development speaking skill. In this research, we will focus on the teacher`s role in feedback in students´ speaking skill" (ENGLISH AS A FOREIGN LANGUAGE, 2016.PP. 7).

It is important to recognize how the feedback strategies help to students for improve in second language. Feedback is central to developing learners' competence and confidence at all stages of their professional careers. "The feedback is an essential part of teaching learning- process and it helps them develop, facilitates self-reflection and motivates them to learn more and improve" (Sheffield, 2018). Feedback is part of the overall dialogue or interaction between teacher and students.

In speaking skill, strategies are important because it helps the students to build their ideas and express. To cope with the difficulties in speaking, learners need to understand well about Communication Strategies apply by the teachers. Thus, strategies in speaking skill as: competition, judging, question and answer and building a wall and others. It helps to students thought an effective communication and develops creativity.

The researcher was performed at Unidad Educativa "Capitan Edmundo Chiriboga" this institution is located in Chimborazo province, Riobamba city, it was created in 1974. Nowadays, this public institution has about 200 teachers who mostly have a bachelor`s degree, only thirteen of them are English teachers and all ones are women, there are 3.130 students.

The study problem was found at Segundo Año de Bachillerato "C" where there are Thirty-three students and about half of them live with their parents but they do not share time with them

because of the work, that lets them waste so much time in social networks, leaving out the academic purposes they have; the information was recovered from them, also showed almost all of them are not interested in interact in English, specifically only six like to speak English, another factor it was showed that the English teacher normally don´t have enough time to put into practice feedback in speaking.

The main problem in the classroom is that teacher no applies a correct feedback in speak in the classroom because she has a few time and the students doesn`t pay attention. Finally, the students are not interest make the activities of speaking skill because they have a nervous and fear because other students smile when they make a mistake. It sought to identify possible strategies that can be used during feedback to help develop students speaking skill. Also increase students talking time by using activities that promotes students interest to participate in class.

- **Chapter I. -** This chapter presents referential framework, problem statement. Also, it includes the general and specifics objectives and justification.

- **Chapter II.** - This chapter presents theoretical aspects of Teacher`s Role, Types of Feedback strategies and skill activities to involve students into speaking.

- **Chapter III**, This chapter presents the methodological framework which presents the design and type of the research, population and sample, techniques and collecting instruments of data and techniques of procedure for the analysis and interpretation.

- **Chapter IV**, This chapter presents the analysis and interpretation of results. The researcher present an analysis of the results obtained during the investigation based on the data researched with the help of the checklist.

- **Chapter V**, This chapter present the conclusions to which the researcher came after the research was completed, the recommendations that the investigator suggests to the teacher of the high school, and another professionals who can use this information for other researches.

# CHAPTER I
# REFERENTIAL FRAMEWORK

## 1.1. RESEARCH PROBLEM

Although in the Unidad Educativa Capitan Edmundo Chiriboga, the teacher in the classroom does not perform an adequate feedback with the students on the speaking skill. The feedback strategies used by the teacher are not the appropriate that help the student to interact between teacher and students.

## 1.2 PROBLEM DEFINITION

Teacher in the second year at Unidad Educativa Capitan Edmundo Chiriboga no apply a correct feedback in speaking skill. This institution is located in Chimborazo province, Riobamba city, it was created in 1974. Nowadays, this public institution has about 200 teachers who mostly have a bachelor's degree, only thirteen of them are English. There are 3.330 students of morning and evening classes., almost all of them are from the city and the others from rural sectors or other cities, classroom are enough to cover the large quantity of student, but the strategies used by teacher in class are not appropriated for develop speaking skill with their students in a great way.

Students of Segundo Año de Bachillerato class "C" at "Unidad Educativa Capitan Edmundo Chiriboga" they always get distracted in other activities or their cellphone. Most of them do not show interest in learning English, neither work in class in activities design by teacher in speaking skill. One of the reason for this could be the parents, because they work all day, they do not concern about their children's learning and let them waste too much time in activities which are not good for their academic development. Despite of students have internet at home and it is a good information source, they do not know how to manage this great quantity of information that is because they have problems in their academic performance.

Students at Segundo Año de Bachillerato "C" are not pay attention when teacher does the feedback in speaking skill, maybe it is because of teachers need apply strategies more easy for make activities that help the students in speaking or interact between them as: question and

answers, a building a wall, etc., or because students do not like it; besides, the teachers do not give feedback because they have many students and have little time. The researcher considers it is not only the duty of teachers to veal for students; also, the institution has to do that. Students sometimes show interest in receiving feedback during class because they decide to improve and verify what their mistakes are when developing speaking skill in the class.

The observation has showed the students need activities in feedback in speaking skill that help to develop their learning-process and improve in the real life; the teacher in their class only work in their planning because she does not have time for develop this strategies with all their students, teacher at the final class only remember their class with all students. During their class the teacher take ten minutes before finishing the class for make feedback with all students.

In this research was observed the way the teacher used the strategies as: oral feedback, evaluative and descriptive feedback for develop speaking skill in teaching English in the students of second year of baccalaureate class "C" at Unidad Educativa Capitan Edmundo Chiriboga.

This research will be useful for the investigator to know what strategies are most efficient for develops a feedback in speaking skill with their students. When the teachers make a feedback in speaking skill she helps the students to recognize their strengths and weaknesses, because students need to improve their learning.

## 1.3 PROBLEM FORMULATION

How does teacher use feedback into class for improving speaking skill?

### 1.3.1 Guiding Questions

- How does teacher introduce a feedback in speaking skill in the students?

- Which is the teacher strategies used for providing feedback in the speaking skill?

**1.4 OBJECTIVES:**

**1.4.1 General**

- To Analyze how the feedback strategies are used in the development speaking skill in students at Second Year of Baccalaureate class "C", at Unidad Educativa "Capitan Edmundo Chiriboga", in Riobamba city, Chimborazo Province during the academic year 2016-2017

**1.4.2 Specific**

- To identify strategies for teacher´s role in feedback to develop speaking skill used for help student.

- To describe the feedback strategies used by the teacher to develop speaking skill.

**1.5 JUSTIFICATION**

The present research enriches the field of Methodological, so it helps the teacher of Segundo Año de Bachillerato class "C" recognize what are the strategies in feedback in speaking skill to engage their students to develop this activities the best manner.

This investigation is important because the majority of teachers at this high school and others do not apply a feedback strategies for develop speaking skill. According Seifert (1993) said that "strategy is a mental event carried out by the learner to achieve some desired goal (such as remembering some fact)". So, when teacher apply strategies that help students the can develop the speaking skill the students make a good job, they practice at home, they lost a shame and fear when doing they speak. When the students receive feedback in the speaking skill each student analyzes and check what are the mistake that should correct and achieve a good job and they are comfortable become more confident in speaking.

Throughout the observation made, it was realized how important is make a feedback for develop speaking skill before making them perform any task, in speaking activities because they feel fear

for ask help because they cannot ask in English and  they speak in Spanish.. For this interpretation, it was necessary to create a check list. The check list was applied hold the class to know exactly how teacher make a feedback in speaking skill, and to know the strategies of feedback or speaking skill the teacher uses in her classes, which evidently showed me that the teacher does not apply the strategies well, or even she does not have sufficient knowledge about feedback strategies.

The accomplishment of this project was possible in different aspects such as: academic because teachers at Universidad Nacional de Chimborazo provided me the necessary knowledge I needed to state and solve the problem. Human because the personal at Unidad Educativa Capitan Edmundo Chiriboga were kindly asked them for information to performance my study; and economic because for this research I have not spent so much money.

In addition, this investigation is useful for improving the strategies in feedback in speaking skill in students, and overall for covering the methodological problem that presents the students at the Segundo Año de Bachillerato, being them the direct beneficiaries of this project. Moreover, this study will provide to the English teachers obtain more information as how to apply   feedback in speaking skill.

# CHAPTER II
## THEORETICAL FRAMEWORK

## 2.1. BACKGROUND INVESTIGATIONS REGARDING TO THE PROBLEM TO BE INVESTIGATED

In the UNACH library, there is an investigation that has characteristics similar to the present investigation, it has the following title: "FEEDBACK AS A METHODOLOGICAL STRATEGY TO IMPROVE THE EDUCATIONAL TEACHING PROCESS IN SECOND-SCHOOL STUDENTS IN THE ALFREDO PEREZ GUERRERO EDUCATIONAL UNIT, CANTÓN GUANO, IN THE PROVINCE OF CHIMBORAZO DURING THE 2014-2015 SCHOOL YEAR" Conducted by Digna Verónica Narvaez Guapulema 2016. The objective of this research is to analyze the important strategies to develop a feedback in students to improve the ability of speaking the language English in the second baccalaureate of class "C" in the Unidad Educativa Capitan Edmundo Chiriboga Riobamba during the period 2017-2018. The researcher deducts that the use of these strategies as: communication games, information gap activities and brainstorming allows students to motivate to develop speech skill because the Students are active during class and the teacher gets better results.

## 2.2 THEORETICAL FOUNDATION

### 2.2.1 Teacher's Role

The role of the teacher is not only to comply with the designated activities by the authorities. The teacher must create a positive environment where he helps the student to have confidence in themselves. He is the one who facilitates the learning, transmits the values and helps the students to form with their own criteria.

The Straits Times (2016) defines the "teacher's role involves more than simply standing in front of a classroom and lecturing. In fact, even though a teacher spends the majority of the day in the classroom, the actual teaching component is only part of the job. An effective teacher understands that teaching involves wearing multiple hats to ensure that the school day runs smoothly and all students receive a quality education".

## 2.3 CLASSROOM ROLES OF ENGLISH LANGUAGE TEACHERS: THE TRADITIONAL AND THE INNOVATIVE

### 2.3.1 Traditional role of English teachers

A traditional teacher is based on old methods, for example: to memorize the concepts and only dedicated to teaching and never explains so that students can understand properly. The teacher is authoritarian only works mechanically and does not perform any strategy of feedback in the classroom.

A. Syam Choudhury (2011), explains the traditional method "focuses mainly on the teacher, and the teacher always occupies the center of attention. This has been the methodology for teaching English for decades. Using this methodology, teachers have been teaching discrete grammar or phonology points, focusing primarily on the formal characteristics of the language".

### 2.3.2 Modern English teacher

The teacher nowadays are more prepared to disburse in any activity, they carry out work plans, in order to achieve a first class education. The teacher creates a good work environment is more communicative with students. The English teacher is more responsible because the second language is paramount in today's society.

Akbari (2016), said that "Modern English Teachers are professional in language teaching with experience in the current classroom and is based on their own action research and studies carried out".

### 2.4 TYPE OF TEACHER´S ROLE

In addition teacher is the guide in the classroom who has the proficiency, tools and information necessary to edify young students.

Teacher should thus become a learner by thinking about the situation by understanding it through different point of view, before teaching students and by making them relevant in everyday circumstances.

There are some roles which must be applied by teacher; controller, organizer, and participant.

### 2.4.1 The teacher as controller

MUBAROK (2013), stated that "The teacher plays the role of controller when he is totally in charge of the class. He controls not only what the students do, but when they speak and what language they use".

### 2.4.2 The teacher as organizer

MUBAROK (2013), stated that "The main aim of the teacher when organizing an activity is to tell the students what they are going to talk about, they give clear instructions about what exactly their task is, get the activity going, and then organize feedback when it is over".

### 2.4.3 The teacher as participant

MUBAROK (2013), stated that "There is no reason why the teacher should not participate as an equal in an activity especially where activities like simulations are taking place. Clearly on a lot of occasions it will be difficult for him to do so as an equal (since he often knows all the material and all the details, such as with information gap exercise, jigsaw listening, etc.)".

### 2.5 FEEDBACK

According to Education Endowment Foundation (2011), "Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. This feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role or from peers".

**2.5.1 Effective feedback**

Center for Innovation in Research and Teaching (2013), said that "specific, descriptive feedback is necessary for improvement and success. How teachers provide suggestions for improvement is critical in "closing the gap" for students. Teachers who combine strong subject knowledge with effective feedback can offer students rich, focused information about their learning and how to improve it. Students who are clear about their learning can monitor their progress and seek feedback to improve their learning".

**2.5.2 Effective feedback in the classroom**

In addition Giving student's feedback in the classroom during the learning process has been proven to increase learning and improve student outcomes.  When given correctly, feedback guides the student in their learning process and gives them the direction they need to reach the target or goal of the lesson.  Feedback sends a message to the student that the instructor cares about the learning taking place.  It also allows the student to become more engaged and involved in the classroom (Center for Innovation in Research and Teaching, 2013)

According to Center for Innovation in Research and Teaching (2013), "There are several variables that must be considered by instructors when preparing to give students feedback.  These are strategic choices that impact the effectiveness of the feedback.  Some of The most important variables include the following:

**2.5.2.1 Timing**

- Students need to receive the feedback so there is still time for them to use it towards the target goal.
- Most effective if the student is still engaged in the subject matter because it will be more meaningful and relevant.

  Examples- returning tests, quizzes and homework promptly.

**2.5.2.2 Amount**
- Feedback should provide students a guide on where to go next and what to focus on.

- Instructors must realize that 100% mastery of the subject matter is not realistic for most.
- Takes time and experience to learn to gauge the appropriate amount of feedback for each student.  It will vary by student and lesson content.
- It is critical that students are not overwhelmed by feedback that tries to correct everything so prioritization by the instruction is important.
- Examples - select two or three points in a paper to comment on and be sure to comment on strengths as well as weaknesses.

### 2.5.2.3 Mode

- Feedback can be delivered in several modes.  It can be oral, written, visual, or done through demonstration.
- Use oral when there is too much information for the student to read or if the student does not read well.
- Interactive feedback in person is best because it allows the student to ask questions.
- Use visuals or demonstrations for visual learners and how-to types of material.

### 2.5.2.4 Audience

- Feedback can give to individual students, groups of students, or the entire class.
- Feedback to groups or the whole class is appropriate when most of the class is missing a concept or needs reinforcement.

### 2.5.2.5 Content

- Feedback content may vary in focus, function, clarity, specificity, and tone.
- It is important that feedback is descriptive and specific enough to be valuable to the student and provide them direction.
- At the same time, feedback should not be "overly nitpicky" and correct every single error.
- Feedback should be clear and instructors should verify that the student understands the feedback.

### 2.5.3 TYPES OF FEEDBACK

According to Robert Vogel`s (1975) said that "By the definition, feedback as used here is extrinsic, "Different Levels of Feedback Analysis, as:

### 2.5.3.1 Oral Feedback

According to Education Communities (2015), "Oral feedback usually occurs during a task. It is sometimes underestimated because it is less formal, but it can be a very powerful and effective tool as it can be provided easily in the 'teachable moment' and in a timely way".

Example

Asking "What do you notice about _____?" or "How does this match the criteria?" stimulates students' thinking about their learning. (Education & Communities, 2015)

### 2.5.3.2 FEEDBACK DURING AND AFTER LEARNING

### 2.5.3.2.1 Feedback during and after learning should:

According to Education Communities (2015), "Focus on what is being learnt (learning intention) and how students should go about it (success criteria)".

- Provide information on how and why the student has or has not met the criteria.
- Provide strategies to help the student to improve.

### 2.5.3.3 EVALUATIVE FEEDBACK AND DESCRIPTIVE FEEDBACK

### 2.5.3.3.1 Evaluative feedback

- Evaluative feedback, in the form of grades or brief general comments, (e.g. "well done"), provides some information about learning.
- It can make the good students feel better and the less able students feel worse.
- In attempting to create a positive climate for learning, many teachers increase the level of praise that they give during feedback sessions (Education & Communities (2015).

**2.5.3.3.2 Descriptive feedback**

Effective feedback provides students with detailed, specific information about improving their learning.

- Linked to the learning that is expected (Where am I going?)
- Addresses faulty interpretations and lack of understanding (How am I going?)
- Provides students with visible and manageable 'next steps' based on an assessment of the work at hand and an image of what 'good work looks like' so that they can begin to take on the responsibility of self-assessing and self-correcting (Education & Communities (2015).

An example of descriptive feedback:

That's a good introduction because you have covered the main points we discussed at the beginning. Now … which points do you think you should expand on? (Education & Communities, 2015).

**2.5.3.4 Informal feedback and Formal feedback**

| Informal feedback | Formal feedback |
|---|---|
| 'Check ins' are vitally important to providing effective feedback (Education & Communities, 2015). | Can be provided through structured conferences with specific goals (Education & Communities, 2015). |
| 'Check ins' can quickly and effectively steer students in the right direction or enhance learning (Education & Communities, 2015). | It is important to set up these conferences in a structured way with a focus on individualized goals so both teacher and student make good use of their time (Education & Communities, 2015). |
| 'Check ins' occur when the teacher visits students as they are engaged in a task to make sure they are on the right track (Education & Communities, 2015). | Teachers can meet with a few students a day or a week depending on specific projects, deadlines, and individual student needs (Education & Communities, 2015). |

**2.5.3.5 PEER FEEDBACK AND SELF-FEEDBACK (REFLECTION/EVALUATION)**

**2.5.3.5.1 Peer feedback**

According to Education & Communities (2015), said that "A positive aspect of the peer feedback process is that students get to see other students' work which can also deepen understanding of the learning goals".

**Teachers need to:**

- Model and role play how to give feedback in a constructive way
- Explicitly teach students how to provide effective feedback to each other
- Hold students accountable for the comments, suggestions and feedback they give one another (Education & Communities, 2015).

**2.5.3.5.2 Self-feedback (reflection/evaluation)**

According to Education & Communities (2015), "Teachers have the opportunity not only to provide direction for the students, but to teach them, through explicit modeling and instruction, the skills of self-assessment and goal setting, leading them to become more independent"

**To help students reach autonomy teachers can:**

- Explicitly identify, share, and clarify learning goals and success criteria
- Model the application of criteria using samples
- provide guided opportunities for self-feedback
- teach students how to use feedback to determine next steps and set goals
- Allow time for self-feedback/reflection (Education & Communities, 2015).

**2.6 SKILL**

DIDACTIC ENCYCLOPEDIA (2013), said that "the ability is innate aptitude, talent, skill or ability that holds a person to carry out and of course with success, specific activity, work or profession. Almost all human beings, even those who observe a motor problem or intellectual disability, among others, are distinguished by some kind of fitness".

In both and agree that not all individuals are equal, we come from the same side or the same like us, not all humans observed the same dexterity for the same things and fortunately, thanks to this is that there is the diversification of tasks and jobs.

## 2.6.1 SPEAKING SKILL

Torky (2006), affirms that "speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 19)". Torky (2006), affirms that "speaking among the other foreign language skills (listening, reading and writing) seems intuitively the most important one". As the process of learning and applying the skills of oral English are so closely related, classroom should be a place where the use of spoken language is sensitively supported since it enables students to make connections between what they know and what they are learning, and it is the one through which they are going to be judged while the first impressions are being formed, that's why according to (Ur, 1984).

## 2.6.2 TYPES OF SPEAKING

In order to identify the types of speak and the skills associated therewith, the researcher has reviewed several studies and literatures on speaking comprehension, which tried to classify it into specific levels as: INTERACTIVE, NON-INTERACTIVE.

### 2.6.2.1 Interactive

Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner (Vilagran, 2008).

### 2.6.2.2 Non-interactive

Few speaking situations may be totally non-interactive, such as when recording a speech for a radio broadcast. In all the above explained conditions speaking is always a headache for most of

the people. Although the fear of speaking is common, studies show that ability to speaking can be enhanced by improving speaking skills, (Vilagran, 2008).

## 2.7 TYPES EFFECTIVE STRATEGIES TO DEVELOP SPEAKING SKILLS

According to Cordova (2014), said that "The researcher proposes different strategies to gain command over oral presentations and group discussions. These strategies are listed below:

### 2.7.1 Building a wall

This strategy helps the students to express their thoughts in an appealing manner. Students should be trained to build their ideas by making them use the art of storytelling, anecdotes and real-life situations (Cordova, 2014).

For example:
Sequencing words:

| Starting: | Continuing | Ending |
|---|---|---|
| 1. Firstly | Secondly | Finally |
| 2. First of all previously (before that) | | in the end |
| 3. to start with | then | eventually |

4. Initially, Primarily- Later on Lastly

5. Your story reminds me of---- As soon as, Next

6. at the first place but still (Cordova, 2014).

### 2.7.2 Judging:

This strategy helps to overcome limitations and develop one's strength to participate effectively in the group discussion (Cordova, 2014).

For example:

Activity: Divide the class into two groups. One group chooses a topic for group discussion. The other group acts like an observer group. The role of the observer group is to note down the

positive and negative qualities of the speaker who is participating in the group discussion. The areas for identification are:

1. Leader: One who guides the discussion and encourages the team members to participate.

2. Speaker: speaks eloquently, bringing various aspects into the discussion.

3. Repetition: One who repeats the view of others or points.

4. Pauses: Long silence

5. Body Language: Impatient, posture (Cordova, 2014).

**2.7.3 .Question and Answer session**

This strategy helps them to frame the questions properly. This strategy helps to students thought an effective communication and develop creativity (Cordova, 2014).

For example: Activity: Divide the class into two groups. One group put forth questions and other group should answer to the questions raised by the first group. Students can choose any topic of their choice (social, political, economic etc.).Each student from the group should ask a question and there should be connectivity between the questions asked by the students in the group (Cordova, 2014).

**2.7.5. Competition**

When there is a game, it drives everyone to win. Similarly, when we arrange any competition in the language class it develops competitive spirit, interest and develops creativity. (Cordova, 2014)

# CHAPTER III
# METHODOLOGICAL FRAMEWORK

## 3.1 TYPE RESEARCH

This is qualitative that is characterized by use of qualitative data, which emerge from the empirical confrontation between the subject and the object of research with emphasis on interpretation results. This kind of research has among its characteristics, not starting from a project, but from circumstances specific to the phenomenon studied. That is, its starting point is a general analysis of the problem; the theoretical framework and the methodology to be used emerge, as progress is made in the development of research.

## 3.2. LEVEL OF RESEARCH

This research had an exploratory level, it consists in analyze the information and data about feedback strategies as a resource to students acquire the speaking skill, after it will be necessary to understand if the teacher used useful strategies. It will be essential to know which the reality of students is at Second Year of baccalaureate at "Unidad Educativa Capitan Edmundo Chiriboga" class "C".

In addition, the outcomes of this investigation were interpreted to recognize problems and potential solutions to explorer what strategies use the teacher in class for do a feedback in students´ speaking skill in the class.

## 3.3 RESEARCH METHOD

The ethnographic method was used for this investigation because this method permit to maintain a direct contact with the subject of study by developing a direct observation, which permitted to collect the data, based on the manner presented by the teacher and the students of class "C" Capitan Edmundo Chiriboga. It is based on the checklist with specific elements that the researcher considered important to gather the information for its development. In addition, as this research involves the educational field, this method was considered the best to develop this research.

The researcher developed the research in the Unidad Educativa Capitan Edmundo Chiriboga, because in this institution the teachers do not apply the correct strategies of feedback in the ability to speak and the students have difficulty communicating in English. The present investigation was developed during the academic year 2017 - 2018 in which the researcher obtained the information through a previous observation made during the pre-professional practices.

## 3.4. POPULATION AND SAMPLE

This research was developed in the Unidad Educativa "Capitan Edmundo Chiriboga", with 33 students and 1 teacher. In effect, the investigation was carried out with all of them. Because the population is small, it was not necessary to take a sample. By avoiding the use of sample, the "margin or percentage" is avoided and therefore the results obtained with 100% safe.

## 3.5. PROCEDURE

The development of this research project has been divided into: preparatory, field work, analytical and informative. First, the researcher developed a checklist to learn how teacher to apply the students' feedback strategies in the speaking skill for students to communicate with each other. But, the researcher chose the Methodology as the study area because it talks about the role of the teacher in feedback in students´ speaking skill. The researcher selects this institution with the purpose of exploring the use of different strategies such as: information gap activities, brainstorming, and communicative games because they cannot communicate in English.

## 3.6 WORK FIELD

To develop this research, the researcher first made a preliminary observation in the Unidad Educativa Capitan Edmundo Chiriboga during his pre-professional practices, following cause was selected: Second Year of Baccalaureate class "C", the research was carried out only with one course because the problem was of my interest, compared to the classes  throughout the institution and working with all of them could have been difficult, for this reason the researcher selected this course to develop the research.

The researcher asked the rector of the Institución Educativa Master Wilson Molina Authorization of to develop the research, and with the help of the English teacher Lcda. Edith Aucancela and the

students of the second year of baccalaureate class "C" the research was developed in two classes on the following days: December 13, 2017 and December 20, 2017, during 2 hours each class in the late at: 14:20 PM until 15:40 PM.

The researcher did not have problems to obtain the necessary information for the project because she developed her pre-professional practices in this institution; the researcher was involved in the class where the teacher nearly always uses activities for developing a feedback in speaking skill in students in their class, despite this the students have problems for develop this activities in class and this is the reason why the researcher selected this problem to perform the investigation.

The information was gathered from the facts that she observed and documented in the checklist prepared previously with the necessary information for this investigation; the checklist was developed based on two main reasons, first, which are the teacher strategies used to make a good feedback in speaking skill in students in his class, and second, how does teacher introduce a feedback in speaking skill in the students. After the researcher obtained permission to develop the research, she began to do so; the process followed the steps proposed in the schedule, separated into four phases mentioned above. Finally, the information collected through direct observation with the help of the checklist.

It helped the researcher to describe how does teacher help to student feedback as into class for improve academic performance. Finally, the researcher completed the final report of March and this concluded the present investigation.

# CHAPTER IV
## ANALYSIS AND INTERPRETATION OF RESULTS

## 4.1 ANALYSIS AND INTERPRETATION OF RESULTS

The research work was developed in the Unidad Educativa Capitan Edmundo Chiriboga  with the students of second of baccalaureate, class "C", to observe how the teacher uses the different feedback strategies in the second of "C" baccalaureate to teach the speak  and achieve communicate in English.

With the information obtained, through the checklist applied on December 11 and December 15 for two hours in each class, the researcher obtained the following results explained in the following table:

**4.2 ANALYSIS AND DESCRIPTION OF CHECK LIST APPLIED AT SECOND OF BACCALAUREATE**

**CLASS "C"**

| SPECIFIC OBJECTIVES | COLLECTED INFORMATION | ANALYSIS | THEORY CONTRAST |
|---|---|---|---|
| TO IDENTIFY THE TEACHER`S ROLE IN FEEDBACK TO DEVELOP SPEAKING SKILL. | 1.- The teacher develop the speaking skill in class | In the first observation class, the teacher developed the speaking skill with his students, when she arrived to classroom, so that the students responded in English. Secondly the teacher made some questions about the previous class and the students raised their hands and answered the questions. During the class, the teacher asked each student read the activities of the book to develop them and so, all the students to spoke. Finally, the teacher chose two students so that each one could summarize the activities and develop the speaking skill. | According to Eli Hinkle (2018), affirms that "Teaching L2 speaking and interactional skills usually plays a more prominent role in English-speaking settings than in those where English is taught as a foreign language". Torky (2006), affirms that "speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. |
| | 2.- The teacher do this activities in the class as: - Teacher reduce their TTT (Teacher Talking | In the second class, the teacher did not reduce the TTT (Teacher Talk Time) because the students did not pay attention and they made others activities. The teacher said how to do the activities and repeated again the instructions; some students perform it and others | The role of the teacher within the class is important because it is the manager who facilitates the learning in the second language. According (Harmer, 1998, p.4) said that "the best lessons are |

| | | | |
|---|---|---|---|
| | Times) in the classroom | students only copy. But the teacher spoke more because their student did not have the opportunity practice speaking skill during the class and they used the Spanish to communicate. | lessons where STT is maximized, but where at the appropriate moments during the lesson the teacher is not afraid to summarize what is happening, tell a story, enter into a discussion, etc. " |
| | Increase STT (Students Talking Time), again, by asking other students to answer a student´s question. | The difficulty that the students have is to talk because they are non-native in English, and that is why they decrease the STT (Student Talk Time) because they only think and spoke in Spanish. The students have this problem because their parents, friends and so on spoke Spanish.<br><br>For increase the Student Talking Time between students, teacher considered the students need work in pairs and develop questions and answers with the information by other students for increase the speaking skill between them. In some occasions they asked about their hobbies, what they like and dislike and so on they and other students thought and response the questions. So, the students felt comfortable and lost the nervous when spoken. But they consider that the classes taken in English in the institution did not help them to develop this ability because the teacher did not apply | (1998, p.4)). To develop these techniques it is necessary to control the time between ("TTT") teacher's talk time, ("STT") and the student's talk time that is passed in the classes. Through this application you will see the results you want to obtain. It is logical that the longer students speak better for them. The truth is that there are currently tendencies to maximize STT and minimize TTT (Sterba Martin, 2014 pp. 14-15). |

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| | | strategies that help the students for developing the speaking skill. | |
|---|---|---|---|
| TO DESCRIBE THE FEEDBACK STRATEGIES USED BY THE TEACHER TO DEVELOP SPEAKING SKILL. | 3.- The teacher uses different strategies for develop speaking skill as:<br><br>-Building a Wall | The teacher during these classes developed two types of strategies such as Building a Wall, Judging and Questions and answers.<br>The teacher formed four groups each group made up of eight and a single group of nine students. Each group had to do a story relational with their real-life situation or anecdote.<br> The teacher said the instructions of the activity. All students work and only one group perform the it in class and told the story.  The teacher carried out this activity with the notion that helps the students to express their thoughts in an appropriate manner. But the students could not put interest in the class. | According Cordova J. (2014) said that "Students should be trained to build their ideas by making them use the art of storytelling, anecdotes and real-life situations".<br>According Seifert (1993) said that "strategy is a mental event carried out by the learner to achieve some desired goal (such as remembering some fact)".<br>People consider that the key for developing speaking skills is the communication. So, it's very useful to use strategy of minimal responses, meaning that you try to give short answers to questions. Then comes the use of simple sentences, phrases, greetings and then you start discussing about different topics and your skill |
| | - Judging | During this activity the teacher organized in groups for develop this strategies of judging. The activities consisted of making perform with the themes of the book and present in class them the rest of students did | |

| | | questions with relation of presentations. Each group pays attention and looks any mistake and expose in class could be of positive or negative. | level increases. |
| | | | This strategy helps them to frame the questions properly. This strategy helps to students thought an effective communication and develop creativity (Cordova, 2014). |
| | - Question and Answer session | During the class, the teachers used other strategies as question and Answers because the activity was more relation with speaking skill and the students need created the questions and developed an effective communication with their classmates | Each student from the group should ask a question and there should be connectivity between the questions asked by the students in the group (Cordova, 2014). |
| | 4.- Teacher applied in their classes the different types of speaking as:<br><br>-INTERACTIVE | During this class, the teacher did an interactive class was a debate, the topic was: "Real Teen Problematic Situation", with his students as final project of unit, used the vocabulary obtained by book as: "say it again, to ask for repetition". The student's during this activity made exchanged information and made questions and answers the teacher applied this strategy of interactive speaking with his students because it was the best way for students interact between them. Finally the teacher | Learning to communicate in the second language is important because today English is the base in every place.<br> The student's interaction and the teacher in the class will be the success for the students. According Kayi H. (2016) affirms that "The language teachers must pay great attention to the teaching of the ability to speak. The strategies |

| | | applied this strategy because allowed to help students spoke, and they could develop the speaking skill into and outside of class. | they do to develop this skill must be interactive, partially interactive and non-interactive, they all help students to develop good communication". |
| | -NON-INTERACTIVE | The class was not-interactive because the teacher did not explain the topic and how to do the activities. The teacher only said what activities they need fill. Students worked alone and because the teacher solicit permission. The students feel frustrated and they played in class because they did not know how to do each activity and they did not understand. That is why, students feel defeated because they couldn`t do speak. The students in some time demonstrate in their faces their angry and bad attitude before the teacher. This strategies affected to students for develop speaking skill | Interactive instruction is more practically useful for the student, as higher- order thinking skills such as abstraction or critical thinking are often presented through increased interaction (Waxman & Padron 1995). |
| | 5.- The teacher during their classes applied some types of | During this class, the teacher for applied the strategies of feedback on speaking. Teacher in the class worked in groups of where each | According to Scoot (2005:79) "Speaking is considered as the productive and oral skill. Speaking is a cognitive skill, is the |

| | feedback like these: | student fulfilled a role. The activity consisted in that each group had to read an article and exposed it to the rest of the class. Through this activity the teacher gave feedback to the students who did not know how to pronounce the words. The teacher in this case made feedback in speaking with their students. The teacher considered what the feedback facilitates the learning of students during their academic level. | idea that knowledge become increases automately through successive practice." Students also need the opportunity to give teachers feedback on what they have learned so that they know that their teaching helps them achieve learning outcomes. Therefore, feedback must be a continuous process of conversation and reflection (The University of Sheffield, 2018). |
| | - Speaking feedback | | |
| | - Evaluative feedback and Descriptive feedback | In all the classes the teacher has applied the evaluative feedback and descriptive feedback because the teacher uses a qualifications or brief general comments.<br>The teacher considered give a score about the work make by students as: homework or lesson because these activities helped to students for increased their knowledge in speaking skill.<br>This qualification by the teacher made the students provide confidence and achieves to improve their learning. Also the teacher has considered that not all students had a good performance at the time of developed the activities in class. The teacher during the | Educational Testing Service, Portland (2007) writes that "Evaluative feedback sums up achievement and assigns a label. It expresses a judgment.<br>We often assign evaluative feedback to all work, even that which is for practice. Not only is the not necessary, it is in many instances counterproductive".<br>Educational Testing Service, Portland (2007) writes that "Descriptive feedback offers information about the work, |

| | | class do a feedback in speaking skill, this provides the students to take more responsibility when performing the tasks. | product, or performance relative to the intended learning" (Service, 2007). |
|---|---|---|---|

*Done by: Nancy Vilema*

# CHAPTER V
# CONCLUSIONS AND RECOMMENDATIONS

## 5.1 CONCLUSIONS

- The teacher rarely used any strategies in feedback to engage her students into speaking skill in class because the students had bad attitude and they did not pay attention.

- The lack of feedback in speaking skill made students continue to using Spanish inside and outside the classroom because the teacher did not tell her students how important it is dominate a second language. But, Teachers should apply some speaking strategies which will encourage their learners to practice the speaking skill.

- The strategies apply in feedback gave the opportunity to student to feel confident about their English knowledge and motivate them to speak.

## 5.2 RECOMMENDATIONS

- The teacher should update her speaking strategies in order to motivate the students and develop on them the interest in a second language.

- The students must be more critical and create self-education environment into the class and look for the appropriate resources to improve their learning's.

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**5.3 ATTACHMENTS**

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# Universidad Nacional De Chimborazo

# Facultad De Ciencias de La Educación Humanas Y Tecnologías

# Languages Career

# Teacher's checklist.

## Objectives:

To explore how the teacher´s strategies are used in the feedback help students to acquire the speaking skill in students at Segundo Año de Bachillerato, at Unidad Educativa "Capitan Edmundo Chiriboga", in Riobamba city, Chimborazo province during the academic year 2017-2018.

**Instructions:** Choose always, sometimes or never according to the indicators developed.

| | | Always | sometimes | Never |
|---|---|---|---|---|
| **Grade:** Segundo Año de Bachillerato "C"<br>**Area:** English teaching language process | | | | |
| **Indicators Of Teacher's role** | | Always | sometimes | Never |
| 1. The teacher develops the speaking, skill in their class. | | | | |
| 2. The teacher do this activities in the class as:<br>• Teacher reduces their TTT (Teacher Talking Time) in the classroom.<br>• Increase STT (Student Talking Time), again, by asking other students to answer a student's question | | | | |
| 3. The teacher uses different strategies for develop speaking skill as:<br>- Building a wall | | | | |

| | | | |
|---|---|---|---|
| - judging<br>- Question and Answer session | | | |
| 4. Teacher applied in their classes the different types of speaking as:<br>• Interactive<br>• Non- interactive, | | | |
| 5. The teacher during their classes applied some type of feedback like these:<br>• Speaking  Feedback<br>• Evaluative feedback and Descriptive feedback | | | |

*Done by Nancy Vilema*