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UNIVERSIDAD BOLIVARIANA DEL ECUADOR REPÚBLICA DEL ECUADOR



**Effective teaching strategies to improve third-bachillerato students` speaking skills at
bicentenario “d7” high school**

**WORK PRESENTED AS AN OPTION FOR THE ACADEMIC MASTER’S DEGREE IN
PEDAGOGY OF ENGLISH AS FOREIGN LANGUAGE.**

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DEDICATION

To my dearest family,

This dedication is a tribute to the three main people in my life: little Nicol, a precious princess who fills our lives with laughter and purity; Alberto, the solid base that helps our dreams grow; and Ana, the loving heartbeat of our house.

Fanny Chávez

To my beloved family

During this complicated and laborious process, my family has been the key to continue despite difficulties, their support through words was essential to create my motivation to be in this final point of this program. My parents but especially my mother who just a year ago encouraged me to start this master's program, thanks for that. Finally, some friends and colleagues highly helped me, I appreciate their support.

Diego Nieto

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From our point of view, we would like to acknowledge the prestigious university UBE (UNIVERSIDAD BOLIVARIAN DEL ECUADOR) to let us start this program. We had been looking for many universities but just like that appeared this institution, which offered us a balanced process with teachers ready to share their optimum knowledge in every session. Also, we acknowledge the Bicentenario “D7” Vespertino High School for letting us apply our learning to their students.

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RESUMEN

El presente trabajo investigativo mantiene como objetivo fundamental lograr un desarrollo en la habilidad del habla de los estudiantes de 3ro de bachillerato de la Unidad Educativa Bicentenario” D7” Vespertino con la ayuda de la aplicación flipgrid, uso de worksheet, flashcards mediante el trabajo colaborativo y bajo la premisa de prácticas graduales que guíen al estudiante a convertirse mucho más competentes.

En relación al contexto general de investigación, la Unidad Educativa Bicentenario D7 está ubicada en la provincia de Pichincha, en el cantón Quito de la parroquia el Beaterio S-48 y E2D. La institución corresponde a la zona 9. El colegio comparte las instalaciones con el Liceo Municipal Bicentenario quienes son los propietarios de dichas instalaciones, es por eso que esta institución funciona solo en la sección vespertina. Tiene un nivel medio con disponibilidad de inicial, educación básica y bachillerato. El inicio de la evaluación diagnóstica se le realiza a partir un grupo de 30 estudiantes con edades entre 17 y 18 respectivamente. El nivel establecido de acuerdo a marco europeo de referencia de idiomas es de A1.

La metodología utilizada en esta investigación es del tipo mixto, es decir con instrumentos cualitativos y cuantitativos se logra dar paso al desarrollo de este proceso para la recolección de información. La investigación fue de tipo cambio ya que se obtuvo de forma natural en los participantes a través de un uso no probabilístico por conveniencia debido a su accesibilidad y disponibilidad.

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Luego de haber aplicado las nuevas actividades y enfoques apropiados los resultados fueron óptimos ya que los estudiantes lograron mejorar sus habilidades orales. Por lo tanto, las aplicaciones de estos recursos constituyen una herramienta importante para lograr que los estudiantes mejoren su habilidad de “speaking”

Finalmente, este trabajo investigativo ha demostrado la obtención de conclusiones positivas para el uso y aplicación de nuevas actividades que estén direccionadas a mejorar la habilidad hablada de los estudiantes ya antes mencionados. El uso de flashcards para una mejor retención de nuevo vocabulario, actividades que permitan establecer bases adecuadas para la evolución del proceso de aprendizaje, el uso de plataforma flipgrid para incentivar y motivar a los estudiantes a comunicarse sin miedo o temor dentro de cada una de sus actividades en clases.

Palabras claves: “speaking, flashcards, flipgrid, habilidad, comunicarse”

ABSTRACT

This research work aims to achieve development in the speaking skills of 3rd-year high school students at the Bicentenario "D7" Vespertino High School with the help of the Flipgrid application, the use of worksheets, flashcards through collaborative work, and under the premise of gradual practices that guide the students to become much more competent.

Regarding the general research context, the Bicentenario "D7" Vespertino High School is located in the province of Pichincha, in Quito, Beaterio S-48 and E2D parish. The institution corresponds to 9 zone. The school shares the facilities with the Liceo Municipal Bicentenario who are the owners of the facilities, which is why this institution works only in the afternoon section. It has a medium level with the availability of initial, basic education, and high school. The beginning of the diagnostic evaluation is carried out with a group of 30 students aged between 17 and 18 respectively. The level established according to the European framework of reference for languages is A1.

The methodology used in this research is of a mixed type, meaning that both qualitative and quantitative instruments are used to facilitate the development of this process for data collection. The research was transformative as it occurred naturally in the participants through non-probabilistic convenience sampling due to their accessibility and availability.

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After implementing the new activities and appropriate approaches, the results were optimal, as students could improve their oral skills. Therefore, applying these resources constitutes an important tool to help students enhance their "speaking" ability.

Finally, this research work has demonstrated positive conclusions regarding the use and application of new activities aimed at improving the speaking skills of the aforementioned students. The use of flashcards for better retention of new vocabulary, activities that allow for the establishment of suitable foundations for the evolution of the learning process, and the use of the Flipgrid platform to encourage and motivate students to communicate without fear or hesitation in each of their class activities.

Keywords: speaking, flashcards, flip grid, skill, communicate"

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INTRODUCTION

Description of general background and analysis of the situation that justify the presentation of the proposal

Around the world, many teachers must deal with the complexity of developing speaking skills in learners as a second language. Lai-Mei Leon and Seyedeh Masoumeh Ahmadi (2017) mention that speaking is shown to be important. Speaking out loud to others can help students improve their grammar and vocabulary, which in turn can help them to write better. Students can converse, discuss, and demonstrate how language can be used to express their thoughts, feelings, and stories. Troik (2006 cited in Riza Khairia, 2021) said that speaking abilities are part of bottom-up speech production processes to represent the anticipated interpretation and comprehension of discourse systems. At the same time, the top-down procedures used in speech production entail topic knowledge and cultural understanding that helps to determine property. Additionally, motivation plays an important role in developing speaking skills. Krashen (1985, cited in Jennifer Aponte and Dolly Pedraza, 2018). He affirms that "aural-oral" abilities, the guiding concept of the functional/communicative element of language acquisition, are more closely related to integral motivation. In contrast, Mustafa Altun (2023) mentioned that speaking anxiety can be a big obstacle to language learning, but with the appropriate strategy, it is manageable. Some strategies to develop speaking skills that may work with teenagers according to Mona Khameis (2006) should be captivating and engaging to draw students in songs, chants, theatre, stories, games, and Total Physical Response (TPR) exercises. Also, Affective elements are intimately tied to the fun component of language acquisition. One of the five

theories Krashen offers is the dynamic filter. Krashen (as referenced in Schoepp, 2001, Paragraph 6) emphasizes that the affective filter needs to be weak for effective learning to take place.

Description of the problem to be investigated and the elements that justify the problem

The problem investigated originates from the educational framework's general lack of attention to speaking skills by English teachers, which has been made worse by students' attitudes toward the English language and their clear absence of enthusiasm for the language learning process. The combination of these elements results in an essential obstacle to the student's capacity to produce language, a phenomenon that is especially noticeable when considering Ecuadorian educational methods. Overall, the need for implementing teaching strategies to improve speaking skills in third baccalaureate students arises from the understanding that speaking is an essential component of language development and effective communication.

Statement of the problem

Could the implementation of effective teaching strategies improve the speaking skills of third baccalaureate students in Bicentenario "D7" Vespertino?

The precision of the topic

The topic of this research, " Effective teaching strategies to improve speaking skills of high school students" is aligned with the general research line, which is a proposal, and the specific research line, which refers to the implementation of effective teaching strategies

to enhance speaking skills. These lines have been determined by Universidad Bolivariana del Ecuador

Description of the research object

The research object is the teaching and learning process of speaking skills in Bicentenario "D7" Vespertino High School. The research object of this proposal is to search and analyze the learners' barriers and challenges that students face at the moment to speak. Subsequently, identifying and proposing effective teaching strategies to address their challenges.

General objective

Elaborate effective teaching strategies to improve speaking skills of Third Baccalaureate students in Bicentenario "D7" Vespertino High School.

Specific objectives

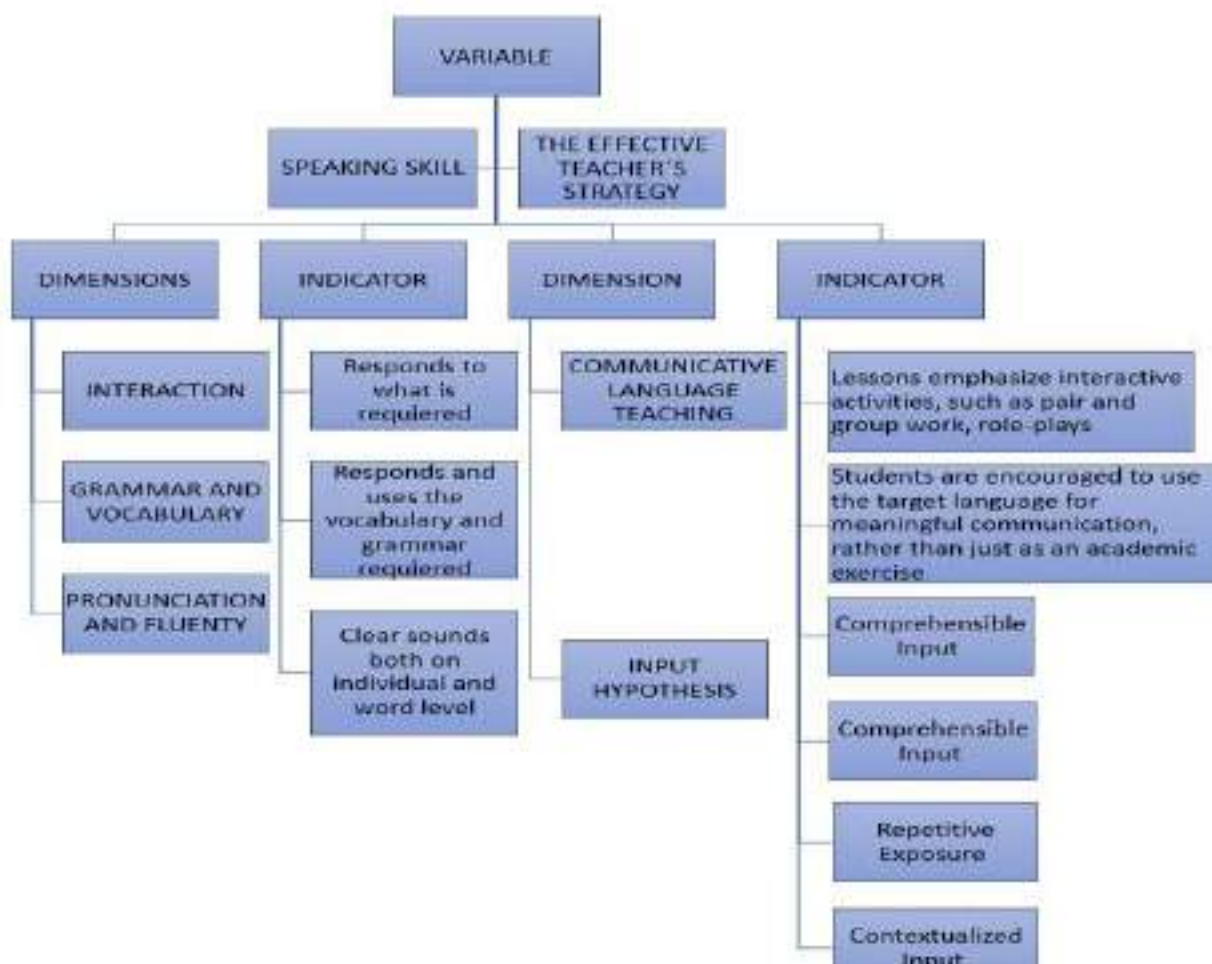
1. Select a group of high school students from Bicentenario "D7" Vespertino High School and assess their speaking skill abilities to determine their level.
2. Implement new teaching strategies to enhance speaking skills.
3. Assess the result after the implementation of the new strategies.

General Hypothesis

Effective teaching strategies will improve the speaking skills of the high school students in Bicentenario "D7" Vespertino High School.

Description of the conceptual and operational categories (independent variable and dependent variable)

Figure 1 *Variables*



Note. This graphic organizer was created by authors Fanny Chavez and Diego Nieto.

The independent variable is the effective teaching strategies, according to Graduate Programs for Educators (2022), the techniques, steps, or other processes a teacher employs when imparting knowledge in a classroom are called effective teaching strategies. To satisfy standards and meet the educational requirements of their pupils, teachers use several tactics to guide their instruction.

The dependent variable is speaking skills. Eyyüp Yaşar KÜRÜM (2012) defines

speaking as encompassing a wide range of mechanics, functions, pragmatics, and social interaction rather than just forming grammatically acceptable phrases.

Description of the research approaches and methodologies to be used

1. Research Approaches:

Quantitative Approach: Qualitative research focuses on understanding and interpreting social phenomena by exploring the subjective experiences, meanings, and perspectives of individuals. It involves methods like interviews, focus groups, and textual analysis to gather rich, non-numerical data.

Qualitative Approach: Quantitative research involves the collection and analysis of numerical data to uncover patterns, relationships, and trends. It utilizes statistical techniques and surveys to obtain precise measurements and draw objective conclusions.

Utilizing both qualitative and quantitative research methods in the development of teaching strategies for improving the speaking skills of the high school student in Bicentenario "D7" Vespertino High School provides a holistic and comprehensive approach.

2. Research Methods:

Inductive Method: Inductive Method starts with specific observations and experiences, allowing researchers to closely examine the real-world context of teaching and learning speaking skills. This approach ensures that the strategies developed are based on the actual needs, challenges, and preferences of third baccalaureate students, considering their diverse backgrounds and individual differences.

Deductive Method: Deductive research aims to produce findings that can be generalized to a larger population or context. By testing hypotheses or research questions using

quantitative data and statistical analysis, researchers can draw conclusions that are applicable beyond the specific sample or setting.

Data Collection:

Observation: Researchers can conduct classroom observations to directly observe students' speaking skills in action. This allows for the collection of qualitative data on student interactions, engagement, fluency, and other relevant aspects.

Entrance test and exit test: The entrance test helps to identify students' strengths and weaknesses in speaking skills at the starting point, allowing researchers to tailor the subsequent teaching strategies to meet their specific needs. On the other hand, an exit test is administered at the end of the research study to assess students' final speaking skills proficiency after the teaching intervention. The exit test measures students' progress and improvement in speaking skills throughout the research study.

Survey: This will be used with third baccalaureate students as a method of gathering data regarding to learner's opinion about the integration of the specific apps.

Description of the beneficiaries of the proposal

The third-baccalaureate students are the main beneficiaries of this study. This group between 17 and 18 years old, which consists of 30 students in the current academic year, has been identified to possess an A1 level of proficiency in the Common European Framework of Reference for Languages (CEFR). Their proficiency level was established using the examination of results derived from the required diagnostic exam that the Ministry of Education conducted at the start of the school year. It is important to emphasize that this study used a non-probabilistic research design, which indicates intentional

sampling was used in the participant selection procedure.

Description of the research context

This proposal will be applied in, a public institution, called Bicentenario "D7" Vespertino High School located in Quito. This school shares the facilities with Municipal Bicentenario High School. They are the owners. That is why, Bicentenario "D7" Vespertino High School works just in the afternoon section. It has approximately 1,500 students between 5 and 19 years old. This institution has decided to apply the "Curriculum Priorizado", guidelines from the Education Ministry. Students have three English classes per week. Every class lasts 45 minutes. On the other hand, due to a lack of materials, teachers design their material. The study will be carried out from September until December.

Figure 2

Bicentenario "D7" Vespertino High School



Note. Google LLC (2023) Google Maps screenshot of Bicentenario "D7" High School

[Screenshot of the map showing Bicentenario "D7" High School]. Retrieved from

<https://maps.app.goo.gl/Dy8VkzuJy2vM8Bf66>

Figure 3

Bicentenario “D7” Vespertino High School



Note. Google LLC (2023) Google Maps screenshot of Bicentenario “D7” High School
[Screenshot of the map showing Bicentenario “D7” High School]. Retrieved from
<https://www.quitoinforma.gob.ec/wp-content/uploads/2018/11/fachada-800x445.jpg>

Description of the practical contributions of the proposal, its importance, and its social need

This proposal has considerable practical effects, which focus primarily on its ability to improve learners speaking abilities. When students practice speaking, they develop their ability to communicate effectively and supply themselves with a valuable tool for their future studies and jobs. The needs of proficient English speakers are highlighted by the ever-evolving demands of the modern world.

Description of the contents of each chapter

This study is structured into three different chapters. The theoretical foundations of the proposed research are explained in the first chapter. Having a foundation in accepted theories of language learning, especially the input hypothesis and the communicative approach. The purpose of the second chapter is to elaborate on the methodological framework that is being used in this research project. It includes the research design, data collection, instruments, population, sample, sampling, and data analysis approach. The final one provides a methodological proposal that involves using technology such as Flipgrid and Liveworksheets to enhance speaking skills and its validation employing the study's analysis and interpretation of its findings

CHAPTER I

Literature Review

This academic study explores the field of instructional strategies targeted to improve the communication skills of third-baccalaureate students at Bicentenario "D7" Vespertino High School. Based on two recognized educational theories—Krashen's Input Hypothesis and Communicative Language Teaching (CLT) the research aims to determine which approaches to instruction are most helpful in developing spoken language proficiency. T

his research aims to offer significant new insights into language teaching through an examination of the theoretical underpinnings and practical applications of these theories.

Krashen's Input Hypothesis

The Input Hypothesis suggests that language learners improve when They encounter verbal input that is considerably more complex than what they are used to. (Ramsay Lewis, 2020). According to the study on the Application of the Input Hypothesis by Sun Ying (2019), it was proposed some principles that connect the input Hypothesis and teaching practices: "**Comprehensibility**" Krashen pointed out that comprehensibility is the notion that when the acquirer does not grasp the message. "**Relevance and Interest**", according to Krashen's book, the best input is so engaging and relevant that the acquirer may even "forget" about it. "**Sufficient Quantity**", Language acquisition is only possible when a large volume of unmodified input is delivered both in and out of class. "**Not Grammatically Sequenced**", Krashen is adamantly opposed to sequencing each instruction and focusing on

a single structure. He says that when input is understandable and meaning is successfully negotiated, $i+1$ will appear automatically in many circumstances.

Communicative Language Teaching

On the other hand, communicative language teaching is to employ real-life scenarios that need dialogue (Brandl Klaus, 2020). Ankitaben A, (2015) stated some principles. In communicative language teaching, “**Meaning**” is prioritized in the CLT method. The approach's major goal is to enable students to comprehend the writers' and speakers' intentions and expressions. In contrast to language structures, “**communicative functions**” are thought to be more significant. The “**target language**” is utilized in the classroom while teaching a language using the CLT method. Not only the subject of study but also a means of communication in the classroom, the target language. The proper “use of language” takes precedence over correctness. Accuracy comes later. Linguistics should be taught by “**integrating all linguistic skills**” rather than just one. The teacher should create conditions that “**encourage conversation**”. The teacher should educate children on how to utilize language in a social setting.

Teachers can use these theories to guide their teaching approaches. Teenagers get understandable input and engage in meaningful activities to enhance their speaking skills. Each theory provides significant facts and ideas. By integrating these theories, instructors can improve language teaching and learning in the specific context of enhancing high school students' speaking skills. This information addresses teachers to start designing a variety of activities like model conversations, audio recordings, vocabulary usage, problem-solving tasks, and role-plays. The mentioned activities might promote effective language

learning and speaking skills development among students. That is why the definition of variables, and the exploration of previous studies are defined in the next section

Independent Variable “teaching strategies”

The methods, approaches, procedures, and processes a teacher employs when instructing students are referred to as teaching strategies. It is widely acknowledged that learning strategies have multiple dimensions and that the context in which they are used affects how effective they are. While no single tactic may ensure improved student outcomes, research has identified several strategies that support student learning. (Hattie, 2009; Marzano et al., 2001; Wayne and Young, 2003).

Firstly, Mennaai Sanaa, (2013) found that the communicative approach influences the development of students' speaking skills. The authors applied two questionnaires, one for 30 students and the other one for 10 teachers. The students' questionnaire is composed of (23) questions and it consists of four (04) parts. The first section covers the pupils' background information. The second section focuses on the students' perceptions of their speaking abilities and attitudes. The third section is about the preferences of the learners, and the final section is about communicative language teaching. It includes questions regarding the classroom environment and the types of activities used to teach the speaking skill. The instructors' questionnaire is made up of (21) questions divided into four (04) sections. The first section is devoted to the teachers' background information; the second section is devoted to the learners' attitudes from the teacher's point of view. The third section is on the teacher's role in communicative language teaching, and the final section is about the CLT approach. According to the student questionnaire analysis results, the

communicative method affects the development of students' speaking skills. Many students demonstrate a strong desire to study and speak English proficiently. The collected answers from the second section of the students' questionnaire suggest that most students participate in the oral class and are eager to develop their speaking skills because they feel comfortable and motivated by their lecturers. The collected responses in the third section, which is devoted to the learners' preferences, demonstrate that most of the students are willing to participate in group work activities to learn from one another and exchange their perspectives. The introverted students in our survey, on the other hand, demonstrate a high level of preservation because they are shy, self-conscious, and inhibited. The teacher's responsibility here is to establish a warm, supportive environment to encourage introverted pupils to participate in various activities employed in the classroom by acting as a facilitator, guide, and corrector, but not a controller. Second, an examination of the teachers' questionnaire reveals that most teachers are employing certain concepts of communicative language education in their classrooms. The collected responses in the second portion of the instructors' questionnaire confirmed most of their students are inspired to speak and willing to utilize the language due to the friendly and encouraging classroom environment, as well as the various communicative activities used in the classroom, such as debates, role plays, and so on. The collected responses in the third section of the instructor's questionnaire suggest that many teachers agree that they should act as a guide and facilitator to help their pupils feel more comfortable and less inhibited in the oral class. The collected answers in the fourth section of the teachers' questionnaire concerning communicative language teaching reveal that most teachers see the language as a social

means of communication and place a high value on the communicative aspects of the language rather than its form.

Indeed, Thanyalak Oradee (2012) addressed research related to the improvement of speaking abilities through the use of three communication techniques (role-playing, problem-solving, and discussion). The quantitative analysis came from an attitude survey and an English proficiency exam. Using the triangulation technique, the qualitative analysis was derived from the student learning log, semi-structured interviews, and the teacher journal. The average score on the pretest was 60.80 percent, and the average score on the posttest was 85.63 percent. The three communicative activities considerably improved the students' speaking skills compared to before using them. This research yielded several significant findings. The three communicative activities are a learning strategy that puts the learner at the center of instruction when teaching English speaking abilities. Students are grouped into high-, medium-, and low-skill language groups for their small group work. By employing this technique, students will have the chance to collaborate while carrying out the activity and helping others. The three communicative activities were used to teach English speaking abilities, and the students' attitudes toward them were deemed to be favorable. Also, they may have gained confidence in speaking the language because of being given sufficient language functions in scenarios that arise in real communication.

Besides, Shumei Zhang (2009) in his paper research about The Role of Input, Interaction, and Output in the Development of Oral Fluency concluded that SLA research indicates that input, interaction, and output are critical in the development of oral fluency, which is corroborated by the case study results. A nonnative speaker can achieve near-

native-like proficiency in the EFL context if he or she devotes enough time to learning English is sufficiently exposed to a broad range of spoken and written English, has a genuine need to use English daily, and interacts with more knowledgeable people, not treating English as a subject to be learned, but as a means of communication, with the emphasis on meaning first, then on the form of the language. Learners' age, language aptitude, personalities, motivation, attention, and learning tactics were also found to be quite active in the study. It has been hypothesized that, in addition to input, engagement, and output, several other elements influence oral fluency, and that the process of second language acquisition is extremely intricate. It is difficult to determine which aspects are crucial and which are less relevant because they are interconnected and work together to affect learners.

Moreover, Tareq Mitib (2009), studied the impact of task-based language instruction on the growth of speaking abilities within Israeli secondary EFL students of Palestinian descent and their perspectives on English. There were 91 people in the sample. The experimental group had 50 participants, while the control group had 41. The participants had oral pre-and post-testing, following which two EFL teachers tape-recorded them and rated them using rubrics after each session following the researcher's evaluation scheme. The study's findings led the researcher to the following conclusions. Task-based language instruction (TBLT) enhances students' communication abilities and fosters positive attitudes about English. Teachers can play a variety of roles when completing the tasks in TBLT. Despite the argument that students could be reluctant to fully participate, the research's findings demonstrate that students' fluency and accuracy have greatly increased because of

TBLT. This may be explained by the fact that the tasks were carefully organized by the professors by the three stages of the activities. Palestinian EFL students who reside in Israel typically struggle with their English learning, and only a small number of them succeed on the English matriculation exam. The lack of exposure to real English may be somewhat to blame for this. The use of TBLT, which allows students to practice their English through various activities based on real-world work in a stress-free environment in the classroom, may be the answer to this lack of exposure to authentic English.

On the other hand, as part of the independent variable should be considered the instructional materials. For example, María José Salamea (2023), in her research on the topic of Young EFL learners' speaking abilities are developed by visual and multimedia stimuli, applied analysis research with a total of 36 students divided into two groups. Grade B (control group) had 18 participants, with 10 boys and 8 girls and Group C (experimental group) had 18 participants, with 9 boys and 9 girls. While the control group used a textbook, the experimental group worked with a variety of audiovisual materials. Before delivering each activity in the classroom with the sample of students, learners received clear instructions. The results were that the benefits of audio-visual resources are most clearly shown in factors like vocabulary, which was much higher in the experimental group, suggesting that having access to a wider variety of materials could accelerate the development of speaking abilities, particularly vocabulary, and grammar. It was shown in the current study that the use of audio-visual resources enabled the creation of an engaging, enjoyable, and most significantly, productive language education for students. The usage of audio-visual resources was well-liked by the participants, and they felt that they learned

more quickly as a result, which improved their ability to interact and communicate. Teachers can develop a positive learning environment with the help of audiovisual materials, and most importantly, students can improve their speaking abilities by lowering affective filter factors like anxiety, judgment, and low self-confidence through meaningful interaction, tasks, and materials instead of learning rules.

Integrating technology should be also considered in this research. Difilippantonio-Pen, Annelise (2020), researched Using Flipgrid to Promote Speaking Skills for English Language Learners. This study was carried out with eleven students from seventh grade in a School in the USA. For videos one and four, use the WIDA ACCESS speaking rubric to assess the participants' Flipgrid speaking ability. According to the findings, the existence of additional scaffolds and supports, paired with a digital setting, led to students gradually achieving a greater level of spoken language competency. However, when the task's difficulty increased and the students' digital context help was reduced, their oral language skills began to decline or return to their baseline speaking score. He concluded that using the Flipgrid application improved the oral conversational skills of English language learners. The qualitative and quantitative results show that as the complexity and evolution of the Flipgrid video activities rose, students' oral language fluidity increased, as did the number of pauses when speaking the target language. Students' acquisition of a second language and their ability to study in the twenty-first century can significantly advance when teachers design, demonstrate, and use the scaffolds in conjunction with the digital application.

Dependent Variable “Speaking skill”

Speaking skills are essential for communication that's why this research is focused on the development of this skill. Brown (2004, p. 140) notes that "In a somewhat different perspective, speech is an interactive process of creating meaning that includes creating, receiving, and processing information. Speaking is thought to be one of the four essential language abilities that must be mastered the best when learning a new language. Speaking teaches pupils how to organize their thoughts, form words, and communicate verbally in a clear and pronounced manner. Additionally, students need to learn how to communicate in a way that makes sense given the context.

Also, it has been noticed that teaching speaking skills to children has certain advantages due to their ages. Fleta (2006, as it was cited in Betsabé Navarro, 2006) their brains are currently characterized by a certain plasticity that allows some abilities to develop easily for a period, after which it becomes difficult for these abilities to develop. As a result, they have surprising linguistic abilities because they are in the perfect situation for language learning. However, learning to speak a foreign language is not a simple ability to acquire. Since speaking well in a foreign language requires a lot of guts and preparation, learners view speaking as the most challenging ability. Speaking comprises five components, according to Brown (2004, p. 172), including grammar, vocabulary, comprehension, fluency, and pronunciation. These elements must be understood by students. They should have a lot of ideas in their heads about what they will say since they should know what they will say before they speak

Learners need to have a large enough vocabulary and be able to structure their words clearly to talk clearly and smoothly. Aulia Putri and Refnaldi (2020), after obtaining

the results of their research, advised teachers to pay attention to pupils' language mastery because it affects their capacity to communicate verbally. To increase students' interest in learning English, particularly in speaking, teachers should build and enhance their teaching-learning tactics for presenting their information. To expand students' vocabulary, teachers should continue to use media and other sources while engaging students in classroom activities in the target language. Gede Yoga (2020) led to research about Teaching Vocabulary for Elementary School Students where according to the research findings, there are three efficient methods for teaching vocabulary to primary school students: using visuals, playing games, and singing. These three methods typically give pupils the chance to practice their language learning. The findings of this study also demonstrate that using images, games, and music might boost students' willingness to learn English. This author provides strategies that will be considered to develop the proposal. For instance, Teachers can use visual aids, props, or real objects to support understanding and make connections between words and their meanings. Related to playing games can include word puzzles, crossword puzzles, word bingo, word matching, or vocabulary charades. About songs, some activities can be applied such as: pausing the song at specific points and asking students to identify and highlight or circle the target vocabulary words in the lyrics.

English grammar is the skill of speaking and writing properly in the English language. The sound, structure, and meaning system of language is known as grammar. Grammar exists in all languages, and each language has its grammar. Beverly (2007), page 1

The study of grammar enables us to examine and evaluate each component to obtain a complete understanding of the language. The best writers' speakers' and listeners' usage

are the foundation of grammar or the standard to which the science is referred. In today's globe, English is the predominant grammatical convention used in all spheres of life, including commerce, government, medicine, education, and so forth. For those of us who have taught abroad, even if they frequently have a distinct accent, their command of English grammar is frequently better than that of pupils. Due to its numerous complex grammatical rules, which are quite simple to err on even for native speakers, English is a challenging language to master.

Enhances the ability to express oneself: speaking is a skill that can be mastered. People must learn effective communication skills to successfully express themselves. A youngster learns how to communicate by watching his parents and those around him and then mimicking them. Every language is fundamentally composed of grammar. Language competence also includes grammatical proficiency. Therefore, learners should pay attention to grammar to develop good communication skills.

Grammar is crucial since it contributes to greater accuracy. When paired with rhetorical and logical abilities, grammar helps students create a habit that gradually teaches them to think accurately and use accurate words. The grammatical rules assist students in creating a pattern of logical and concise thought. As a result, when students learn grammar, they improve their language proficiency. You can't accurately communicate your point if you can't write well. Grammar makes the point clear: Grammar is a crucial component of any language. It is the substance that binds the linguistic fragments. If the message is nonsensical and the language is confusing, poor grammar is to blame. Therefore, it implies

that the speaker lacks excellent communication skills, and the message or work's target audience may not fully understand what is being conveyed.

Languages are organic forms of communication; young children pick up their native tongue fast and learn the fundamental laws of expression on their own. Children develop an instinctive sense of grammar as they learn their mother tongue, usually without being aware of it. For a young child's communication needs, this innate grammatical awareness is more than sufficient, but it quickly hits its limits. Beyond a young child's requirements, communication, especially written communication, quickly necessitates at least a basic comprehension of the fundamental rules of grammar or syntax.

One of the key elements to support students' confidence in language acquisition is to increase positive self-perceptions of L2 competence (Dornyei, 2001, p. 130). Students may find that as they get more skilled, their confidence will increase. As they gain more faith in their ability to communicate, they may take advantage of additional speaking opportunities, which will help them become more skilled. The most crucial component of speaking with confidence is realizing that language and words are merely tools for communicating ideas. When we have an organized plan for what we want to say, it gives us more confidence to deliver the speech or presentation. As communication is the foundational tool of society and civilization, children must learn to speak confidently.

Since it is an elusive ability that many people discreetly struggle with, especially from a young age when the requirements and expectations are at a minimum level, its significance is sometimes neglected. There are numerous personal and professional advantages to speaking with confidence, including improved self-worth, the ability to

establish relationships with others and oneself, the ability to engage in open dialogues, and the development of critical thinking abilities. Therefore, it is important to identify communication methods to improve students' communicative ability. Other researchers have investigated a variety of communication techniques, such as approximate or paraphrased language, borrowed or invented words, gestures, requests for feedback, requests for assistance, requests for repetition or clarification, interpretive summaries, checking, and the use of fillers or hesitation. The role of teachers can be predominant in this aspect because besides giving all the tools to apply and construct knowledge it is important to offer a positive atmosphere so they can learn easily avoiding negative attitudes, lack of opportunities to practice, and cultural barriers.

While nativists believe that language competence is an innate ability to produce syntactically accurate sentences, social interactionists view language as a rule-governed cultural activity learned via interaction with others. In other words, interactionists think contextual circumstances play a bigger role in language learning than nativists think inborn factors do. Vygotsky created the framework for the interactionist theory of language learning.

Vygotsky asserted that social connection is crucial to learning and created the concept of the zone of proximal development (ZPD), in which language acquisition occurs through socially mediated interaction (Brown, p. 287). The premise is that people learn best when they collaborate with others, and it is by these kinds of joint efforts with more experienced individuals that learners assimilate and pick up new ideas, psychological instruments, and abilities. (Shabani, K., Khatib, M., & Ebadi, S, 2010).

One benefit of peer-to-peer learning is that students have more opportunities for conversation. In contrast to teacher-student interactions, they take longer turns, take more turns, and build on each other's expertise. In contrast to speaking to native speakers, research has demonstrated that learners communicate with significantly higher complexity and variety while interacting with peers. The most crucial thing to keep in mind is that in these circumstances, students aren't only honing their language skills. Instead, kids frequently engage in linguistic experimentation, taking chances, and making errors—essential elements of a fruitful language-learning process. Since language learners oversee their learning and can design a setting where they feel comfortable using the language and consolidating their knowledge, this is achievable. Giving students a task that included outdated photographs and asking them to share tales about the images with one another would encourage the use of past tenses in a way that would assist students in solidifying their comprehension of the tense.

In addition to giving students the chance to plan their education and exercise control, this also provides them with the opportunity to learn in a communicative and social setting. This is useful when teaching grammar to teenagers and adults, for instance, as research suggests that studying grammar in a group setting can be more successful than learning it alone. Additionally, fostering a supportive environment for speaking among peers helps reduce the anxiety associated with learning a foreign language by giving students more time to get ready to speak more freely in front of others thereby boosting motivation. Basically, during the process of instructional design of what a teacher should teach, all this information must be focused on using multiple activities, such as role plays,

pair activities, grouping activities, and a personal conversation to increase each student's participation naturally and continuously of acquiring new knowledge related to speaking skill.

CHAPTER II

2. Methodology of the research proposal

This chapter endeavors to expound upon the methodological framework employed in the present research proposal. The ensuing sections will delve into a comprehensive examination of the research design, techniques to collect data, instruments, population, sample and sampling, data collection methods, data analysis technique, and validity and reliability.

2.1 Aspects of the research process

The inception of this research necessitates a careful conceptualization of both dependent and independent variables, as well as a thorough description of associated dimensions, indicators, and scales. The essential operationalization matrix acts as the research's core structure. Within this context, it becomes vital to explain the conceptual and operational definitions precisely.

Teaching strategies, the independent variable, for developing speaking skills are the different approaches, methods, and techniques teachers adapt to their high school students' needs to help them produce oral skills. This study was based on two dimensions. First, the communicative language teaching approach with its indicators: lessons emphasize interactive activities, such as pair and group work and role-plays; students are encouraged to use the target language for meaningful communication rather than just as an academic exercise; and use authentic materials. Secondly, the

dimension of the Input Hypothesis is delineated, encompassing indicators that include Comprehensible Input, Repetitive Exposure, and Contextualized Input.

Table 1 *Operationalization Matrix of Independent Variable*

VARIABLES OPERACIONALIZATION MATRIX				
Independent Variable	Conceptual Definition	Dimensions	Indicators	Scales
Teaching strategies	The methods, approaches, procedures, and processes a teacher employs when instructing students are referred to as teaching strategies. While no single tactic may ensure improved student outcomes, research has identified several strategies that support student learning. (Hattie, 2009; Marzano et al., 2001; Wayne and Young, 2003).	Communicative language teaching approach	Lessons emphasize interactive activities, such as pair and group work, role-plays	Never
				Rarely
				Sometimes
		Input Hypothesis	Students are encouraged to use the target language for meaningful communication, rather than just as an academic exercise	Often
			Use of Authentic Materials	Always
			Comprehensible Input	
			Repetitive Exposure	
			Contextualized Input	

Note. Elaborated by Fanny Chavez and Diego Nieto

High school students' speaking skills, the dependent variable, is the capacity that learners must express orally what they learned in English. Interaction is another dimension being considered, as indicated by the unique indicator "Respond to what is required." This

component evaluates the learner's ability to engage with spoken language in an appropriate and responsive to communicative demands. The grammar and vocabulary dimensions are identified, along with the corresponding indicator, "Responds and uses the vocabulary and grammar required." This dimension dives into the learner's ability to employ the necessary lexical and grammatical structures. Moreover, the dimension of pronunciation and fluency is highlighted, with the indicator "Clear sounds both on an individual and word level."

Table 2 *Operationalization Matrix of Dependent Variable*

VARIABLES OPERACIONALIZATION MATRIX				
Dependent Variable	Conceptual Definition	Dimensions	Indicators	Scales
Speaking Skills	Speaking skill is the ability to convey thoughts, ideas, and messages, persuasively, and confidently in spoken form. It is also the process of building and sharing meaning using verbal and non-verbal symbols, in a variety of contexts" (Chaney cited in Kayi 2006).	Interaction	Responds to what is required	Criteria in Rubric
		Grammar and vocabulary	Respond and use the vocabulary and grammar required	Excellent
				Very good
				Satisfactory
		Pronunciation/fluency	Clear sound both on individual and word level	Unsatisfactory
				Poor

Note. Elaborated by Fanny Chavez and Diego Nieto

This research applied a mixed method that involved the combination of collecting qualitative and quantitative data for the same study. Using this kind of method could offer better opportunities for comprehension, help understand the research question, increase the validity and reliability of the research findings, and provide more complete evidence. It

could also strengthen the findings of a process known as triangulation. Based on a philosophical level, it combines paradigms, allowing researchers to be involved in both deductive and inductive perspectives. Another important aspect is the validity of the findings because it helps the researchers corroborate or refute any kind of finding.

To pursue a quantitative methodological approach, a pre-test was administered to third-baccalaureate students, class B. The justification for selecting this research methodology comes from the need to systematically assess and quantify the students' oral proficiency levels. The pre-test serves as a diagnostic tool, providing an initial assessment of the participants' oral production competencies. This empirical measurement is thought necessary for understanding students' beginning points in the field of spoken language production.

The pre-test instrument (Annex 1) was designed with five items. Item 1 asked to mention two personal aspects. Item 2 was related to talking about two aspects of their daily lives. Item 3 was referred to mention two activities they did last Sunday. In Item 4, students described a member of their family saying two things, and in Item 5, they were asked to talk about their plans. The rubric employed in this study comprised three discernible criteria, namely interaction, grammar/vocabulary, and pronunciation/fluency. The application of a multidimensional rubric provides for a comprehensive and detailed evaluation of the participants' language skills, incorporating critical aspects of the ability to communicate. The rubric employed in this evaluative framework featured a scalar representation, with gradations articulated as follows: a score of 5 denoting “excellence”, 4 indicating “very

good ·, 3 signifying an unsatisfactory attainment, and 1 designated a performance characterized as “poor”.

As well, a qualitative dimension was included along with the quantitative technique, in which the researchers conducted direct observation of the teacher's teaching classes. This methodological tool provided an in-depth examination of the teacher's strategies, approaches, and techniques for developing students' speaking skills. Such contextual aspects have been recognized as essential components that might considerably influence the trajectory of speaking skills development.

The observation guide (Annex 2) is the instrument that allowed the investigators to analyze the independent variable, which is teaching strategies. This instrument focused on two sections (dimensions) to verify how teachers were applying the appropriate teaching strategies. According to the activities, it was possible to check how the teacher guided the students toward a communicative and participative approach. The scales were based on never, rarely, sometimes, and often.

The qualitative data collected from this observational component allowed for a deeper analysis of contextual aspects such as classroom dynamics, patterns of teacher–student interactions, and the cultural environment. Consequently, these insights will be critical in refining and enhancing the proposed intervention techniques, better matching them with the individual needs and contextual realities revealed during the qualitative phase of the investigation.

2.2. Description of the instruments based on the selected research approach.

To collect quantitative data, the semi-structured Interview was designed. It aimed to know the student's level of the speaking skill which allowed getting all the possible.

After obtaining parental consent, the research instrument was given to a group of 30 third-year students from class "B," constituting 15 percent of a larger population of 240 people. This sample was chosen using a convenience sampling procedure that followed a non-probabilistic strategy. This methodological choice was based on the convenience of getting access to and engaging with individuals who were readily available and accessible inside the school setting.

All participants were identified as Ecuadorian nationals, uniformly falling within the age range of 17 to 18 years. Additionally, their linguistic proficiency level was ascertained to be at the A1 level, as per the Common European Framework of Reference. This level proficiency was known through the diagnostic test, applied at the beginning of the school year. This stratification of the sample based on nationality, age, and language proficiency level contributes to the homogeneity of the study group, providing a delineated context within which the research instrument was applied. Additionally, it is worth mentioning that for those students who were less than 18 years old parents' permission was required, only 3 students were not required the permission since they were 18 years old. (Appendix 6)

Notably, the participants presented several weaknesses exemplified by their limitations in essential language competencies. Specifically, participants exhibited challenges in formulating questions or responses, discerning central ideas within an auditory context, and articulating discussions on familiar subjects. The deficiencies discovered highlight a severe gap in the participants' linguistic skills, notably in pragmatic language use and comprehension. The emphasis on grammar at the expense of holistic language acquisition has resulted in a significant gap in learners' communicative ability.

However, knowing simple tenses provides the new teacher with a good basis for developing speaking skills.

An observation guide was rigorously created and implemented in the acquisition of qualitative data. The English instructor teaching in class "B" was the focus of this observational instrument. The specific teacher chosen as the topic of observation was purposeful, to capture deep insights regarding instructional practices and classroom dynamics used within the setting of the study.

2.3 Description of the initial diagnosis and analysis of the results

For quantitative data, descriptive statistics were used which allowed for a description of the characteristics of a dataset, such as the mean, and standard deviation. In this study, the total population was 120 students. The sample was 30 students, quantity that represents the 25% of population. This group was from the 3rd baccalaureate section B, which means that it is not probabilistic research. The mean is used to get the average of all the scores obtained by the students through the instruments. The technique was used to determine the mean pre-test scores, graded on a scale from 1 to 10. (Annex3) In addition, for quantitative data thematic analysis will be used with deductive approach and coding schemes. The observation guide was applied and used a scale of frequency. Researchers could get meaningful information, which contributes, to the proposal research. This analysis allowed understanding better of the collecting process data.

Table 3 *Initial Diagnosis*

N	Mim	Max	M	SD
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Pre-test (interaction)	30	1	5	3	1,17
Pre-test (vocabulary-grammar)	30	1	4	2,76	0,97
Pre-test (pronunciation-fluency)	30	1	4	2,76	0,97

Note. Elaborated by Fanny Chavez and Diego Nieto

For quantitative data, the initial diagnosis identified important information about the current state of 30 third-year baccalaureate students in class “B” in their speaking skills. The pre-test addressed three key areas: interaction, vocabulary grammar, and pronunciation fluency. By applying this pre-test, areas in which students could face challenges were identified. For interaction skills, the mean score was 3, which is in the middle of the 5-point scale and the standard deviation (SD) was 1.17. It proposed that the participants were able to communicate but with some additional teacher support. It did not mean exceptionally high, but it's also not extremely low. The mean score for vocabulary-grammar skills was 2.76, slightly below the midpoint of the 4-point scale, with a standard deviation (SD) of 0.97. This suggested that the participants have a basic understanding of English grammar and limited vocabulary. Pronunciation-Fluency Skills the mean score for pronunciation-fluency skills is 2.76, which is slightly below the midpoint of the 4-point scale. This showed that the participants were able to pronounce English words and phrases but, students needed to improve their skills in both grammar-vocabulary and pronunciation-fluency, dimensions.

For quantitative analysis data, the observation sheet was applied during two-hour classes. This instrument was related to the understanding of teaching strategies focused on the Communicative Language Teaching Approach and input hypothesis employed by the teacher in the development of third-baccalaureate students' speaking skills. The indicators

in Communicative Language Teaching reflected the following information: The teacher often emphasized interactive activities, which was a positive indicator because those tasks engaged active student participation. The teacher sometimes did activities that promoted speaking skills. This indicator needs to be improved since the objective is to help students develop their speaking skills. The teacher always kept students motivated to promote their speaking skills. Motivation is a crucial factor in language learning. The teacher sometimes provided constant participation communicatively. Moreover, it is necessary to provide more constant participation. The teacher always applied activities in a real-life context. This is a fundamental aspect of CLT, as it helps students apply language skills in authentic situations. The use of authentic material is rarely clearly applied in this group. This material could enhance their learning experience.

On the other hand, analyzing the indicators in the input hypothesis, the next facts were found. The language input given by the teacher was sometimes understandable to the learner. Ensuring clear and comprehensible input is significant in the teaching process. The instructor always enhanced motivation and facilitated language learning. Motivation is a key factor for effective language acquisition. The educator always provided proper words, phrases, or grammatical structures. The teacher consistently facilitated appropriate language components, promoting effective language development. The professor sometimes helped to internalize and solidify students' understanding. While the teacher assists in internalization and understanding, there may be opportunities to enhance this aspect further to ensure more consistent understanding. The guide always made it easier for learners to understand and retain new information. This is a positive aspect of language

learning. The teacher always facilitated language acquisition. It is aligned with the principles of the input hypothesis.

2.4 The need for the methodological proposal and its validation

After verifying, the situation related to the level of the students, it is necessary to take into consideration the opportunity to apply this EFL research proposal to improve and get better some limitations from a group of students. It has been analyzed that third-baccalaureate students have been taught only grammar. That is why strategies must be implemented to help students develop their speaking skills. This paper will be based on theories such as the communicative approach and the input hypothesis, which are helped by the integration of technology, specifically the use of the Flipgrid app.

Once, researchers designed their instruments, they were followed by the process of validation. The validation was made by verification from a person who has significant expertise in this specific field. This step aimed to give reliability and validity to the study's findings. The expert validated through three indicators. The indicators were Pertinence 1, Relevance 2, Accuracy 3. This approach is often applied to ensure accuracy, credibility, and reliability. (See annex 5 and 6)

CHAPTER III

PRESENTATION AND VALIDATION OF THE PROPOSAL

Presentation

The following proposal consists of the application of effective teaching strategies to improve third baccalaureate students' speaking skills at Bicentenario "D7" Vespertino High School. Speaking is considered one of the most dominant skills to be acquired in L2 acquisition, it is the key to communicating properly and being able to understand listeners' ideas. This should be a very particular and normal form to utilize an adequate range of speaking to participate in internal classroom activities and the possibility to experiment with external situations to communicate constantly. When a learner uses this oral tool to express ideas, the student is supposed to be involved in interactions, receiving information, and keeping meaningful information for future events. So, the use of Flipgrid which is a website that is used to facilitate learners understanding and reinforces dynamically the form students learn to pronounce words through videos and exercise because students are more likely to assimilate new information through technology.

The general objective of the proposal

Integrate technology into English classes to improve third baccalaureate students' speaking skills at Bicentenario "D7" Vespertino High School by implementing Liveworksheet and Flipgrid apps as outside activities.

The specific objective of the proposal

- Familiarize students with the features and functionalities of Liveworksheet and Flipgrid.

- Develop interactive worksheets on Liveworksheet that focus on input activities and design engaging Flipgrid assignments that encourage students to express themselves orally.
- Establish a system for tracking and assessing student participation on Liveworksheet and Flipgrid.

1. Theoretical foundation for the proposal

This proposal is grounded in two significant theories, which are linked directly to the main goal of this project. First, the communicative approach is considered a high level of relevance since it emphasizes communication and the means of instruction (Nunan 2015). This approach is based on the importance of authentic communication rather than just isolated vocabulary or general rules. Also, it has been taken into consideration the comprehensible Input. The Input Principle (Krashen, Reference Krashen 1982, pp. 20–29) holds that learners acquire a language when they are exposed to intelligible input, or communications in the target language (Cambridge University Press, 2019). The proposal emphasizes the significance of understandable input in enabling students to learn a language. Following these principles, the integration of technology becomes a necessary factor, taking on special importance when it comes to the planning and execution of classes that are specifically customized to address the variety and complex needs of the third baccalaureate learners. Regarding these ideas, the structure of these steps and variables are the following:

- Collaborative work
- Contextualize
- Flashcards

- Scaffolding
- Flipgrid
- Liveworksheet

Characteristics of the proposal

The main purpose of this research is to create proper activities and the application of methodology, which supports the correct development of the students' speaking skills. It was applied in a classroom of Third Baccalaureate students. It took seven weeks with 3 sessions per week which lasted 40 minutes. The whole process was based on sixteen sessions to identify important aspects of the proposal. A pre-test and post-test addressed the way to establish the students' speaking level. The instrument was developed according to three key areas: interaction, vocabulary grammar, and pronunciation fluency. Besides, a rubric observation allowed for verifying methods and strategies applied by teachers.

Collaborative Learning

In the classroom, collaborative learning is an effective technique. It can come in a variety of shapes and sizes, such as team-building exercises, project work, and classroom games. You can use it in any English language learning exercise where students collaborate in groups. (Carley Spence, 2022) Sharing ideas and interaction are considered fundamental to practicing speaking naturally. A balanced group according to learners' levels can contribute positively to this process (Ashton 2010). Pair and small group activities provide students the possibility to have more time to speak among partners instead of with a teacher. It also encourages them to have learning autonomy.

Contextual teaching

According to Hakim, Ritonga, Susanti, and Wetti (2020), Contextual learning is a concept in education where the instructor brings the outside world into the classroom and encourages pupils to use what they have learnt in practical settings. While students gradually pick up information and abilities from a narrow context and through self-construction, as a means of problem-solving in day-to-day activities. Immersing this cohort in authentic real-life scenarios serves to captivate their attention, giving the learning process heightened significance. Within this paradigm, learners have the opportunity to refine their speaking abilities through active participation in different activities.

Flashcards

Vocabulary is extremely large and varied, so no students learn all the possible words, but the number of words can be increased enormously with appropriate material. It is impossible to master a second language without understanding vocabulary and learners will have trouble in the different skills as one of them, the speaking skill. Vocabulary is the base for developing a language, and it has an important role in communication. Using flashcards with fundamental vocabulary can give plenty of opportunities to vary their answers and use them in a spoken way to complete different tasks (Nugroho, 2012).

Scaffolding

In the scaffolding method, there are several forms that teachers can apply such as using simple language, completing sentences, and using images to associate information. The implementation of this method can improve speaking skills because learners increase their creativity since they are scaffolding their learning in an internal way through the development of student's self-concept. The main purpose of this concept is to stimulate student development, and creativity, improve the teaching process, help students to develop

self-concept, give attention and guidance to students, and create student reflection (Zarandy and Rahbar, 2016).

Flipgrid

Flipgrid has become a very popular and useful tool in classrooms since some research has shown meaningful statistics about the reduction of anxiety in students. They tend to feel more secure speaking through this tool and during the process, they can improve communication skills. It could help students improve their confidence level, as they feel more comfortable expressing ideas during a session. It is a useful platform where students even can receive feedback about their speaking so they can modify and improve possible errors and master this skill, which is speaking (Getting Started with Flipgrid 2020).

Liveworksheet

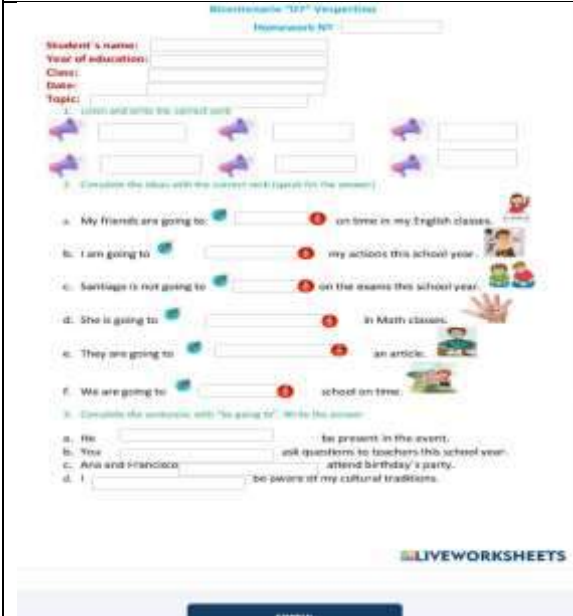
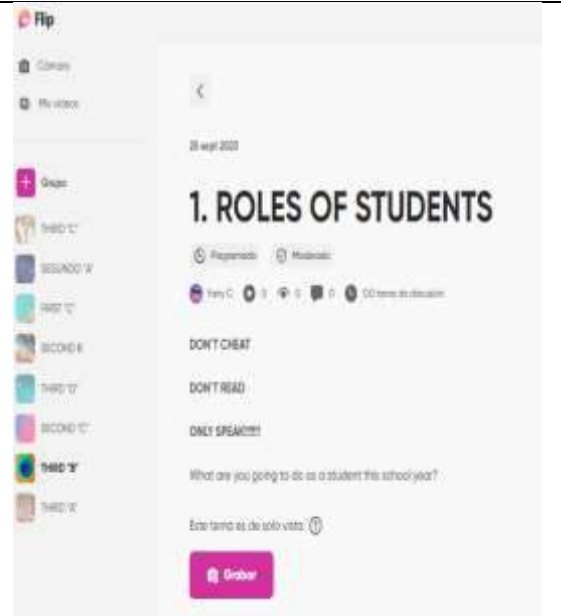
The incorporation of an Interactive Live worksheet, which surpasses the productivity of conventional manual assessments reliant on paper, constitutes an additional enhancement that confers numerous advantages to learners. A live worksheet application makes it very easy to create new ones and use the ones that are already created. The effectiveness of the Live worksheet is necessary to highlight because it is very useful for increasing speaking confidence and an appropriate level of motivation to participate in the different speaking activities (Puspita 2022)

Structure and dynamics of the components of the proposal

Integration of technology focused on communicative Approach.

Table 4 *Exercise 1*

Title: Roles of the students
Objective: Students will be able to identify their responsibilities as students and express them through oral presentation.
Vocabulary: Verbs (be aware, be present, plagiarize, cheat, ask questions, attend)

Grammar: "Be going to"	
Input Hypothesis Activities 1. Flashcards Elaboration of flashcards related to the verbs described in the vocabulary 2. Contextualization: Listening role of students Complete the blanks Now, let`s find out what our _____ are: • Being present, _____, and ready to participate in our classes • _____ aware of and respect the policies, rules, and regulations • Don´t cheat and plagiarize, and recognize the importance of _____ integrity • Ask questions, talk to your teachers, and seek other _____ resources when you need to.	Communicative approach Activities 1. Use of authentic material (recording) Complete the blanks. Now, let`s find out what our responsibilities are: • Being present, on time, and ready to participate in our classes • Being aware of and respecting the policies, rules, and regulations • Don´t cheat and plagiarize, and recognize the importance of academic integrity • Ask questions, talk to your teachers, and seek other school resources when you need to.
Liveworksheets	Flipgrid
Context: It is necessary to practice the new vocabulary to ensure their understanding during the lessons	Context: The authorities provide the topics for the adaptation period. The topic was "Establishing roles, defining actions, and proposing agreements and commitments for school management processes."
Instruction: Do the following activities	Instruction: Create an oral presentation about your commitments as students. (Asynchronous Discussions)
	

Note. Elaborated by Fanny Chavez and Diego Nieto

Table 5 *Exercise 2*

Title: Emily's big day	
Objective: Students will be able to stimulate interest and the habit of reading in various topics, through approaches such as reflection circles to enrich their knowledge and understanding.	
Vocabulary: think, draw, remember, choose, look at, feel	
Grammar: "Simple past"	
Input Hypothesis Activities 1. Flashcards Elaboration of flashcards related to the verbs described in the vocabulary 2. Contextualization: Putt the vocabulary in context Complete the blanks Title: Emily's Big Day Once upon a time, there was a girl named Emily. Emily _____ to draw and color with her crayons. She 🧐 thought she was good at drawing. One day, Emily's teacher, Mrs. Johnson, _____ the class to draw their favorite animals. Emily was excited because she loved animals. She _____ to draw a bright, colorful parrot 🦜. When she started drawing, Emily 😊 _____ that her friend Sofia was very good at drawing too. Sofia's pictures were always so beautiful. Emily _____ 🧐 her drawing and ❤️ felt a little 😞 worried. She _____, "My drawing was not as good as Sofia's. Maybe I'm not good at this." Emily's self-esteem started 📉 to drop. She _____ like her drawing was not good enough. But then she 😊 remembered something her mom always said: "It's okay to be yourself, and you don't have to be like anyone else." With this thought 🧠, Emily decided to finish her parrot 🦜 _____ just the way she liked it, with bright colors and a big smile. When she showed her drawing to Mrs.	Communicative approach Activities 1. Interactive Activity Students in groups discuss the questions about the reading What did Emily like to do? How did Emily feel when she started drawing the parrot? What did Emily remember that her mom always said? How did Emily feel when Mrs. Johnson praised her drawing? What did Emily learn about self-esteem?

Johnson, she was surprised to 🗣️ hear her teacher say, "Emily, your parrot is so unique and colorful! I love it." Emily _____very happy. She 😊realized that being herself and doing things her way could make her proud. She learned that having self-esteem meant believing in herself, even when things seemed hard or when others were good at something.	
Liveworksheets	Flipgrid
Context: It is necessary to practice the new vocabulary to ensure their understanding during the lessons	Context: the habit of reading in various topics
Instruction: Do the following activities	Instruction: Create a visual presentation asking and answering the questions with the topic "What did you do last school year" Use the verbs given in Exercise1 and 2 (Asynchronous Discussions)
	

Note. Elaborated by Fanny Chavez and Diego Nieto

Table 6 Exercise 3

Title: Preferences																																																									
Objective: Students will be able to promote the development of critical and analytical thinking.																																																									
Vocabulary: some professions and skills (model, YouTuber, vet, engineer, waiter therapist, DJ, firefighter, farmer and, verbs enjoy, want, be good at)																																																									
Grammar: "Simple past" (enjoy, want, good at)																																																									
Input Hypothesis Activities 1. Flashcards Elaboration of flashcards related to the professions 2. Complete the blanks. Listening activity HINTS I _____ a model. I wanted to be a _____. I was good at planning events. I _____ using computers. I was next to the _____. I _____ to be a YouTuber. I was between two people wearing glasses. I was a _____. I enjoyed surfing. I wanted to be a _____. I was a vet. I wanted to be a _____. I was a _____. I was between the dancer and the DJ. I was a DJ. I _____ doing puzzles. I enjoyed cooking. I was a _____. I was a DJ. I am good at _____ people. I enjoyed writing stories. I was a _____. I enjoyed studying and traveling. I _____ good at teaching. I was good at Art. I was between the _____ and the DJ. I wanted to be a _____. I enjoyed cooking. I was good at Math. I wanted to be an _____. I was _____ making sweets.	Communicative approach Activities 1. Interactive Activity Task-Based Learning Students in groups solve the reasoning activity using the hints Name: _____ ID Number: _____ Jobs Copy the hints and use them to finish the puzzle and solve the puzzle question below.  <table><tr><td>Hobbies</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>I enjoy...</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Skills</td><td></td><td></td><td></td><td></td><td>planning events</td><td></td></tr><tr><td>I am good at...</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Job (now)</td><td></td><td>vet</td><td></td><td></td><td></td><td></td></tr><tr><td>I am a...</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Dream job</td><td></td><td></td><td>fashion designer</td><td></td><td></td><td></td></tr><tr><td>I want to be a...</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> Who wants to be an Office Manager? _____	Hobbies							I enjoy...							Skills					planning events		I am good at...							Job (now)		vet					I am a...							Dream job			fashion designer				I want to be a...						
Hobbies																																																									
I enjoy...																																																									
Skills					planning events																																																				
I am good at...																																																									
Job (now)		vet																																																							
I am a...																																																									
Dream job			fashion designer																																																						
I want to be a...																																																									
Liveworksheets	Flipgrid																																																								

Forms of application, implementation, and evaluation

Throughout this educational intervention, pedagogical approaches based on the Input Hypothesis and Communicative Language Approach (CLT) were consistently used. Authentic materials, task-based learning, and interactive activities were strategically combined to form the foundation of the CLT implementation. Concurrently, the framework of the Input Hypothesis was strengthened by using scaffolding techniques, varied input sources, and contextualization strategies.

For the whole of the first academic term, the proposed activities were designed according to their schedule. The major aim was to considerably raise the speaking skills of the participants. A speaking rubric that had been meticulously designed was used to evaluate and record the development of their language abilities critically. Throughout a variety of speaking tasks, this rubric functioned as a thorough assessment tool, allowing a detailed examination of the student's performance.

Flipgrid's incorporation into the evaluation framework improved the impact of the assessment procedure and was in line with modern pedagogical trends that employ technology for better language acquisition.

Schedule of activities

Table 7 Schedule of activities

ACTIVITIES	SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER	IN-CHARGE
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 1	
	MTWTF	MTWTF	MTWTF	MTWTF	MTWTF	MTWTF	MTWTF	MTWTF	MTWTF	MTWTF	MTWTF	MTWTF	MTWTF	
Knowing students' level proficiency by diagnostic test														Fanny Chavez
Application of Pre-test														Fanny Chavez
Planning of activities integrating Liveworksheets and Flipgrid for First Term														Diego Nieto
Designing educational resources														Diego Nieto
Implementation of the intervention proposal														Fanny Chavez
Application of Post-test														Fanny Chavez

Note. Elaborated by Fanny Chavez and Diego Nieto

Budget of the proposal

Table 8 Budget of the proposal

General Budget of the proposal			
Expenses in human resources			
Activity	Time assigned	Salary	Person in -Charge
Knowing students' level of proficiency by the diagnostic test 30 photocopies	2 days	\$1	Fanny Chavez
Application of Pre-test outside the teacher's schedule lunch	5 days	\$2.50	Fanny Chavez
Planning of activities integrating Liveworksheets and Flipgrid for First Term	5 days	\$25	Diego Nieto

training and professional development			
Designing educational resources subscription fees	4 days	\$50	Diego Nieto
Implementation of the intervention proposal Mobile recharges	30 days	\$150	Fanny Chavez
Application of Post-test Photocopies test and rubrics	5 days	\$2.50	Fanny Chavez
Total	\$231		
Expenses in tools			
Tool	Implementation Activities		Cost
2 Laptops Dell XPS 13 HP Spectre x360	It was used to plan and design activities for the intervention		\$1,000
Printer HO DeskJet GT 5820	It was used to print the pre-test, Post-Test, flashcards official requirements, etc.		\$230
Mobile Phone Infinix hot 30	It was used to help students log Liveworksheets and Flipgrid, play audios for the different activities		\$150
Various resources	Board, markers, paper, pencils, printing ink, etc.		\$40
Total			\$1,420
Amenities			
Amenity	Description		Cost
Internet Netlife Galactic defense 1G	Used during the planning and implementation of the intervention		\$80
Mobilization	bus fee		\$23.00
Total			\$263

Note. Elaborated by Fanny Chavez and Diego Nieto

Resources

The integration of technology was considered fundamental within the framework of the proposed objectives. Luckily, plenty of the students had computers or personal phones with an internet connection, which enabled them to interact actively with the suggested applications

such as Liveworksheets and Flipgrid. Additionally, there was one single student without personal internet connectivity, however; she could use the institutional Wi-Fi.

Table 9 *General Budget for the implementation of the proposal*

General Budget for the implementation of the proposal	
Type of expense	Expenses
Total expenses in human resources	\$231
Total expenses in tools	\$1420
Total expenses in amenities	\$263
Total	1914

Note. Elaborated by Fanny Chavez and Diego Nieto

Discussion of results

Results of the Pre-test and Post-test

The following chart presents a comparison of the results gathered from the pre- and post-test interviews, applied in the Third "B" class. This comparison analysis aims to identify any noticeable changes in the variables that were measured during the process that was conducted such as interaction, vocabulary-grammar, and pronunciation-fluency

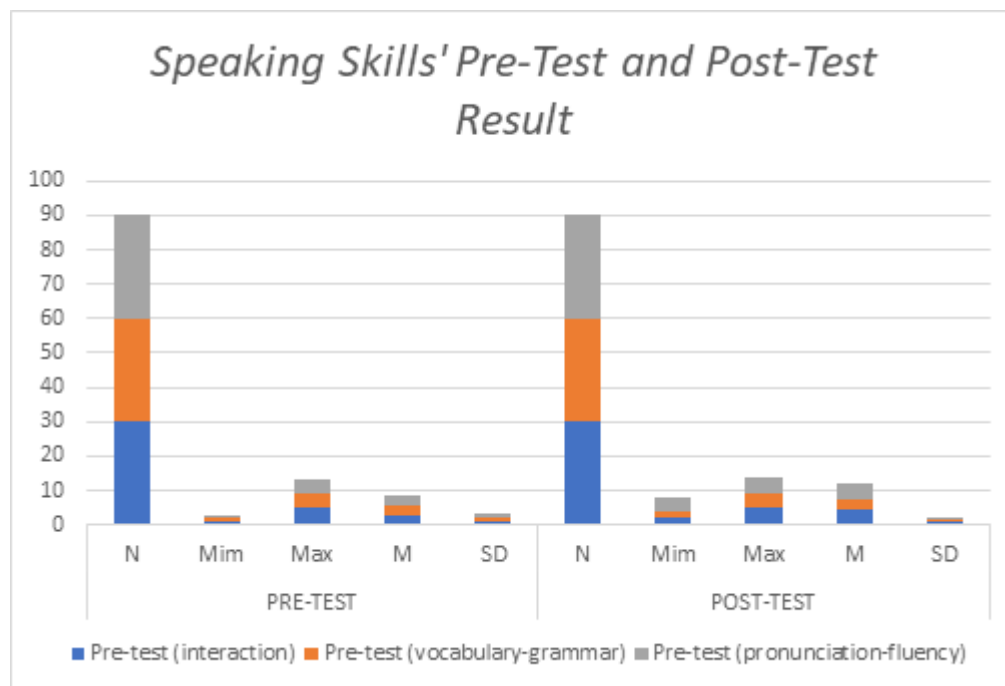
Table 10 *Speaking Skills' Pre-Test and Post-Test Result*

	PRE-TEST					POST-TEST				
	N	Mim	Max	M	SD	N	Mim	Max	M	SD
interaction	30	1	5	3	1.17	30	2	5	4.56	0.72
vocabulary-grammar	30	1	4	2.76	0.97	30	2	4	2.96	0.61
pronunciation-fluency	30	1	4	2.76	0.97	30	4	5	4.80	0.40

Note. Elaborated by Fanny Chavez and Diego Nieto

The table provides pre-test and post-test results for three different aspects of language proficiency: interaction, vocabulary grammar, and pronunciation fluency.

Figure 4 *Speaking Skills' Pre-Test and Post-Test Results*



Note. Elaborated by Fanny Chavez and Diego Nieto

For interaction skills, participants scored an average of 3 on the pre-test and showed an improvement to an average score of 4.56 on the post-test. The standard deviation indicates the variability of scores, and in this case, it decreased from the pre-test to the post-test.

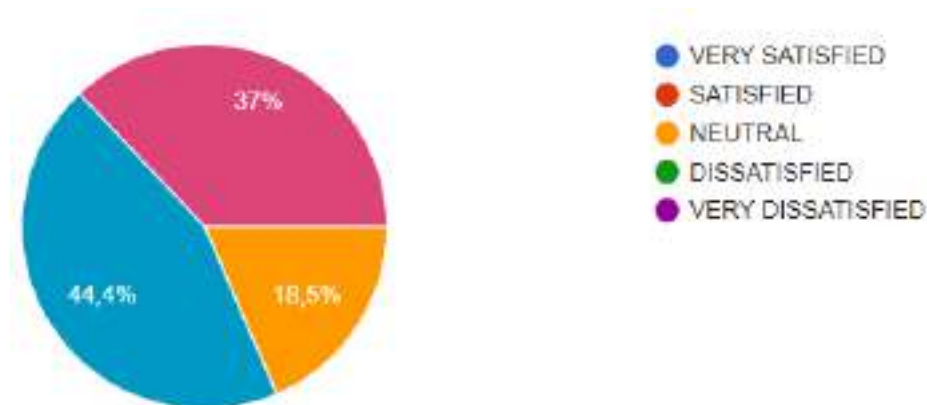
Furthermore, in terms of vocabulary-grammar skills, participants had an average score of 2.76 on the pre-test and a slightly improved average of 2.96 on the post-test. The standard deviation decreased, suggesting less variability in scores after the intervention.

In addition, for pronunciation fluency, participants started with an average score of 2.76 on the pre-test and demonstrated a significant improvement, reaching an average score of 4.80 on the post-test. The standard deviation decreased, indicating less variability and potentially a more consistent improvement across participants.

Results of the Satisfaction Survey

A survey was administered with the primary objective of gauging the level of comfort among students in utilizing the Liveworksheet and Flipgrid applications. The survey instrument was disseminated to the targeted sample via Google Forms. The ensuing results of the survey are outlined below.

Figure 5 1. *How satisfied are you with your LiveWorksheet experience?*

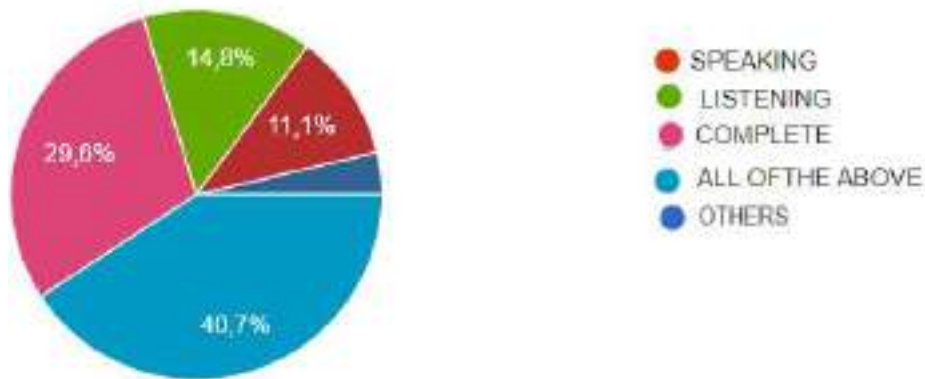


Note. Elaborated by Fanny Chavez and Diego Nieto

Approximately 37% of the respondents (13 students) reported being very satisfied with their experience using LiveWorksheet. This indicates that a significant portion of the surveyed students had a highly positive perception of their interactions with the platform. The majority of respondents, accounting for 44.4% (12 students), expressed satisfaction with their experience using LiveWorksheet. This suggests a substantial positive sentiment among the surveyed students, with a significant number finding the platform to be a satisfactory tool for their learning. Approximately 18,5 % of the respondents (5 students) adopted a neutral stance regarding their satisfaction with the LiveWorksheet experience. This suggests that there is a group of students who neither strongly favor nor disfavor the platform, indicating a middle-ground perception. None of the respondents being dissatisfied or very dissatisfied, reported their

experience using LiveWorksheet. This indicates an absence of strong negative sentiments among the surveyed students.

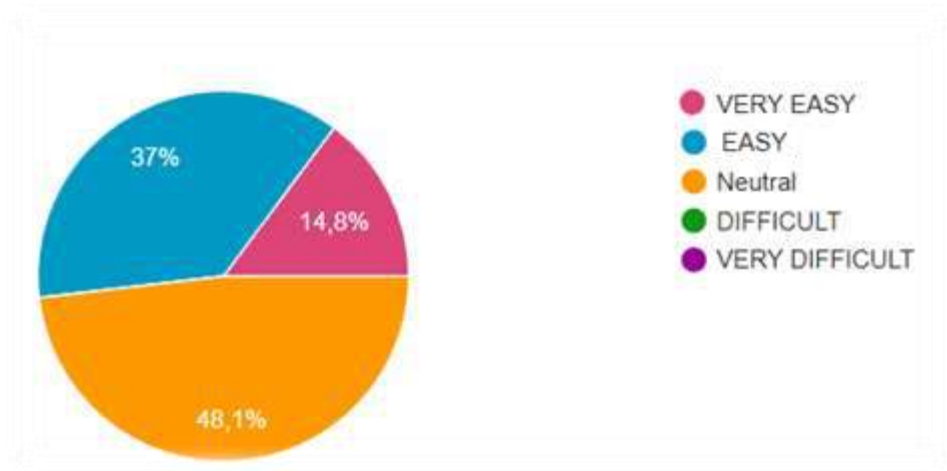
Figure 6 2. What Kind of activities do you prefer to do in LiveWorksheet?



Note. Elaborated by Fanny Chavez and Diego Nieto

- Listening: 14.8% of the respondents (4 students) prefer activities related to listening.
- Speaking: 11.1% of the respondents (3 students) prefer speaking activities.
- Completing: 29.6% of the respondents (8 students) prefer activities that involve completing exercises.
- Watching Videos: 0% of the respondents (0 students in this case) prefer activities related to watching videos.
- All of the Above: 40.7% of the respondents (14 students) indicated a preference for all the mentioned activities.
- (Others) 3.7% of the respondents (1 student) indicated a preference for all the mentioned activities.

Figure 7 3. *How would you rate the LiveWorksheet user interface in terms of ease of use?*

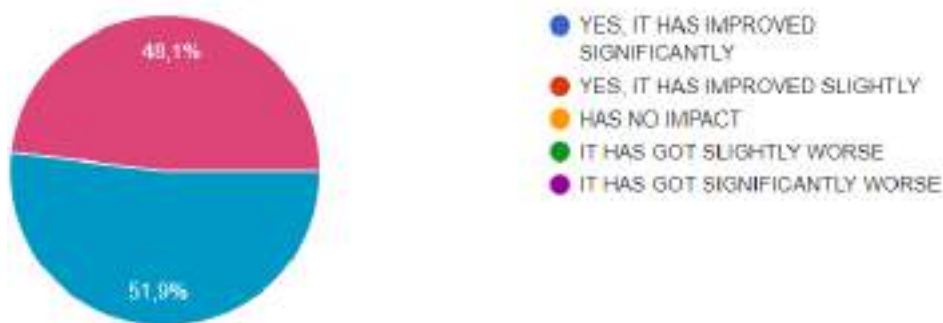


Note. Elaborated by Fanny Chavez and Diego Nieto

- Very Easy: 14.8% of the respondents (4 students) found the LiveWorksheet interface very easy to use.
- Easy: Approximately 37% of the respondents (13 students) considered the interface easy to use.
- Neutral: A majority of 48.1% (13 students) expressed a neutral stance regarding the ease of use of the LiveWorksheet interface.
- Difficult: None of the respondents rated the interface as difficult.
- Very Difficult: None of the respondents found the LiveWorksheet interface very difficult to use.

In summary, the majority of students expressed a neutral opinion, with a notable proportion perceiving the LiveWorksheet interface as easy to use. Importantly, none of the respondents found the interface difficult or very difficult, indicating an overall positive perception of the ease of use of LiveWorksheet's user interface among the surveyed students.

Figure 8 4. Do you think LiveWorksheet has improved your learning experience?



Note. Elaborated by Fanny Chavez and Diego Nieto

A notable majority of 51.9% of the respondents (15 students) reported that LiveWorksheet has significantly improved their learning experience. This suggests that a significant portion of students perceive LiveWorksheet as a positive contributor to their educational journey. Yes, it has improved slightly almost an equally substantial percentage, 48.1% (15 students), acknowledged that LiveWorksheet has improved their learning experience to a lesser extent. Importantly, none of the respondents reported a negative impact, indicating a positive reception of LiveWorksheet among the surveyed students.

Figure 9 5. What Kind of tasks or projects do you prefer to tackle using Flipgrid?

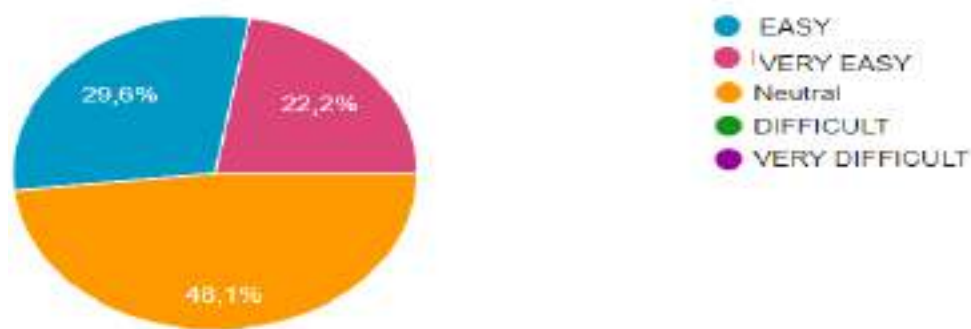


Note. Elaborated by Fanny Chavez and Diego Nieto

The majority, accounting for 81.5% of the respondents (25 students), expressed a strong preference for engaging in individual presentations using Flipgrid. This suggests that the overwhelming majority of students favor tasks that involve presenting individually. In addition, a

relatively small percentage of 3,7% (1 student) expressed a preference for engaging in individual presentations using Flipgrid. This indicates that a minority of students prefer collaborative and interactive activities involving group discussions. Indeed, a smaller percentage, 7.4% (2 students), indicated a preference for collaborative projects and the category of "Other." on Flipgrid. On the other hand, no respondents reported a preference for engaging in personal reflections using Flipgrid. This implies that, based on the responses, personal reflective tasks might not be as favored among the surveyed students.

Figure 10 6. *How would you rate the use of Flipgrid?*

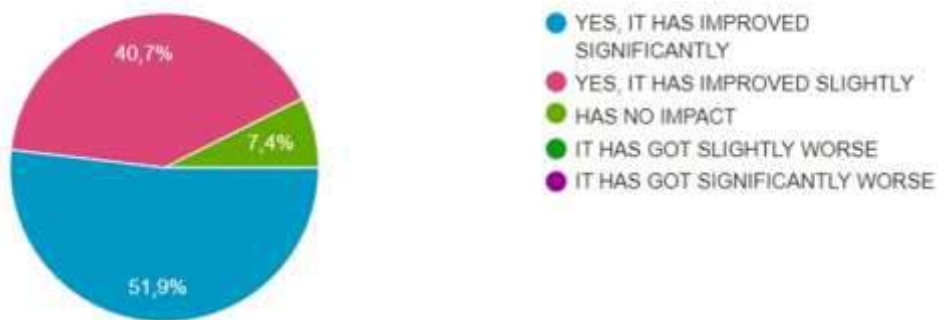


Note. Elaborated by Fanny Chavez and Diego Nieto

- (Very Easy): A notable percentage of 22.2% (6 students) found Flipgrid to be very easy to use. This indicates that a subset of students had a highly positive experience, finding the platform very user-friendly.
- Easy: The majority of respondents, accounting for 29.6% (8 students), rated Flipgrid as easy to use. This suggests that a significant portion of the surveyed students found Flipgrid to be user-friendly and navigable.
- Neutral: Approximately 48.1% of the respondents (16 students) expressed a neutral stance regarding the ease of use of Flipgrid. This indicates that there is a group of students who did not strongly lean towards finding Flipgrid either easy or difficult to use.

- Difficult: None of the respondents reported finding Flipgrid difficult to use. This suggests that, based on the responses, the platform did not present significant challenges to the surveyed students in terms of usability.
- Very Difficult: Similar to the above, none of the respondents found Flipgrid to be very difficult to use. This further reinforces the positive trend, as no students reported a strongly negative experience in terms of usability.

Figure 11 7. *Do you think Flipgrid has improved your participation and interaction in classes or educational activities?*



Note. Elaborated by Fanny Chavez and Diego Nieto

A prominent percentage of 40.7% (14 students) reported that Flipgrid has significantly improved participation and interaction in their classes or educational activities. This suggests that a smaller but significant portion of students feel that Flipgrid has had a substantial positive impact on engagement and interaction. The majority of respondents, accounting for 51.9% (14 students), indicated that Flipgrid has improved participation and interaction. This implies that a substantial portion of the surveyed students perceive Flipgrid as a positive contributor to increased engagement and interaction. Approximately 7.4% of the respondents (2 students) expressed that Flipgrid has had no impact on participation and interaction in their classes or

educational activities. This suggests that there is a group of students who did not perceive a noticeable change in engagement or interaction through the use of Flipgrid.

LIMITATIONS:

- The duration of the study may be limited by the timetable of school, for instance, extra-curricular activities, holidays, and course of energy which could have an impact on the intervention's depth and ability to track long-term impacts.
- Different student access and competency levels with technology can affect how they participate in technology-integrated learning activities. Some of them took a lot of time to sign in Flipgrid app. Other students struggled with Liveworksheet in speaking activities. Some devices were outdated which could lead to different results.
- Because of the wide range of student proficiency levels, it has been difficult to carry out planned activities in an efficient manner, which could impede the best possible achievement of educational goals.

CONCLUSIONS:

- The two hypotheses that were used for this study, the Input Hypothesis and Communicative Language Teaching (CLT), gave the researchers a solid foundation on which to investigate how Third Baccalaureate students' speaking abilities develop. These methods, which have their origins in research on language learning, provided an in-depth understanding of the complex processes involved in improving speaking ability in a second language. Using this expertise, researchers created effective teaching strategies to help this target group improve their speaking abilities.

- The chosen research methodology has facilitated a detailed exploration of the students' linguistic performance through empirical data collection techniques, such as assessments, observations, and targeted language exercises. These methodological instruments were carefully created to record a range of linguistic dimensions, including interaction, vocabulary and grammar, and pronunciation and fluency. The researchers were able to identify specific shortcomings in the learners' speaking abilities through the methodical examination of these data sets.
- The proposed activities described in the suggested intervention have demonstrated an important enhancement in student interaction and pronunciation ability. This beneficial result is consistent with the instructional framework's planned emphasis on speaking skill development. However, it is important to recognize that while there have been improvements in interaction and pronunciation, there hasn't been a corresponding development in grammar. This lack of development in grammatical skills may be due to a small number of exercises that are designed to specifically target this area of language. One possible explanation for the observed difference in skill gain is the intervention's lack of emphasis on grammar-related activities.

RECOMMENDATIONS

The results of this study's application of Communicative Language Teaching (CLT) and the Input Hypothesis suggest that future language instruction initiatives, especially those aimed at Third Baccalaureate students—consider implementing a combination of methods that utilize the best features of both approaches. Both the Input Hypothesis, which prioritizes understandable input and CLT, which emphasizes communicative activities, have shown

promise in improving speaking talents on their own. Nevertheless, mixing these methods in a complementary way might produce even more detailed and complex results.

Building on the knowledge gained from the selected study methodology, it recommends that multiple data collection methods be maintained throughout subsequent language learning studies. Combining tests, observations, and focused language practice has shown to be successful in collecting a wide range of linguistic aspects. To improve the stability of these approaches, educators are advised to continuously improve and modify these tools to make sure they stay aware of the variations in language usage.

A focused examination of the specific categories of grammar-related tasks contained in the intervention may be helpful. Researchers and educators are invited to investigate creative teaching practices that include students in meaningful and contextually relevant grammar assignments. Along with teaching grammar structures, these activities should also smoothly incorporate them into communicative, and technology integration, which is in line with the main objective of the instructional framework.

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Appendix 2

RESEARCH PLAN

“PLAN DE INVESTIGACIÓN PARA LA PROPUESTA, QUE DEBERÁ SER REVISADO Y APROBADO POR LA COMISIÓN DE TITULACIÓN DE CADA PROGRAMA AL CONCLUIR EL TALLER I”

TITLE OF THE PROPOSAL: EFFECTIVE TEACHING STRATEGIES TO IMPROVE THIRD BACHILLERATO STUDENT'S SPEAKING SKILLS AT BICENTENARIO “D7” HIGH SCHOOL.

AUTHOR 1: FANNY JUDITH CHÁVEZ VILLAMARIN

AUTHOR 2: DIEGO JOSUE NIETO

INTRODUCTION

RESEARCH BACKGROUND AND CONTEXTUALIZATION

Around the world, many teachers must deal with the complexity of developing speaking skills in learners as a second language. Lai-Mei Leon and Seyedeh Masoumeh Ahmadi (2017) mention that speaking is shown to be important. Speaking out loud to others can help students improve their grammar and vocabulary, which in turn can help them to write better. Students can converse, discuss, and demonstrate how language can be used to express their thoughts, feelings, and stories. Troik (2006 cited in Riza Khairia, 2021) said that speaking abilities are part of bottom-up speech production processes to represent the anticipated interpretation and comprehension of discourse systems. At the same time, the top-down procedures used in speech production entail topic knowledge and cultural understanding that helps to determine property. Additionally, motivation plays an important role in developing speaking skills. Krashen (1985, cited in Jennifer Aponte and Dolly Pedraza, 2018). He affirms that "aural-oral" abilities, the guiding concept of the functional/communicative element of language acquisition, are more closely related to integral motivation. In contrast, Mustafa Altun (2023) mentioned that speaking anxiety can be a big obstacle to language learning, but with the appropriate strategy, it is manageable. Some strategies to develop speaking skills that may work with teenagers according to Mona Khameis (2006) should be captivating and engaging to draw students in songs, chants, theatre, stories, games, and Total Physical Response (TPR) exercises. Also, Affective elements are intimately tied to the fun component of language acquisition. One of the five

theories Krashen offers is the dynamic filter. Krashen (as referenced in Schoepp, 2001, Paragraph 6) emphasizes that the affective filter needs to be weak for effective learning to take place.

Statement of the problem:

Could the implementation of effective teaching strategies improve the speaking skills of third baccalaureate students in Bicentenario "D7" Vespertino?

Justification of the research:

The problem investigated originates from the educational framework's general lack of attention to speaking skills by English teachers, which has been made worse by students' attitudes toward the English language and their clear absence of enthusiasm for the language learning process. The combination of these elements results in an essential obstacle to the student's capacity to produce language, a phenomenon that is especially noticeable when considering Ecuadorian educational methods. Overall, the need for implementing teaching strategies to improve speaking skills in third baccalaureate students arises from the understanding that speaking is an essential component of language development and effective communication.

Description of the relationship between the proposal and the research lines of the university:

Title: EFFECTIVE TEACHING STRATEGIES TO IMPROVE THIRD-BACHILLERATO STUDENTS' SPEAKING SKILLS AT BICENTENARIO "D7" HIGH SCHOOL

General research line: TEACHING STRATEGIES PROPOSAL

Specific research line: THE IMPLEMENTATION OF EFFECTIVE TEACHING STRATEGIES

The object of the research:

Effective teaching strategies in the improvement of speaking skills in third-baccalaureate students at Bicentenario "D7" Vespertino High School.

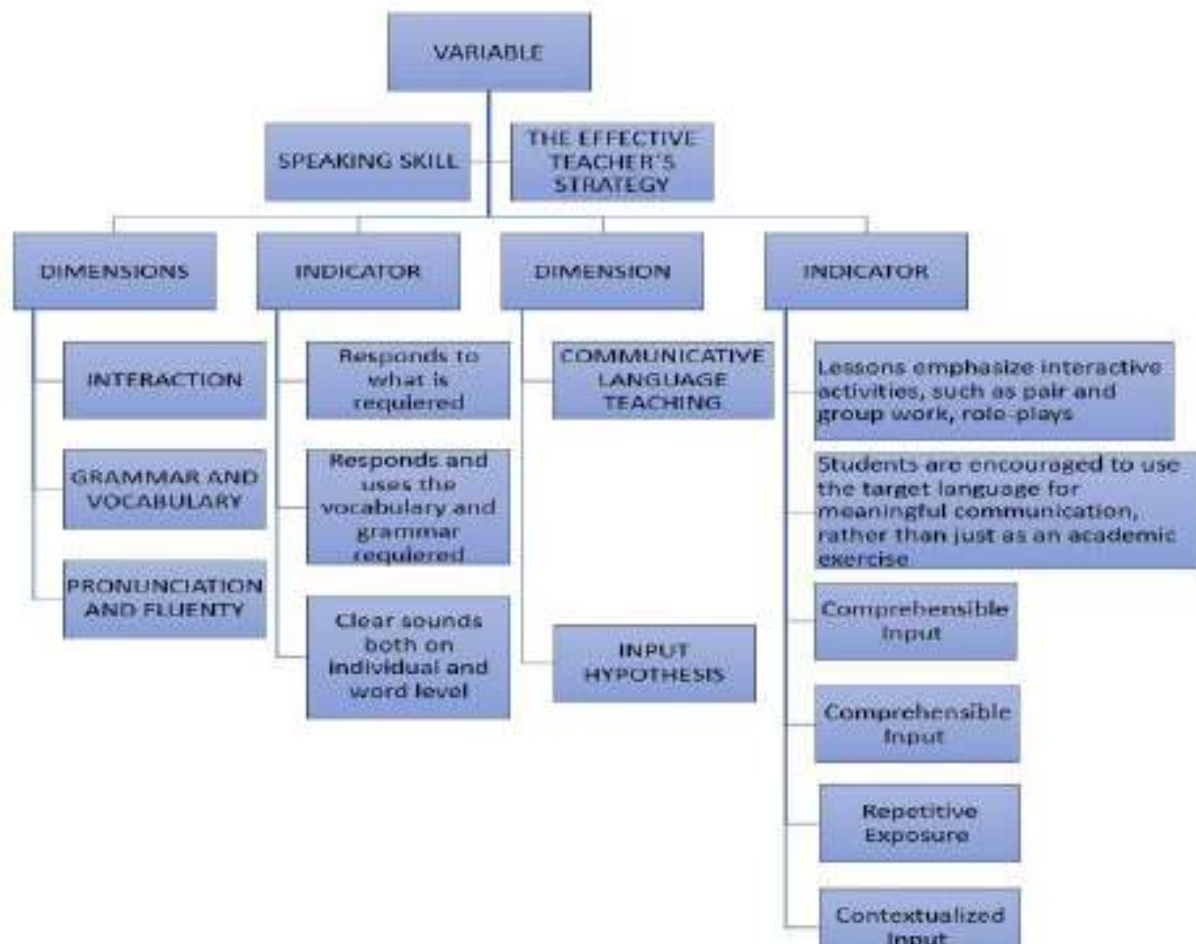
General objective:

Elaborate effective teaching strategies to improve speaking skills of Third Baccalaureate students in Bicentenario "D7" Vespertino High School.

Description of the variables of the study:

Independent Variable: Effective teaching strategies

Dependent Variable: Speaking skills



Created by Fanny Chavez and Diego Nieto.

Specific objectives:

Select a group of high school students from Bicentenario “D7” Vespertino High School and assess their speaking skill abilities to determine their level.

Implement new teaching strategies to enhance speaking skills.

Assess the result after the implementation of the new strategies.

Description of the research approach, methods, and instruments for data collection:

1. Research Approaches:

Quantitative Approach: Qualitative research focuses on understanding and interpreting social phenomena by exploring the subjective experiences, meanings, and perspectives of individuals. It involves methods like interviews, focus groups, and textual analysis to gather rich, non-numerical data.

Qualitative Approach: Quantitative research involves the collection and analysis of numerical data to uncover patterns, relationships, and trends. It utilizes statistical techniques and surveys to obtain precise measurements and draw objective conclusions.

Utilizing both qualitative and quantitative research methods in the development of teaching strategies for improving the speaking skills of the high school student in Bicentenario "D7" Vespertino High School provides a holistic and comprehensive approach.

2. Research Methods:

Inductive Method: Inductive Method starts with specific observations and experiences, allowing researchers to closely examine the real-world context of teaching and learning speaking skills. This approach ensures that the strategies developed are based on the actual needs, challenges, and preferences of third baccalaureate students, considering their diverse backgrounds and individual differences.

Deductive Method: Deductive research aims to produce findings that can be generalized to a larger population or context. By testing hypotheses or research questions using quantitative data and statistical analysis, researchers can draw conclusions that are applicable beyond the specific sample or setting.

Data Collection:

Observation: Researchers can conduct classroom observations to directly observe students' speaking skills in action. This allows for the collection of qualitative data on student interactions, engagement, fluency, and other relevant aspects.

Entrance test and exit test: The entrance test helps to identify students' strengths and weaknesses in speaking skills at the starting point, allowing researchers to tailor the subsequent teaching strategies to meet their specific needs. On the other hand, an exit test is administered at the end of the research study to assess students' final speaking skills proficiency after the teaching intervention. The exit test measures students' progress

and improvement in speaking skills throughout the research study.

Survey: This will be used with third baccalaureate students as a method of gathering data regarding to learner's opinion about the integration of the specific apps.

Description of the beneficiaries and their main characteristics:

The third-baccalaureate students are the main beneficiaries of this study. This group between 17 and 18 years old, which consists of 30 students in the current academic year, has been identified to possess an A1 level of proficiency in the Common European Framework of Reference for Languages (CEFR). Their proficiency level was established using the examination of results derived from the required diagnostic exam that the Ministry of Education conducted at the start of the school year. It is important to emphasize that this study used a non-probabilistic research design, which indicates intentional sampling was used in the participant selection procedure.

Description of the research context

This proposal will be applied in, a public institution, called Bicentenario"D7" Vesprino High School located in Quito. This school shares the facilities with Municipal Bicentenario High School. They are the owners. That is why, Bicentenario"D7" Vesprino High School works just in the afternoon section. It has approximately 1,500 students between 5 and 19 years old. This institution has decided to apply the "Curriculum Priorizado", guidelines from the Education Ministry. Students have three English classes per week. Every class lasts 45 minutes. On the other hand, due to a lack of materials, teachers design their material. The study will be carried out from September until December.

Importance of the proposal:

This proposal has considerable practical effects, which focus primarily on its ability to improve learners speaking abilities. When students practice speaking, they develop their ability to communicate effectively and supply themselves with a valuable tool for their future studies and jobs. The needs of proficient English speakers are highlighted by the ever-

Appendix 7

Needs Analysis in My Research Context

By Fanny Chávez and Diego Nieto

Context of the research

This proposal will be applied in Quito, 9 Zone, District number 7. The institution is Bicentenario "D7", which AMIE is 17H01044. The public institution is located at Beaterio S48 and E 2 D Avenue. This school shares the facilities with Municipal Bicentenario High School. They are the owners. That is why, this institution works just in the afternoon section. It has approximately 1,500 students between 5 and 19 years old. This institution has decided to apply the "Curriculum Priorizado", guidelines from the Education Ministry. Students have three English periods (45 minutes) per week. Due to a lack of materials, teachers design their materials.

POSSIBLE BENEFICIARIES OF THE RESEARCH

This proposal will be carried out with high school students. There are 30 students in this classroom, including girls and boys. All of them are Ecuadorians. Their ages are between 17 and 18 years old. In this group of learners, it has been identified that most of them are auditory and visual learners. Besides, it could be seen that they have a positive attitude toward the subject; however, their lack of ability to speak is due to the teacher's methodology, which has focused on grammar classes. That is why it is important to implement strategies to develop their speaking skills.

THE LINGUISTIC LEVEL OF THE BENEFICIARIES

After applying a diagnostic test, the results show that third baccalaureate students have level A1 according to the Common European Framework of Reference for Languages (CEFR). These learners know limited vocabulary, simple tenses, and the first and second conditional. It means they can write in short and simple tenses, recognize single words in short recordings, and understand very short, simple text; however, they cannot ask or answer simple questions. The pandemic period was a crucial factor because both teachers

and students could not advance in the subject. The previous teacher worked hard to teach the topics mentioned before, but due to the reduction of the class periods, the teacher has left aside the speaking skills. For this reason, looking for effective strategies to develop their speaking skills is necessary.

SPECIFIC NEEDS

Learning demands include the students' desire to learn the language, their preferred method of learning, the resources at their disposal, the date, time, and location of the course, as well as their personal data. Juan Li (2014). These students can have some motivations to take the course. Primarily, it is compulsory in Ecuador. Students are required to approve this subject to move the next year. Then, some students have optional reasons such as personal interest, or personal development. Nowadays, students hope to migrate USA and use the language to keep studying or get jobs there. About their learning background, it can be said that previous teachers have focused their teaching process on grammar topics like simple present, simple past, and simple future and are going to support them with drilling exercises. Regarding students' opinion toward English subject is that it is just one subject more. They are not conscious that it should be a tool to communicate. To improve their speaking skills teachers will apply a combination of several approaches for example: The direct method, Task Based Learning, CLT, CLIL, and ICT. In addition, the teacher may be highly motivated because of any students' previous knowledge. Patience, the ability to understand their students' mistakes, which are part of their learning process, and the capability to provide constructive feedback to improve their level, are essential to help positively during this process. In addition, when a teacher shows abilities to create and adopt innovative materials due to a lack of students' books can motivate students to continue learning adequately. Many students own at least a basic phone and internet at home which helps carry out outside activities

DESCRIPTION OF THE POSSIBLE SOLUTION TO THESE

This research has the purpose of gathering information from third-baccalaureate students to use effective teaching strategies to improve their speaking skills. The goal is for

students to use their previous knowledge to produce oral communication. Thus, what they notice is that they can develop their other skills, like listening, writing, or reading, to produce speaking skills. Speaking skills are the result of managing a language. After analyzing, the teacher will be able to find effective strategies to help their students in their development. These techniques will help students advance in their level of proficiency.

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Annex 1
Evidence of the Diagnostic Test Mode

Instrument 1
UNIVERSIDAD BOLIVARIANA DE ECUADOR
Pre -Test

Questionnaire directed at students in 3rd year of high school at Bicentenario "D7" high school

Topic: " Effective Teaching strategies to Improve students` speaking skills in the third year of High School

Objective: Assess their speaking skill abilities to determine their level.

Student's name: _____

1 Introduce yourself (two personal aspects)

a. _____

b. _____

2. Mention two activities during your day

a. _____

b. _____

3. Mention two activities you did last Sunday

a. _____

b. _____

4. Describe a member of your family 2 things

a. _____

b. _____

5. Mention two plans for this year

a. _____

b. _____

Rubric

ASSESSMENT SCALES			
Excellent: 5 Marks	INTERACTION	VOCABULARY- GRAMMAR	PRONUNCIATION- FLUENCY
	Responds appropriately to what is required.	Responds appropriately and uses the vocabulary and grammar required.	Clear sounds both on individual and word level.
Very good: 4 Marks	Generally responds appropriately although some support may be required.	Generally responds at a word or phrase level and produces longer utterances.	Generally intelligible although some sounds may be unclear.
Satisfactory: 3 Marks	Frequent support may be required.	Uses simple and reduced vocabulary/grammar according to the topic.	Produces some sounds of the language but is often difficult to understand.
Unsatisfactory: 2 Marks	Frequent hesitation and inability to link ideas causes great strain on the listener.	Uses a very narrow range of vocabulary/grammar. Has difficulty producing a speech.	Constant pauses and hesitations.
Poor: 1 Mark	Cannot produce a single utterance.	Cannot produce a single utterance.	Cannot produce a single utterance.

Annex 2
Evidence of the Teacher's observation

Instrument 2

CLASS OBSERVATION SHEET	NEVER	RARELY	SOMETIMES	OFTEN	ALWAYS
Communicative language teaching approach					
1.-The teacher emphasizes interactive activities					
2.- The teacher does activities that promote the speaking skill					
3.- The teacher keeps students motivated to promote their speaking skills.					
4.- The teacher provides constantly participation in a communicative way					
5.- The teacher applies activities in a real-life context					
6.-The use of authentic material is applied					
Input hypothesis					
1.-The language input given by him/her is understandable to the learner					
2.- The teacher enhances motivation and facilitates language learning					
3.- The teacher provides proper words, phrases, or grammatical structures					
4.- The teacher helps to internalize and solidify students' understanding					
5.- The teacher makes it easier for learners to understand and retain new information					
6.- The teacher facilitates language acquisition					

Annex 3
Pre- test
Grades

Students	Interaction	Vocabulary- grammar	Pronunciation- Fluency	Total points	Ecuadorian Score
Student 1	5	2	2	9	6
Student 2	5	4	4	13	8,1
Student 3	4	4	4	12	8
Student 4	3	3	3	9	6
Student 5	4	4	4	12	8
Student 6	2	2	2	6	4
Student 7	3	2	2	7	4,1
Student 8	4	4	4	12	8
Student 9	2	2	2	6	4
Student 10	2	2	2	6	4
Student 11	4	4	4	12	8
Student 12	2	2	2	6	4
Student 13	4	4	4	12	8
Student 14	5	4	4	13	8,1
Student 15	2	2	2	6	4
Student 16	2	2	2	6	4
Student 17	1	1	1	3	2
Student 18	2	2	2	6	4
Student 19	3	3	3	9	6
Student 20	4	4	4	12	8
Student 21	2	2	2	6	4
Student 22	2	2	2	6	4
Student 23	4	4	4	12	8
Student 24	2	2	2	6	4
Student 25	5	4	4	13	8,1
Student 26	3	3	3	9	6
Student 27	2	2	2	6	4
Student 28	3	3	3	9	6
Student 29	2	2	2	6	4
Student 30	2	2	2	6	4

Annex 4

**HUTCHINSON AND WATERS (1987) NEEDS ANALYSIS MODEL
(LEARNING-CENTRED APPROACH)**

TARGET NEEDS		
Hutchinson and Waters (1987) suggest that target needs primarily concern "what the learner needs to do in the target situation." In order to respond to this statement, practitioners should understand about the needs, desires, and gaps of the learners.		
Necessities	Lacks	Wants
They are the academic or occupational requirements of the target situation. What students need to know to function effectively in the target situation (Robinson, 1991).	They have to do with what students ignore or cannot do in English (Robinson, 1991).	These are the personal expectations of the students and hopes towards acquiring English. What they would like to get from the language course. These needs are very personal (Robinson, 1991).
GENERAL QUESTIONS	ANSWERS	WHAT PROCEDURES OR INSTRUMENTS DID YOU USE TO ANSWER THESE QUESTIONS?
Why is the English language needed here?	English is needed for study. In Ecuador, this subject is part of the educational systems and curriculum policies. It includes primary school and continuing through secondary education. The Ecuadorian Ministry of Education provides curriculum guidelines that contain the English language learning objectives and content for each grade level.	Syllabus / Curriculum /Ministry of Education
How will the English language be used?	The main purpose of this analysis is to set up the appropriate basis to help students facilitate their speaking skills. To reinforce this important skill is one of the most important goals to reach. The way to apply would be with a clear combination of face-to-face and with a technological resource like FLIPDGRID which can guarantee better results in the speaking skill. Therefore, the development of this variable would be done through individual and cooperative learning, it means completing individual tasks using vocabulary and adequate language with final interactive activities which can make students express themselves easily with a high level of proficiency	Oral interview rubric Observation
What will the content areas be?	The content areas will be general English and a little bit of environmental science, history, music, or health education. The level will be focused on A1, especially in speaking skills by Accomplish appropriate communicative functions according to situations, participants, and goals.	Syllabus, curriculum, documents from the Ministry of Education
Who will the learner use the language with?	Third Bachillerato students use language with teachers and classmates	Oral interview rubric Observation

Where will the English language be used?	The language will be used in the classroom combined with the different activities which can reinforce what they are learning through formal and informal interactions. Besides, they can use technology where they can also upload videos and conversations to interact through the web.	Oral interview rubric Observation Syllabus & curriculum
When will the English language be used?	GE: First trimester 2023-2024 (September to November) The language will be used subsequently because we are still developing some prior stages which can allow us to clarify all this process and have the expected results at the end of the research and implementation of the proposal	Oral interview rubric Observation

TARGET NEEDS		
Hutchinson and Waters (1987) suggest that target needs primarily concern "what the learner needs to do in the target situation." In order to respond to this statement, practitioners should understand about the needs, desires, and gaps of the learners.		
Necessities	Lacks	Wants
They are the academic or occupational requirements of the target situation. What students need to know to function effectively in the target situation (Robinson, 1991).	They have to do with what students ignore or cannot do in English (Robinson, 1991).	These are the personal expectations of the students and hopes towards acquiring English. What they would like to get from the language course. These needs are very personal (Robinson, 1991).
GENERAL QUESTIONS	ANSWERS	WHAT PROCEDURES OR INSTRUMENTS DID YOU USE TO ANSWER THESE QUESTIONS?
Why is the English language needed here?	English is needed for study. In Ecuador, this subject is part of the educational systems and curriculum policies. It includes primary school and continuing through secondary education. The Ecuadorian Ministry of Education provides curriculum guidelines that contain the English language learning objectives and content for each grade level.	Syllabus / Curriculum /Ministry of Education
How will the English language be used?	The main purpose of this analysis is to set up the appropriate basis to help students facilitate their speaking skills. To reinforce this important skill is one of the most important goals to reach. The way to apply would be with a clear combination of face-to-face and with a technological resource like FLIPDGRID which can guarantee better results in the speaking skill. Therefore, the development of this variable would be done through individual and cooperative learning, it means completing	Oral interview rubric Observation

	individual tasks using vocabulary and adequate language with final interactive activities which can make students express themselves easily with a high level of proficiency	
What will the content areas be?	The content areas will be general English and a little bit of environmental science, history, music, or health education. The level will be focused on A1, especially in speaking skills by Accomplish appropriate communicative functions according to situations, participants, and goals.	Syllabus, curriculum, documents from the Ministry of Education
Who will the learner use the language with?	Third Bachillerato students use language with teachers and classmates	Oral interview rubric Observation
Where will the English language be used?	The language will be used in the classroom combined with the different activities which can reinforce what they are learning through formal and informal interactions. Besides, they can use technology where they can also upload videos and conversations to interact through the web.	Oral interview rubric Observation Syllabus & curriculum
When will the English language be used?	GE: First trimester 2023-2024 (September to November) The language will be used subsequently because we are still developing some prior stages which can allow us to clarify all this process and have the expected results at the end of the research and implementation of the proposal	Oral interview rubric Observation

Annex 8
Post- test
Grades

Students	Interaction	Vocabulary– grammar	Pronunciation– Fluency	Total points	Ecuadorian Score
Student 1	5	2	2	9	6
Student 2	5	4	4	13	8,1
Student 3	4	4	4	12	8
Student 4	3	3	3	9	6
Student 5	4	4	4	12	8
Student 6	2	2	2	6	4
Student 7	3	2	2	7	4,1
Student 8	4	4	4	12	8
Student 9	2	2	2	6	4
Student 10	2	2	2	6	4
Student 11	4	4	4	12	8
Student 12	2	2	2	6	4
Student 13	4	4	4	12	8
Student 14	5	4	4	13	8,1
Student 15	2	2	2	6	4
Student 16	2	2	2	6	4
Student 17	1	1	1	3	2
Student 18	2	2	2	6	4
Student 19	3	3	3	9	6
Student 20	4	4	4	12	8
Student 21	2	2	2	6	4
Student 22	2	2	2	6	4
Student 23	4	4	4	12	8
Student 24	2	2	2	6	4
Student 25	5	4	4	13	8,1
Student 26	3	3	3	9	6
Student 27	2	2	2	6	4
Student 28	3	3	3	9	6
Student 29	2	2	2	6	4
Student 30	2	2	2	6	4