



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**Informe final del trabajo de Integración Curricular previo a la obtención del
título de Licenciado en Pedagogía del Idima Inglés**

Theme: THINKING BASED LEARNING AND SPEAKING SKILL

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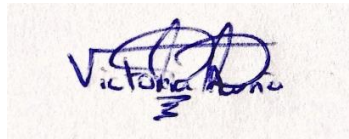
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I declare this undergraduate dissertation entitled “**THINKING BASED LEARNING AND SPEAKING SKILL**” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author’s responsibility.

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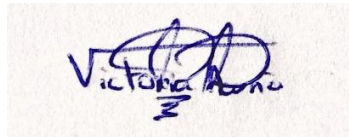
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DEDICATION

To God for every blessing and for allowing me to fulfill one of my dreams and goals by giving me another day of life.

To my dear parents who taught me to never give up and support me unconditionally every day.

To my brothers who with their words of encouragement knew how to guide me.

To my angel Monik who was the person who gave me her support and made me see things differently in life, and for teaching me many things.

To my friend Karina for being an unconditional friend and for having worked together in this process of university life.

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To my parents and brothers that always inspired me to keep going, and to fight every day for what I want.

Victoria

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TITLE: “Thinking-based learning and speaking skill”

AUTHOR: Acuña Checa Victoria Anabel

TUTOR: Mg. Calero Sánchez Ximena Alexandra

ABSTRACT

English is one of the most used languages in the world, so it becomes an important factor in learning. For this reason, teachers must apply methods so that students feel more motivated and have an interest in learning. The purpose of this research is to determine the effect of thinking-based learning on speaking skill. For this research, 33 students participated, 21 men and 12 women of 7th level EGB of Unidad Educativa Oxford, the ages ranged from 11 to 12 years old. The instruments applied were a pre and post-test to measure before and after treatment. In addition, a rubric (A2 flyers) by Cambridge was used to assess the English level of the students in speaking skill. This was a pre-experimental research. All the data collected were statistically analyzed and a content analysis was carried out. Results show an improvement of 1.5 points in the speaking skill of the students after applying various activities using the thinking based learning method. The acceptance of the hypothesis was verified, that is, this method influences the development of the speaking skill of the students positively.

Keywords: thinking-base learning, speaking skill, method, productive skill, learning.

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RESUMEN

El inglés es uno de los idiomas más utilizados en el mundo, por lo que se convierte en un factor importante en el aprendizaje. Por esta razón, los docentes deben aplicar métodos para que los estudiantes se sientan más motivados y tengan interés por aprender. El propósito de esta investigación es determinar el efecto del aprendizaje basado en el pensamiento sobre la habilidad de hablar. Para esta investigación participaron 33 estudiantes, 21 hombres y 12 mujeres de 7° grado EGB de la Unidad Educativa Oxford, las edades oscilaron entre los 11 y 12 años. Los instrumentos aplicados fueron un pre y post test para medir antes y después del tratamiento. Además, se utilizó una rúbrica (flyers A2) de Cambridge para evaluar el nivel de inglés de los estudiantes en la habilidad de hablar. Esta fue una investigación pre-experimental. Todos los datos recogidos fueron analizados estadísticamente y se realizó un análisis de contenido. Los resultados muestran una mejora de 1,5 puntos en la habilidad de hablar de los estudiantes después de aplicar varias actividades utilizando el método de aprendizaje basado en el pensamiento. Se comprobó la aceptación de la hipótesis, es decir, este método influye positivamente en el desarrollo de la destreza oral de los estudiantes.

Palabras clave: aprendizaje basado en el pensamiento, habilidad para hablar, método, habilidad productiva, aprendizaje.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research background

This research is based on the theoretical contributions written by different authors of academic articles that are linked to the topic of thinking-based learning, for which they were subjected to solid arguments to perform this research. The essential part is to indicate how thinking-based learning influences on speaking skill.

Wongpairin and Songsern (2022) determined that teachers obtain great benefits by using thinking-based learning in the classroom, since this provides the opportunity for students to acquire their own knowledge through thought, where they are the protagonists of their own learning. This research, which aimed to study the effectiveness of thinking-based learning to improve reading comprehension in English, was developed with a population of 45 upper-level school students. The instruments applied were a pre and post-test to measure before and after treatment and a questionnaire of 40 questions where the opinions of the students about the method were analyzed. The type of research was qualitative and quantitative. In addition, the researcher used a pre-experimental research. All the data collected were statistically analyzed and a content analysis was carried out. The results after applying TBL method suggest the students developed great analytical thinking skills and improved their reading skill.

Tajudin et al. (2019) defined that the implementation of thinking-based learning on skills, which was carried out with a population of 30 students, was an experimental research. It applied a survey as an instrument. All the results were favorable, the method was effective since it facilitated the acquisition of learning skills. TBL enhances the development of thinking where students are able to acquire their own learning. This study demonstrated that thinking-based learning is useful in learning skills since it allows the student to develop the skill through the use of thought and where it deepens the specific content.

Alarcón (2021) carried out some research which presented thinking based learning methodology to optimize functions of the left hemisphere, specifically to improve reading skill in English language, for which various guidelines were offered to encourage reflective thinking in students. This study presented an exploratory and descriptive methodology with a population of 81 students from five different levels of the academic language center. The instrument was a survey with a Likert scale to be able to classify the data analysis in an impeccable way. The final results of this research stated that students were satisfied with their improvement in reading skill and self-confidence.

Cañon (2021) mentioned that learning a language requires not only learning various linguistic elements, but also the development of skills such as reading, listening, speaking, and writing. For this reason, this research is exhibited with the development of thinking-based learning to promote critical reading in ninth grade students, where it provided a positive effect on their reading skills. This was bibliographic and documentary research. Bibliographic because this study aids its information through bibliographic documents such as scientific articles, theses, books, and research. On the other hand, documentary research since it is defined as the dynamic process that essentially consists of the collection, classification, and distribution of information. The final results stated that the implementation of thinking based learning, taking into account that it is specifically supported in autonomous learning, is a very useful factor.

Sovianti (2021) developed a study to determine the result obtained on the development of speaking skill through the implementation of the correlation between critical thinking and self-confidence. For this research, the descriptive quantitative method was applied, and the instrument was a questionnaire. Quantitative, where numerical results were displayed, this investigation resulted in detailed explanations based on the data obtained. In this case, it was studied with a population of 50 students where it was shown that there is no correlation between critical thinking and self-confidence. This study concluded that the critical thinking ability had better performance in the students for the development of the speaking skill since the students

had the opportunity to develop their thinking skills to create and improve their own learning.

Maharani (2021) pointed out that the main importance of the research is to know how the implementation of intelligence quotient and critical thinking influenced speaking skill. For this study a quantitative approach was applied, where a survey with a multi-correlation technique was used. This pre-experimental research was carried out with a population of 50 students from Bogor. The result was that great benefits of intelligence quotient and critical thinking were obtained in speaking skill through several practices. The use of this method is reflected in the students' behavior, since they looked more confident when expressing their ideas.

Mabrook and Eitaher (2021) suggested that critical thinking was encouraged as a vital tool for students to improve their level of learning in speaking skill. There are some teachers who use the traditional method to develop the speaking skill based on drills and repetition which does not really help students to develop their ability to think critically when they communicate. Therefore, this research has as its main objective to demonstrate the use of critical thinking to improve speaking skill, for which the quantitative method and a questionnaire design were used for data collection. The population was 42 students at the University of Aljouf. As a result of this study, it was demonstrated that the students were able to improve their speaking skill using critical thinking.

AL-Garni and Almuhammadi (2019) determined that the main objective of this study was to examine the effect that communicative language teaching had on speaking skill. Quantitative data were collected from pre- and post-tests, and quasi-experimental method. This was carried out with 21 students from two classrooms. In addition, a survey consisting of 10 questions was used for data collection which was evaluated by three experts. The objective of applying the survey was to obtain information that allows measuring the application of two variables in an English class. All the data was analyzed and tabulated, a positive result was obtained, and it was stated that communicative language teaching provided great benefits in the speaking skill since the students came to have self-confidence and fluency when speaking. Most

students agreed to implement methodologies that help them develop different skills effectively. They had the opportunity to learn in a different way and implement a strategy for the development of a skill in the English language.

Barrionuevo (2020) declared that this study about integrated-tasks provided learning-teaching strategies to the teacher so that she or he can apply them in the classroom to develop the speaking skill. This research was quasi-experimental with a qualitative and quantitative type with a population of fourteen third-year high school students. In addition, a pre-test was applied to determine the level of English in the speaking skill before applying the treatment. To discover the effect that the treatment had, a post-test was applied at the end of the interventions. The results obtained in this study were that applying a strategy to teach a language for a certain skill is essential since it helps students to be motivated when learning that language.

Neupane (2019) argued that in order to analyze the effectiveness of role play to improve speaking skill, this study was carried out with relevant information in which it was developed with a population of 40 students with an experimental approach where it was applied in two groups. The experimental group was given a treatment through role play while the other control group developed different classes based on the traditional method through grammar. The tools used in this study were an observation sheet and an oral expression test. At the end of the treatment during the established period, a post-test was given where the two groups of students were asked to respond. In the final result, it was pointed out that the implementation of role plays in the experimental group to improve the speaking skill improved significantly.

These researches have contributed in a positive way to the existing research. Thinking-based learning method can influence not only on the development of English skills but also it makes the students feel comfortable speaking in a foreign language. In other words, this method is highly recommended to apply in the classroom because students acquire the language and learn in a motivational way.

Theoretical framework

Independent variable

Cognitive thought

Skinner (1989) stated that cognitive thought is the development by which a person acquires knowledge through experience or learning. Procedure that occurs in people when learning to use memory, language, and perception, among others. It is subject to the natural capacity of the human being to engage in the social environment. It refers to several phases that focus on the human being's ability to reason, think, and use their mental ability. The capacities that benefit the development of thought are imagination, observation, and reasoning and in this way, the individual can procreate learning. Furthermore, cognitive thought is all the processes through which human beings acquire skills that allow them to interpret reality and interact with it efficiently. Therefore, it is defined as the evolution of intellectual capacities, of which intelligence is one of the most important. Moreover, the current of psychology in charge of cognition is cognitive psychology, which analyzes the processes of the mind that have to do with knowledge. Its purpose is the study of the mechanisms that participate in the creation of knowledge, from the simplest to the most complex. This is a process that begins in childhood and that drives the person's interest in understanding the environment and being part of society.

Method

According to Niculina (2019), method is a usual procedure used to present linguistic materials in classes. An important aspect of a method is that it is procedural. Therefore, teachers follow several steps to achieve an objective. Besides, it can be said that it is a level by which the process of teaching content is put into practice, establishing an order of how the subject will be taught and thus developing a peculiar skill. The word method could be defined as any methodical teaching manipulation applied to provide student learning. In addition, it provides the opportunity to progress the skills and knowledge of students in the English language. Additionally, it can be mentioned in the way in which the teacher provides the materials to the students since

the teacher is in charge of delivering the materials properly. Therefore, teachers must use a methodical set of steps to correctly deliver materials to students.

Churton and Brown (2017) pointed out that a method is considered as an orderly and systematic way of analyzing a defined objective for which it seeks to help students solve problems related to the learning process. One method explains how teachers produce different educational experiences and learning environments to enhance student learning. It is important to examine some factors to choose a method that fits the needs of students. In this way students have the opportunity to improve their language skills. The following aspects establish the method that teachers use in class: First, the content that the teacher will use during the class. Additionally, the objective for which the teacher intends to achieve it. Then, the teachers' resources on the teaching and learning they need to develop each lesson. Besides, the use of activities to evaluate and verify knowledge. In the course of the teaching process it is essential to examine the learning differences of individual students. Finally, knowing the size of the class is an essential aspect since this information is necessary to be able to work with the whole class.

Active learning

Hyun (2017) established that active learning is essential for students to make sense of new information and ideas, they must connect them with previous knowledge in order to process and then understand the new material. This active process can take place through a wide variety of learning activities. It can be contrasted with a passive approach to learning, where the teacher mainly talks to the students and assumes that they will understand without checking. It focuses on active learning that requires students to reflect on and practice using new knowledge and skills to develop long-term memory and understanding further inside. Zayapragassarazan and Kumar (2012), active learning can be defined as all teaching strategies based on the motivation, attention, and active participation of the student community. In other words, active learning encourages students to take an important role in their learning process by participating in addition to actively listening to the teacher or writing instructions from

his/her. In this way, the learning of advanced cognitive processes is promoted, which challenges students to apply, reflect and question the content of the class.

When talking about active learning, it can also be considered that it promotes the autonomy of the students. The possibility of becoming more involved in the learning process and having greater control over what they learn offers them the necessary skills to promote lifelong learning that will allow them to develop metacognitive thinking. Active learning does not necessarily imply that the groups of students are small, or that they need to have many resources. It's tempting to think that this learning cannot occur in schools where the groups of students are large, nor in classrooms with relatively limited resources. Based questions in student learning and instruction that promote group and peer discussions are some of the methodologies that allow learning activity occurs, even in larger groups (Matsushita, 2018).

Thinking-based learning

According to Swartz (2008), thinking-based learning is an active method that aims not only for students to acquire the knowledge of the syllabus, but also to develop skills and abilities related to thinking and to be able to put them into practice in the future. This learning model allows children to develop critical and creative thinking both in their studies and in decision making in their lives in a motivating and active way, overcoming the limits of education based on memory and the passive attitude of the student. With this simple pattern of reasoning, students learn to think, and practice frequently, it ends up becoming their natural way of thinking. In addition, it is also possible to give structure to the discussions and debates of the students in the classroom.

Salih (2014) claimed that thinking-based learning is one of the most popular methodologies in the educational environment thanks to its usefulness to encourage in students the ability to carry out more conscious and deep learning that changes the way in which they approach the information received. Methodology is defined as a teaching methodology in which instruction in thinking skills is infused into the content of the curriculum. Hence, to implement it in the classroom, teachers must encourage their

students to use their thinking skills, new mental habits, and metacognition, all of which are appropriate to explore in depth what they are studying. Thus, with the internalization of these processes, students can transform their learning experience, going from mere memorization to deep understanding of concepts, which allows them to relate ideas more easily and this not only has important educational benefits. Mastering thinking skills provides a set of skills that students can apply to all areas of their lives.

Hashim et al. (2018) pointed out that thinking-based learning methodology was created with the aim of replacing traditional teaching with a more active thought. This allows the students to develop their thinking and thus create their own learning and not memorize certain elements of the subject in class. Using this method, students have the possibility of increasing their knowledge since they are the ones in charge of planning, structuring and preparing the work on the curriculum topics. The objective of learning in the classroom is to promote the opportunity to work and exercise the student's critical and creative thinking within the framework of the contents of the subject. It is important to mention that the teacher plays a very important role since his job is to guide and instruct the students in the necessary procedures to carry out higher order reasoning that the students later put into practice to reflectively and profoundly deal with the contents and that way to be able to form a good learning.

The importance of thinking-based learning

According to Abdel (2013), thinking-based learning is important in learning process since it is a simple pattern of reasoning where students are able to think, reason and make decisions. In that way this becomes their natural way of thinking and operating. In addition, it is also possible to provide structure to the discussions and dialogue of the students in the classroom. Thinking-based learning is a teaching method that can be applied to any subject, topic or concept included in the curriculum. In addition, it can be combined with many other active methodologies, such as project-based learning, collaborative work or reverse pedagogy or flipped classroom. Therefore, it adjusts to different ways of teaching-learning and organizing the classroom.

Yusuf (2017) defined that thinking-based learning allows the teacher a more effective assessment in learning. The result is only a part of the learning process, what is essential is the procedure carried out to achieve knowledge. This also affects the assessment process and when answering a test, students are not limited to remembering what they have learned, but they reproduce the process related to the information acquired and demonstrate a true understanding of the concepts or topics evaluated. This method not only makes it easier for students to understand and assimilate the curricular contents but also teaches them to think, encourages them to reflect and dialogue, express their points of view. Moreover, there are fundamental habits related to attitude, thinking and study techniques these are:

- Listen with understanding and empathy
- To create
- Imagine
- Think interdependently
- Be open to continuous learning
- Question and raise issues
- Apply knowledge from the past to a new situation
- Think and communicate clearly and accurately

According to Loreen (2012), thinking-based learning reflects the idea that learning is not memorizing, the teacher must guide and instruct students in the necessary procedures to carry out reasoning, and in the thought routines that students then put into practice to reflectively and profoundly deal with the content they are studying. For this, the teacher can use different activities such as:

Role play: is a method of dramatization that allows students to practice a conversation. An active learning tool that helps to assimilate concepts in a more practical and fun way. In this case, students become active actors.

Dialogue: is an activity that provides practice with listening and speaking skills in structured conversations. Using variations of a dialogue provide students the opportunity to produce their own responses and obtain authentic information.

Discussion: stimulates the interest of the students and motivates them, it is an opportunity for them to talk about the things that really matter to them. Moreover, this type of activity encourages critical thinking.

Gap activity: refers to when students do not have all the information they need to complete a task or activity. Therefore, it requires students to speak and practice teamwork, to acquire the missing information. This activity is a great way to get students talking. Students must work together and communicate clearly to complete the activity.

Creating a story: is an activity where with the use of pictures it is possible to imagine and create a story. It is a great way to allow students to express themselves freely and creatively in a real and authentic way.

Find differences: is an activity in which it is possible to find a series of differences between two very similar pictures. This help students focus, think critically, analyze, investigate, concentrate, and learn to notice details.

Dependent variable

Language

According to Hoff (2013), language is the ability of human beings to express themselves and communicate through different sign systems: oral, written, or gestural. Communication requires this symbol system to achieve the goal of common understanding. Several factors come into play when communicating through language, and functions such as intelligence are put into play.

Moreover, language is an innate capacity that all individuals have, which begins to develop from gestation and is definitively established in the relationship that the individual maintains with the social world in which he/she develops. Mastering this communication capacity allows each individual to express the message that the person wishes to convey in a particular way. In general terms, the function of language is to allow communication between people such as ideas, sensations, and emotions. In this way, language interacts with socialized learning and the construction of a common

culture. Finally, the faculty of language is not the result of learning but is congenital, that is, it is born with the human being. In addition, it occurs in the same way in all human beings, regardless of the historical moment and geographical location, that is, it is universal. Languages can be learned and forgotten, but language capacity cannot (Yule, 2022).

English language

Crystal (2018) defined that English is considered the most important language either for those who speak it as a first language or for those who speak it as a second language, it can be said that the English language is present in almost the entire world and is considered the main element of communication between cultures very diverse that share few or no traits in common. The phenomenon of the English language is interesting because it can also be related to a debate about its presence throughout the world, many countries adopt English as a lingua franca. For this reason, people learn it according to their needs either to communicate or obtain information from other people. This communication can be given orally or written, and the way in which people receive the information is by listening or reading. In fact, to be an autonomous person it is necessary to develop the four skills: listening, reading, writing, and speaking. The English language has been considered one of the most influential languages in the modern era, and it definitely has an important role in international relations. That is the language by which it is possible to establish communication and connection between people who do not have the same native language.

Productive skills

According to Jatra (2020), in language there are two skills that are receptive and productive. Receptive skills are reading and listening and help to obtain information to incorporate the use of the English language. Productive skills through writing and speaking aid to produce the language. Sreena and Ilankumaran (2018) defined that productive skills are also known as active skills that provide information, and that information can be transmitted after having studied the receptive skills since different types of grammar and vocabulary are used in these skills.

According to Rhalmi (2020), productive skills are important in the learning process since students can develop communicative tasks such as written or oral. In addition, it implies the development of communication where learners can express their ideas or opinions. The importance of promoting these skills in the teaching of the English language is added as evidence during the language acquisition process. Moreover, when the students are able to master speaking and writing skills, they can share information on any particular topic.

Speaking skill

Oral expression is called productive ability, or active ability. It requires the use of the vocal tract and the brain to correctly produce language through sound. It is the second of two natural language skills (Ramadan, 2016).

Writing skill

Writing is the fourth language skill acquired in the mother tongue. Furthermore, language and speech are productive or active because they require the use of the hands and the brain to produce the written symbols that represent spoken language (Rae, 2020).

Speaking skill

Speaking is a productive skill for important human communication. In English language and with the other languages there are four essential skills: reading, listening, writing, and speaking. It is essential to mention that the ability to speak is more crucial than the other skills. In the learning process the ability of speaking provides a communicative capacity to students. In addition, it means the ability to think critically in a given situation and adequately generate a language that leads to thinking, discussing, communicating and understanding emotions. Speaking requires improved pronunciation, fluency, vocabulary, and communication skills (Nazara, 2011).

Speaking is an interactive skill that needs the active contribution of students that covers not only speaking skill, but also listening, since it is necessary to give a specific response according to the situation. Therefore, the main reason for speaking

is to provide a precise and clear message. It is what is known as a productive skill, or an active skill, as it requires using the vocal tract and brain to correctly produce language through sound. In addition, it produces information by determining which sentence or word to say. Thus, it is necessary to develop this skill through practice in order to transmit a good message to society (Rao, 2018).

In the world people have needs and desires to fulfill whereby every desire of the people is fulfilled when they clearly express their opinions. Therefore, they require learning communication skills to achieve their goals. In the world all communication skills have an important role and people must have control of them. The English language is used throughout the world therefore there is a need for students to acquire the communication skills to be successful in their learning. Thus, the classrooms are the right environment to be able to acquire these communication skills and the main point is the speaking skill (Ounis, 2017).

Leong and Ahmadi (2017) defined that when learning a foreign language. Speaking skill is one of the most difficult skills for students. For non-native people it becomes a challenge to develop the speaking part. Nevertheless, it is necessary to contemplate the assignments that have the objective of cultivating the oral form in which the apprentices are evaluated in their production where fluency, pronunciation, grammar and vocabulary are incorporated. It signifies that students need intensified practice, and work in environments that apply the language and help them communicate with each other. Speaking in the world is a fundamental skill since a large number of languages are only spoken without writing. It is an agreed reality that the language is learned in practice, that is, by speaking it first after hearing words or phrases in the environment of society.

According to Bleistein (2020), to develop speaking skill, it is essential to consider several activities:

- Discussion: it consists of the development of a theme in an informal exchange of ideas, opinions, and information, carried out by a group of students led by another student who acts as a guide and a questioner (the director).

- Read aloud: is a social activity that allows the intonation, pronunciation, fluency, rhythm and volume of the voice to give life and meaning to a written text so that the person listening can express their emotions and feelings.
- Role play: it is a technique that can be done in a group where each person has their role to start a conversation.
- Watch series or movies in English: allows pupils to engage in intonation and use language in a precise context.
- Songs in English: learning and singing songs in English contributes to the development of Speaking and is motivating and playful for students.

Speaking subskills

According to Lackman (2010), in order to master the English language and especially the speaking skill, it is essential to consider some subskills that must be developed effectively in communication. These are:

Fluency: is defined as spontaneity. In other words, the speaker can express ideas, opinions, thoughts, or feelings without pauses since the speech is occurring naturally and speak logically with fluency without having a previous rehearsal. In addition, fluency is the ease to dominate grammar, vocabulary, and even pronunciation in learning a second language. Moreover, it demonstrates the degree of self-confidence and comfort level of the speaker. In consequence, it is recommendable not to interrupt several times during their participation. Taking into account that making mistakes while learning a second language is a good sign (Segalowitz, 2010).

Pronunciation: is the way of producing words or sounds. Although before, it was not considered essential while learning a language. Nowadays, pronunciation is a fundamental part of speaking skill in the target language. When students learn a second language (L2) the pronunciation needs to be correct many of them make mistakes, so teachers must carry out activities that help fluency and precision to produce words correctly. Furthermore, pronunciation is a necessary part of speaking (oral communication) and includes three important elements such as making correct sounds

in a language, understanding how to indicate the greatest intensity in the pronunciation of words, and how to use the proper intonation (Gilakjani, 2021).

Intonation: the way of pronouncing the words constitutes a fundamental element in the communication process, since the information used by the listener to decode a message occurs through the voice. Using intonation, pauses or emphasis people can express feelings, maintain the attention and interest of the audience and provide communication more effectively. In addition, intonation is the melody of oral speech, and also reveals the speaker's communicative intention and provides words their full meaning where information can be obtained effectively. Additionally, intonation also depends on time and volume patterns, and sometimes on the quality of the voice. (Nolan, 2020).

Grammar: is the way to order words to create appropriate sentences or phrases. Controlling grammar allows mastering both writing and speaking skills, as it helps understand the context, and the use of different grammatical structures. Furthermore, grammar is the study of what forms (words, sentences, texts) are possible in a language and the study of the meanings these forms convey. Moreover, it is a system of rules and structures that give meaning to a language, the components of grammar are syntax and morphology. Syntax is the succession of words in sentences, and morphology refers to their shape (Teschner, 2007).

Vocabulary: is a basic aspect that must be learned before mastering English skills. Alqahtani (2015) argued that language learners needs extensive vocabulary acquisition so that they can use structures and functions for a correct communication. Furthermore, vocabulary is all the words that people know or use in a given language, a significant depth in the knowledge of the vocabulary facilitates the grammatical learning process and helps the student to identify structures more easily when there is a greater richness of vocabulary, it facilitates the understanding of the different discourses to which the student is exposed.

1.2 Objectives

General objective

- To determine the effect of thinking-based learning on speaking skill.

Specific objective

- To diagnose the students' level of speaking skill.
- To analyze the influence of thinking-based learning activities on speaking skill.
- To establish the importance of using thinking-based learning on speaking skill.

Fulfillment of objectives

In order to develop the objectives of this research, different activities were carried out. In the first place, to achieve the general objective, which is to determine the effect of thinking based learning on speaking skill. It was crucial to define the three specific objectives that performed as the support to demonstrate this research.

To achieve the first specific objective, a pre-test was applied to evaluate the speaking skill level of the students. This was A2 flyers from Cambridge. The test consisted of 4 parts, for which only parts 1 and 4 were taken in order to analyze the development of speaking skill.

Finally, the rubric from Cambridge A2 flyers was used as an evaluation instrument to be able to measure the performance of the students in the speaking skill. This rubric measured 2 important aspects (reception and production) where each of these aspects had a score of 5 in total 10 points.

In order to achieve the second objective, a set of treatments was planned that allowed the thinking based learning method to be used in order to develop

the speaking skill of the students. To apply the treatment, eight interventions were carried out where different pictures were used and included various activities based on thinking based learning such as role plays, create a story, find differences, among others. All these activities were evaluated using the Cambridge A2 flyers rubric.

Finally, to achieve the third objective, a post-test was applied that allowed the analysis of the results to establish the importance of the thinking base learning on speaking skill. For this, a Cambridge A2 flyers rubric was used. This rubric measured 2 important aspects (reception and production) where each of these aspects had a score of 5 in total 10 points.

CHAPTER II

METHODOLOGY

2.1 Materials

In the current research, the participating institution was: Unidad Educativa Oxford. For its development, it was essential to make use of human resources, physical and technological materials. The human resources that contributed to this research were: the researcher, the tutor, the review tutors and the 7th level EGB students at Unidad Educativa Oxford. The students' age was between 11 and 12 years old. The physical materials used were: A2 flyers exams from Cambridge, pictures, prints, and a rubric from Cambridge A2 flyers. Finally, technological materials such as the internet, websites, and computers.

2.2 Methods

Research approach

This research was based on the quantitative approach. Quantitative since the information was collected numerically, where the scores of the students in the speaking skill test were obtained. In addition, all the numerical data was obtained from the application of the instrument in the students. Finally, all this information collected was obtained from 7th level students at Unidad Educativa Oxford. According to Apuke (2017), quantitative approach is a research strategy that uses mathematical and statistical analysis tools to describe, explain, and predict phenomena using numerical data. The collection of numerical values allows to measure the frequency of a phenomenon and to observe real conditions.

Research modality

Field research

This field research helped to know in depth the real facts that were raised at Unidad Educativa Oxford. When the instrument was applied within the institution, direct contact was obtained with the 7th level EGB students. In the same way, due to

the participation and collaboration of the students in the sessions, it was possible to collect the information to analyze the improvement of the speaking skill of the students when applying the thinking-based learning method. Irgil et al. (2021), field research is a sort of investigation that consists of collecting information directly where real events occur.

Bibliographic

This study aided its information through bibliographic documents such as scientific articles, thesis, books, and research, among others, that associate the theories of the two variables. Therefore, this research was bibliographic because the information collected on thinking-based learning and speaking skill was obtained from different sources to study the improvement of students when the research is applied within the classroom. According to Allen (2017), bibliographic research is defined as a study in which information is collected from materials that have previously been published and that have a relationship with the subject. The information is obtained through scientific articles, magazines, journals, books, newspapers, etc.

Research design

Pre-experimental design

Pre-experimental research was applied in this study where a pre- and post-test was used, under the standards of Cambridge Exams for A2 flyers. For this, the last part of the test was taken, which is speaking skill. This skill has 4 sections, each section from 1 to 4 were applied. Through these parameters, the 7th level EGB students at Unidad Educativa Oxford were evaluated twice, that is before and after (pre-test and post-test) the treatment, and in this way the results could be measured.

According to Frey (2018), pre-experimental research is considered as research that occurs when the researcher examines a single group to apply the experiment. In addition, in the course of the experiment it is necessary to apply a test before the treatment and then use another test after the treatment to demonstrate if the knowledge of the students improves after the interventions.

Level of research

Descriptive research

This research was descriptive since the reality of how speaking skill is affected by the use of thinking-based learning in the classroom was observed and analyzed. According to Atmowardoyo (2018), descriptive research is a method that focuses on describing phenomena that exist before and after experimentation. The researcher performs a data collection of all types of information through instruments such as tests, questionnaires, interviews, and observation.

Instruments

The instrument that was used in this study for data collection was A2 flyers, which was used as a pre and post-test to measure the level of speaking skill in students and verify results to define if there was an improvement in skill. This instrument is designed by Cambridge, an international exam that assesses the four language skills. The test consists of 4 parts, for which only parts 1 and 4 were used. This test was taken individually. In part 1 the students had to find some differences using two pictures. In part 4 the students had to create a story using 4 pictures, in these parts each student had the opportunity to put into practice their thinking based learning through the development of the speaking skill.

On the other hand, the rubric from A2 flyers was used as an evaluation instrument to be able to measure the performance of the students in the speaking skill. This rubric measured 2 important aspects (reception and production) where each of these aspects had a score of 5, in total 10 points.

Population

For this research, 33 students participated, 21 males and 12 females of 7 level EGB from Unidad Educativa Oxford. The students' ages ranged between 11 and 12 years old. In addition, the tutors played an important role in the research review process.

Table 1

Population

| Population | Experimental group | Percentage |
|-------------------|---------------------------|-------------------|
| Male | 21 | 64% |
| Female | 12 | 36% |
| Total | 33 | 100% |

Note. Information taken from students of 7th year EGB at Unidad Educativa “Oxford”.

Procedure

The research had a procedure of 8 sessions of 40 minutes, which lasted 4 weeks.

In the first session, a pre-test (A2 flyers) was applied to know the level of English of the students in the speaking skill.

In the second session, a role play was developed in pairs. For this, role cards were provided where the role of each student was explained. Moreover, vocabulary and phrases were explained so that students could carry out the activity.

In the third session, the students were able to create their own adventure time, where they had to think about everything necessary to imagine their adventure such as food, transportation, field trip materials, etc. This activity was in groups of 4 students.

In the fourth session, students in pairs answered questions about their family professions. Then using a picture, they had a little discussion on that topic.

In the fifth session, each pair of students obtained two pictures and they had the opportunity to find some differences in the images. This activity was interesting and essential for them as it helped to develop their analytical skills and improve their mental agility.

In the sixth session, the students carried out a gap activity. In pairs, student A had to look at student B's picture and student B had to look at student A's picture for approximately 3 minutes. Then, the students exchanged the pictures, they had to identify what information was missing in each picture and asked themselves questions to complete the information in the gap activity.

In the seventh session, students had a series of five pictures that indicated a story. The students knew the name and narration of the first picture in the story. Then, each student had to describe the other four pictures.

In the eighth session, a post-test was taken (A2 flyers). To be able to measure the level of English in the speaking skill again. In all the interventions, feedback was provided to the students so that they could know and improve their mistakes.

Finally, all the results were analyzed by comparing the first and second tests in order to determine the progress of the students in the development of the speaking skill with the application of thinking-based learning.

2.1. Hypothesis

H₀: Thinking based learning does not affect in the development of speaking skill at Unidad Educativa Oxford.

H₁: Thinking based learning affects in the development of speaking skill at Unidad Educativa Oxford.

CHAPTER III

RESULTS AND DISCUSSION

3.1. Analysis and discussion of the results

Chapter III explains the analysis and interpretation of the data collected. After obtaining the results of the pre and post-test, it was possible to analyze the results using the IBM SPSS Software. In order to verify the study hypothesis, a non-parametric test of two related samples was applied. For the development of graphs and tables, the Microsoft Excel program was used since it is one of the most recommended programs for this type of study. The elaboration to graphs and tables helps the data interpretation. Thus, it allows a greater understanding of the analysis by the reader. The results collected from the two applied tests are shown below.

Table 2

Pre-test results

| Researched group | SPEAKING PART 1 AND 4 SCORE OVER 10 |
|-------------------------|--|
| Student 1 | 2 |
| Student 2 | 3,5 |
| Student 3 | 5 |
| Student 4 | 1,5 |
| Student 5 | 5 |
| Student 6 | 4 |
| Student 7 | 4,5 |
| Student 8 | 2 |
| Student 9 | 2 |
| Student 10 | 2,5 |
| Student 11 | 5 |
| Student 12 | 2,5 |
| Student 13 | 2 |
| Student 14 | 3,5 |
| Student 15 | 5 |
| Student 16 | 5,5 |
| Student 17 | 2,5 |

| | |
|-------------------|------------|
| Student 18 | 3 |
| Student 19 | 1 |
| Student 20 | 2 |
| Student 21 | 2 |
| Student 22 | 1,5 |
| Student 23 | 2,5 |
| Student 24 | 3,5 |
| Student 25 | 6,5 |
| Student 26 | 5 |
| Student 27 | 4 |
| Student 28 | 6 |
| Student 29 | 5,5 |
| Student 30 | 5 |
| Student 31 | 4,5 |
| Student 32 | 5,5 |
| Student 33 | 4,5 |
| Average | 3,9 |

Note. Information taken from students of 7th year EGB at Unidad Educativa “Oxford”.

Table 3

Post-test results

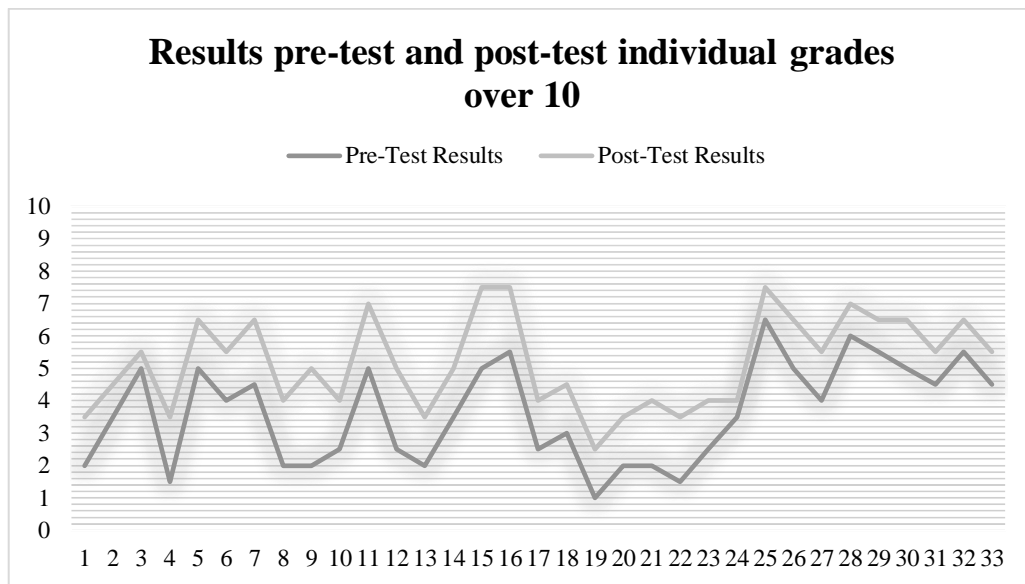
| Researched group | SPEAKING PART 1 AND 4 SCORE OVER 10 |
|-------------------------|--|
| Student 1 | 3,5 |
| Student 2 | 4,5 |
| Student 3 | 5,5 |
| Student 4 | 3,5 |
| Student 5 | 6,5 |
| Student 6 | 5,5 |
| Student 7 | 6,5 |
| Student 8 | 4 |
| Student 9 | 5 |
| Student 10 | 4 |
| Student 11 | 7 |
| Student 12 | 5 |
| Student 13 | 3,5 |
| Student 14 | 5 |
| Student 15 | 7,5 |
| Student 16 | 7,5 |
| Student 17 | 4 |
| Student 18 | 4,5 |

| | |
|-------------------|------------|
| Student 19 | 2,5 |
| Student 20 | 3,5 |
| Student 21 | 4 |
| Student 22 | 3,5 |
| Student 23 | 4 |
| Student 24 | 4 |
| Student 25 | 7,5 |
| Student 26 | 6,5 |
| Student 27 | 5,5 |
| Student 28 | 7 |
| Student 29 | 6,5 |
| Student 30 | 6,5 |
| Student 31 | 5,5 |
| Student 32 | 6,5 |
| Student 33 | 5,5 |
| Average | 5,4 |

Note. Information taken from students of 7th year EGB at Unidad Educativa “Oxford”.

Figure 1

Pre-test and post-test individual grades



Note. Information taken from students of 7th year EGB at Unidad Educativa “Oxford”.

Analysis and interpretation

The research was carried out with 33 students, 21 women and 12 men of the 7th level EGB from Unidad Educativa Oxford. A pre and a post-test was applied where two important aspects (reception and production) of pictures were evaluated. For this, in the first part of the study it was applied an initial test to identify their speaking skill and determine their level. So that table 2 shows the scores that the students obtained in this test, with 1 being the lowest score and 6.5 the highest score. After applying the treatment to improve this skill, the scores increased in a final test that was applied to the same group of the students. It was determined that the lowest score was 2.5 and the highest score was 7.5 points. This can also be verified and observed in Figure 1, where the difference and the evolution that the students obtained in relation to each test is shown.

Table 4

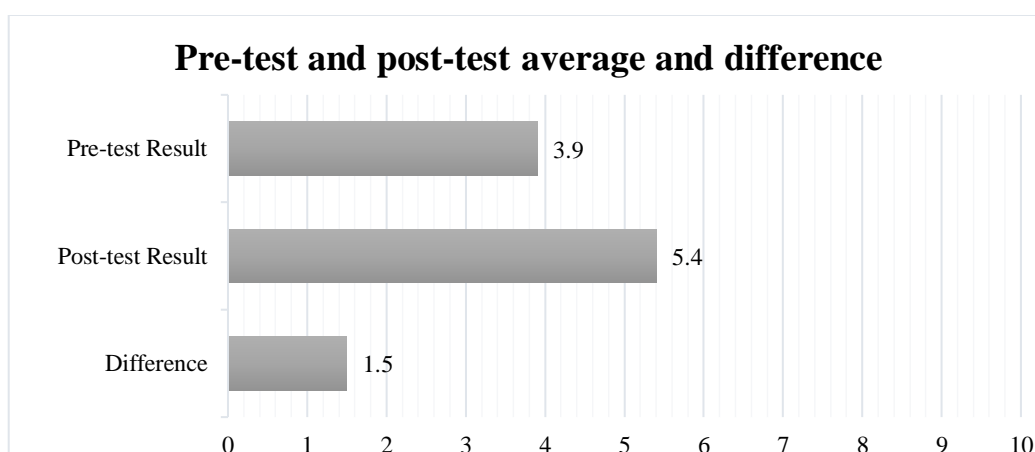
Comparative pre-test and post-test average and difference

| | Pre-test Result | Post-test Result | Difference |
|----------------|------------------------|-------------------------|-------------------|
| Average | 3,9 | 5,4 | 1,5 |

Note. Information taken from students of 7th year EGB at Unidad Educativa “Oxford”.

Figure 2

Comparative pre-test and post-test average and difference



Note. Information taken from students of 7th year EGB at Unidad Educativa “Oxford”.

Analysis and interpretation

A comparison was made with the average results of the pre and post-test, to identify and facilitate the reader's understanding and thus show the increase that existed in relation to each test. Figure 2 shows a low average score of the students in the pre-test, which was 3.9 out of 10 points. However, after applying the treatment sessions to improve the speaking skill of the students, this standard increased to 5.4 out of 10 points in the post-test, thus exceeding 50% of the maximum grade. The difference between each test was of 1.5 growth points, in statistical terms this growth is not a very significant figure, but it is enough to demonstrate that the treatment is effective in students of primary education institutions. Therefore, thinking based learning influences the development of speaking skill.

3.2. Verification of hypotheses

The verification of the hypothesis proceeded in two parts. In the first part, a normality test was performed with the pre and post-test data, to determine if the results tend to follow a normal distribution or are dispersed. In the second part, a non-parametric test of two related Wilcoxon samples was chosen, where the level of significance will be verified, and it will allow to conclude if the hypothesis is rejected or accepted.

Null hypothesis

H₀: Thinking based learning does not affect in the development of speaking skill at Unidad Educativa Oxford.

Alternative hypothesis

H₁: Thinking based learning affects in the development of the speaking skill at Unidad Educativa Oxford.

Table 5*Shapiro - Wilk normality test*

| | Shapiro-Wilk | | |
|------------------|--------------|----|------|
| | Estadístico | gl | Sig. |
| Pre_Test | ,935 | 33 | ,048 |
| Post_Test | ,934 | 33 | ,045 |

Note. Information taken from students of 7th year EGB at Unidad Educativa “Oxford”.

Analysis and interpretation

The first part of the verification of the hypothesis is the normality test, as observed in the table. The Shapiro Wilk test was used, for the reason that it is the appropriate statistic to work with samples smaller than 50, therefore, the significance level of the pre-test was 0.048 and the post-test was 0.45, so it can be inferred that the results obtained are dispersed and it is necessary to apply a non-parametric test called Wilcoxon.

Table 6*Wilcoxon signed ranks test*

| | | N | Mean Rank | Sum of Ranks |
|----------------------|----------------|-----------------|-----------|--------------|
| Post_Test - Pre_Test | Negative Ranks | 0 ^a | ,00 | ,00 |
| | Positive Ranks | 33 ^b | 17,00 | 561,00 |
| | Ties | 0 ^c | | |
| | Total | 33 | | |

a. Post_Test < Pre_Test

b. Post_Test > Pre_Test

c. Post_Test = Pre_Test

Note. Information taken from students of 7th year EGB at Unidad Educativa “Oxford”.

Analysis and interpretation

The Wilcoxon rank test that was used makes it possible to identify exactly if the students increased or decreased their scores between both tests. As it can be seen in Figure 5, there are 33 positive ranges, which means that all the students improved their scores after the treatment, thus they improved their speaking skill. With an average range of 17.00 per student, the sum of these ranges results in 561.00, which highlights that the use of this technique is efficient, and it is advisable to use it in the education of children in educational institutions to improve students' speaking skill.

Table 7

Test statistics

| | Post_Test - Pre_Test |
|---------------------------|----------------------|
| Z | -5,070 ^b |
| Sig. asintót. (2- Tailed) | ,000 |

a. Wilcoxon signed ranks test.

b. Based on Negative Rank.

Note. Information taken from students of 7th year EGB at Unidad Educativa “Oxford”.

Analysis and interpretation

After applying the Wilcoxon non-parametric test between related samples, the results obtained in the post-test show that there was an increase and development in the speaking skill of the students. This can be confirmed in the previous table, where the level of significance is 0.000, which is well below the level allowed for the acceptance of the hypothesis, which is 0.05. Therefore, it is concluded in this study that the null hypothesis is rejected and immediately gives way to the acceptance of the alternative hypothesis, then it is confirmed that thinking-based learning has an effect on the development of speaking skill at Unidad Educativa Oxford.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1. Conclusions

This research analyzed the effect of thinking-based learning on speaking skill. After the results obtained and the analysis of the study data, the following conclusions and recommendations can be presented.

- In the research, it was possible to diagnose the speaking level from 7th level EGB students with the application of the pre-test (A2 flyers). The following parameters were evaluated (reception and production) using the Cambridge rubric (A2 flyers) where it was possible to identify an A1 level, which is a low range of speaking skill of students according to their age. As a result, they could not understand the instructions on the test and lacked organization of their ideas when speaking. Moreover, they were not able to express their opinions clearly, since the grammatical structures were basic.

- The results showed a positive influence through the application of thinking based-learning on speaking skill, since several activities were applied where each of them played an important role in the interventions process. Role play, helped to develop pronunciation. Discussion, improved vocabulary. Dialogue, allowed the development of grammar. Find the differences, aided with grammar and vocabulary. Gap activity, contributed to the improvement of pronunciation. Creating a story, it was possible to practice grammar (Loreen, 2012). All these activities were possible to be applied through individual and teamwork using different pictures. Moreover, these activities were useful since it helped not only in the development of speaking skill but also in critical thinking, communication, organization of ideas, and reasoning, because the students' responses were appropriate in almost all the instructions.

- All the results obtained in the investigation showed that the use of the thinking-based learning method in the development of the speaking skill had a significant importance, since a comparison was made based on the previous results with the final results, where a difference of 1.5 points was obtained, which demonstrated a positive change in speaking skill, improving subskills such as grammar, vocabulary, and pronunciation. As a result, this method helped students think, reason, and make decisions. In addition, a better environment was obtained where students felt more motivated and comfortable during the learning process, thus becoming protagonists of their own learning.

4.2. Recommendations

- In order to measure students' speaking skill, it is recommended to use the test and the rubric (A2 flyers) designed by Cambridge since it is possible to obtain accurate results by taking these tests. They are endorsed by specialists. In this way, the level of speaking skill can be diagnosed in a more effective way.
- When teaching a class using a method such as thinking-based learning, especially in speaking skill, teachers need use various activities, such as role plays, discussions, dialogues, find the differences, gap activities, and creating a stories. All these activities help in the development of grammar, vocabulary, and pronunciation in speaking skill. In addition, this method help students to become good thinkers, to develop their ability to make their own decisions and to have self-confidence. In addition, it is essential that teachers take into account the age of the students, their level of English, etc. In this way, choose appropriate activities that allow students to develop their thinking and meet their needs.
- It is important to recommend that teachers use the thinking-based learning method when they need to develop the speaking skill, as this allows students to put into practice the development of their thinking, improving their interaction by exchanging ideas, and participating more effectively during class. This method encourages them to reflect, to dialogue, express their points of view, and collaborate. In this way, they will avoid memorizing the curricular contents and will be able to build their own learning. Furthermore, this method can influence not only the development of English skills, but also make students feel comfortable speaking a foreign language.

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Annexes

Annex 1. Approval

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO
CARTA DE COMPROMISO

Ambato, 05 de octubre de 2022

Doctor,
Marcelo Núñez
Presidente
Unidad de Integración Curricular
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Yo Dr. Carlos Chinguercela en mi calidad de Rector de la Unidad Educativa Oxford, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema:
"Thinking based learning and speaking skill" propuesto por la estudiante Acuña Checa Victoria Anabel, portadora de la Cédula de Ciudadanía 0550110514, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo apoyar en el desarrollo del proyecto. Particular que comunico a usted para los fines pertinentes.

Atentamente

Dr. Carlos Chinguercela

0501799456

0992749556

rectorado@oxford.edu.ec



Annex 2. Lesson plans

| LESSON PLAN 1 – PRE-TEST | | |
|---|--------|---|
| <p>Time: 40 min Subject: English Class: 7th “A” level Language skill: Speaking Topic: Find the differences and picture story. Objective: To identify students’ speaking level. Materials:</p> <ol style="list-style-type: none"> 1. Board 2. Markers | | |
| Step | Time | Procedure |
| 1 | 5 min | <p>Opening: -T introduces herself and explains the procedure for the exams.</p> |
| 2 | 5 min | <p>-T gives a brief explanation about the parts of the exam and how to complete it.</p> <p>- T. check comprehension.</p> |
| 3 | 30 min | <p>-T provides the exams to each student to complete it.</p> <p>-T examines the speaking development using a rubric from Cambridge A2 flyers.</p> |



ENGLISH SPEAKING PRE-TEST

Objective: To identify the speaking level of 7th level students from Unidad Educativa “Oxford”.

Flyers: A2 Test

Level: 7th level

Average age: 11-12

Instructions:

The exam has 4 parts, of which parts 1 and 4 will be taken.

Part 1

Find the differences picture

- Teacher greets the student telling her own name and asks the student’s name, surname, and age. This part is unassessed. Then, the teacher starts the test by demonstrating what is required.
- Teacher shows the child the student’s copy of the find the differences picture.
- Student is initially shown the teacher’s copy as well, but then encouraged to look at the student’s copy only.
- Teacher then makes a series of statements about the teacher’s picture and the student has to respond by making statements showing how the student’s picture is different, e.g. (teacher) In my picture, the man is pointing at a cloud on the map. (student) In my picture, he’s pointing at the sun.



A2 FLYERS SPEAKING. Find the Differences – Candidate's copy

TEST ONE



A2 FLYERS SPEAKING. Find the Differences – Examiner's copy

TEST ONE

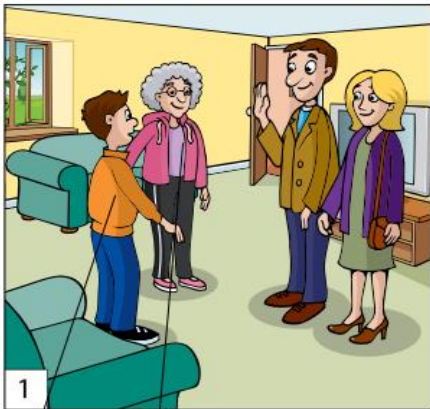
A2 Flyers Speaking

Part 4

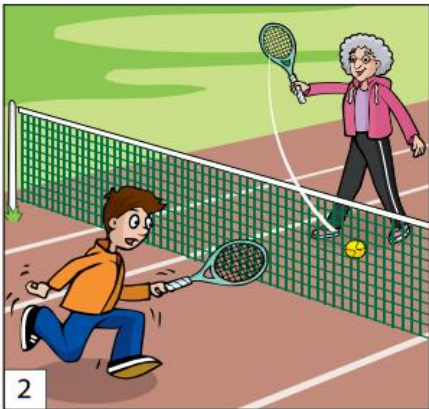
Picture story

- Teacher shows the student a sequence of five pictures that show a story.
- Teacher tells the student the name of the story and describes the first picture in the story.
- Then the student is expected to describe the other four pictures.
- The title of the story and the name(s) of the main character(s) are shown in the story.

Grandma's busy day



Paul Grandma



LESSON PLAN 2

Time: 40 min

Subject: English

Class: 7th “A” level

Language skill: Speaking **Topic:** Invitation to go to a birthday party

Language subskill: Correct pronunciation of phrases given and vocabulary about (superheroes, house, friends, etc.)

Type of activity: Role play

Objective:

Students will be able to create a role play about invitation to go to a birthday party.

Materials:

Pictures

Board

Markers

| Step | Time | Procedure |
|------|--------|--|
| 1 | 5 min | <p>Opening: T. starts the class with the video about “minions - happy birthday”</p> <p>https://youtu.be/5tilf bcclu</p> |
| 2 | 20 min | <p>-T. plays the video again and interacts with the students.</p> <p>-T. asks questions like:</p> <ul style="list-style-type: none"> - Are they having a birthday party? - Do you like birthday parties? - Do you like to dance at birthday parties? <p>-T. projects the vocabulary and phrases on Tv about invitation to go to a birthday party.</p> <p>-T. asks students to get in pairs and assigns who will be student A and B.</p> <p>-T. gives the role cards to each pair of students.</p> |

| | | |
|---|----|--|
| | | T. explains they are going to work together to organize a role play about an invitation to go to a birthday party using the role cards that indicate the role that each student has, include vocabulary and phrases, they have 10 minutes to complete it. |
| 3 | 15 | T. will choose 5 pairs of students to share their role play about an invitation to go to a birthday party in the class. T. takes notes and after the presentation of the students will provide feedback according to the points mentioned in the rubric of Cambridge A2 flyers. |

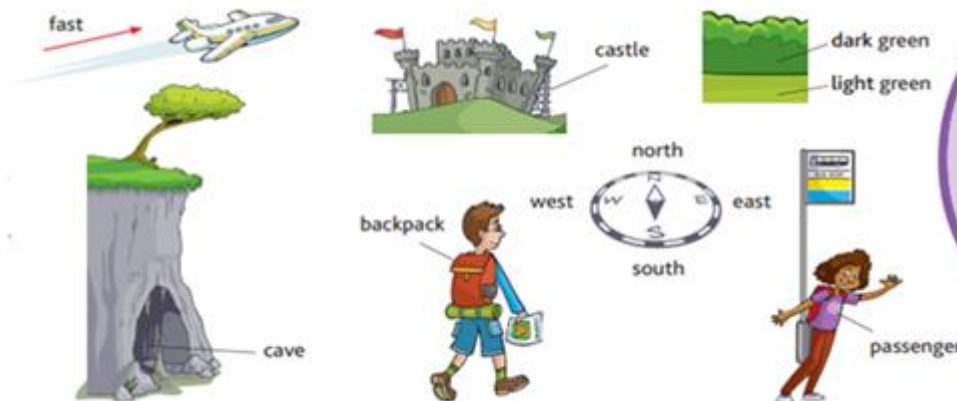
ROLE CARDS

| | |
|---|--|
| <p>Student A</p> <p>You are going to organize your birthday party with your family. You will invite your best friend to your birthday. You have to tell him - theme of the party - address of the party</p> <p>Think of two or more things that you want to tell your friend about your party.</p> | <p>Student B</p> <p>Your best friend will invite you to his birthday party. You will ask him questions about his party. - party date - party time</p> <p>Think of two or more questions about the party that you want to ask your friend.</p> |
|---|--|

| | |
|--|---|
| <p>Vocabulary</p> <ul style="list-style-type: none"> • <i>Invite</i> • <i>Birthday party.</i> • <i>5 o'clock</i> • <i>Saturday / Friday</i> • <i>Superheroes</i> • <i>House</i> • <i>Friends</i> | <p>Phrases</p> <p><i>I would like</i></p> <p><i>I love the idea</i></p> <p><i>I will see you on Friday</i></p> |
|--|---|

| | | |
|---|----|---|
| | | <p>-Teacher gives a picture and vocabulary about adventure to each group of students.</p> <p>-In groups of 4, students must organize a proposal of their adventure time that they would like to have and include the vocabulary and these points, they have 10 minutes to complete it.</p> <ul style="list-style-type: none"> • name of adventure time • place • day • field trip materials (backpack, flashlight, water, etc.) • food • transport • describe the activities |
| 3 | 15 | <p>T. will choose some groups of students to share their adventure time proposal.</p> <p>T. takes notes and after the presentation of the students will provide feedback according to the points mentioned in the rubric of Cambridge A2 flyers.</p> |

Vocabulary



Adventure time



LESSON PLAN 4

Time: 40 min

Subject: English

Class: 7th “A” level

Language skill: Speaking

Topic: Talk about professions

Language subskill: Grammar about Wh questions

Type of activity: Dialogue

Objectives:

Students will be able to talk about professions.

Materials:

Pictures

Board

Markers

| Step | Time | Procedure |
|------|------|-----------|
|------|------|-----------|

| | | |
|---|--------|---|
| 1 | 5 min | <p>Opening: Students play the game wordwall about “professions”</p> <p>https://wordwall.net/es/resource/34181705/jobs-occupations</p> |
| 2 | 15 min | <p>-T. asks questions about the professions of the students' families.</p> <ul style="list-style-type: none"> - What does your mother /father do? - Where does your mother/father work? <p>-T. asks students to get in pairs.</p> <p>-T. provides a picture about professions for each pair of students.</p> <p>-In pairs students look at the picture and each student answers these questions:</p> <ul style="list-style-type: none"> - What are the professions? - What is your favorite profession? Why? - What do you think each of the professionals does? |
| 3 | 20 | <p>T. asks 5 voluntary pairs of students to share their ideas about professions in class.</p> <p>T. takes notes and after the presentation of the students will provide feedback according to the points mentioned in the rubric of Cambridge A2 flyers.</p> |

Professions



LESSON PLAN 5

Time: 40 min **Subject:** English **Class:** 7th "A" level

Language skill: Speaking **Topic:** Find the differences about museum

Language subskill: Grammar (there is, there are), and vocabulary about museum (statues, dinosaur, frame, etc)

Type of activity: Find the differences

Objectives:

Students will be able to find the differences in the pictures.

Materials:

Pictures

Board

Markers

Tv

| Step | Time | Procedure |
|------|--------|--|
| 1 | 5 min | <p>Opening: Students play the game wordwall " find the differences"</p> <p>https://wordwall.net/es/resource/25009849/spot-the-differences-d</p> |
| 2 | 15 min | <ul style="list-style-type: none"> -T. projects the vocabulary on Tv about "Museum" (vocabulary below) -T. asks students to get in pairs and explains they are going to work together. -T. assigns who will be student A and B. -T. gives two pictures for each pair of students. -Both student A and student B must find the differences in the picture. |

| | | |
|---|----|---|
| | | <p>For Example:</p> <p>Ss. A: in picture number 1 the guard has a red suit, and in picture number 2 the guard has a blue suit.</p> <p>Ss. B: in picture number 1 there are stairs, and in picture number 2 there aren't stairs.</p> |
| 3 | 20 | T. asks 5 pairs of students to present in the class the differences that they found in the picture. |

1

2



Vocabulary

- suit
- striped blouse
- blouse with circles
- statues
- pair of gloves
- dinosaur
- frame

LESSON PLAN 6

Time: 40 min **Subject:** English **Class:** 7th “A” level

Language skill: Speaking **Topic:** Personal information gap activity

Language subskill: Correct pronunciation of words about personal information.

Type of activity: Gap activity

Objectives:

Students will be able to identify personal information gap activity.

Materials:

Pictures






Board






Markers

| Step | Time | Procedure |
|------|--------|---|
| 1 | 5 min | <p>Opening: Students play the game wordwall “personal information”</p> <p>https://wordwall.net/es/resource/20762223/activity-2-personal-information</p> |
| 2 | 20 min | <ul style="list-style-type: none"> -T. describes "What is a gap activity" -T. explains to students that they are going to work with the activity “personal information gap activity”. -T. asks students to get in pairs and explains they are going to work together. -T. assigns who will be student A and B. -T. gives two pictures to the pairs of students. -T. explains the activity to the students. <p style="text-align: center;">- Ss. A will have to look at student B's picture and Ss. B will have to look at the picture of student A for 3 minutes.</p> |

| | | |
|---|----|---|
| | | - Then, the students will exchange the pictures, they must identify which information is missing in each picture and ask themselves questions to complete the personal information. |
| 3 | 15 | T. choose 5 pairs of students to present in the class the " personal information gap activity". |

Personal information gap activity

| | | | | | |
|-------------------------|---|---|---|---|---|
| A |  |  |  |  |  |
| Name | | William Webster | | Bob Armstrong | |
| Age | | 18 | 43 | | 27 |
| Where does he/she live? | Edinburgh, Scotland | | New York, USA | Sydney, Australia | |
| Job status | | works at McDonalds | | | is a lawyer |
| phone number | | 87 21 24 67 | | 001 43 26 57 | |
| relationship status | single | | is divorced | | |
| children? | no | | | no, but his wife is pregnant. | no |

| | | | | | |
|-------------------------|---|---|---|---|---|
| B |  |  |  |  |  |
| Name | Angelina Ghoulie | | Ron Amore | | Bella Wilder |
| Age | 271 | | | 26 | |
| Where does he/she live? | | Manchester, England | | | New Orleans, USA |
| Job status | unemployed | | is a private investigator | works as a fitness instructor | |
| phone number | doesn't have a phone | | 78 15 95 47 | | 0021 43 54 85 |
| relationship status | | has a girlfriend | | is married | is engaged |
| children? | | | yes, two sons. They live with his ex-wife. | | |

LESSON PLAN 7

Time: 40 min

Subject: English

Class: 7th "A" level

Language skill: Speaking

Topic: Picnic story

Language subskill: Grammar (describe the pictures using present simple to create a picnic story).

Type of activity: Creating a story

Objectives:

Students will be able to create a story

Materials:

Pictures

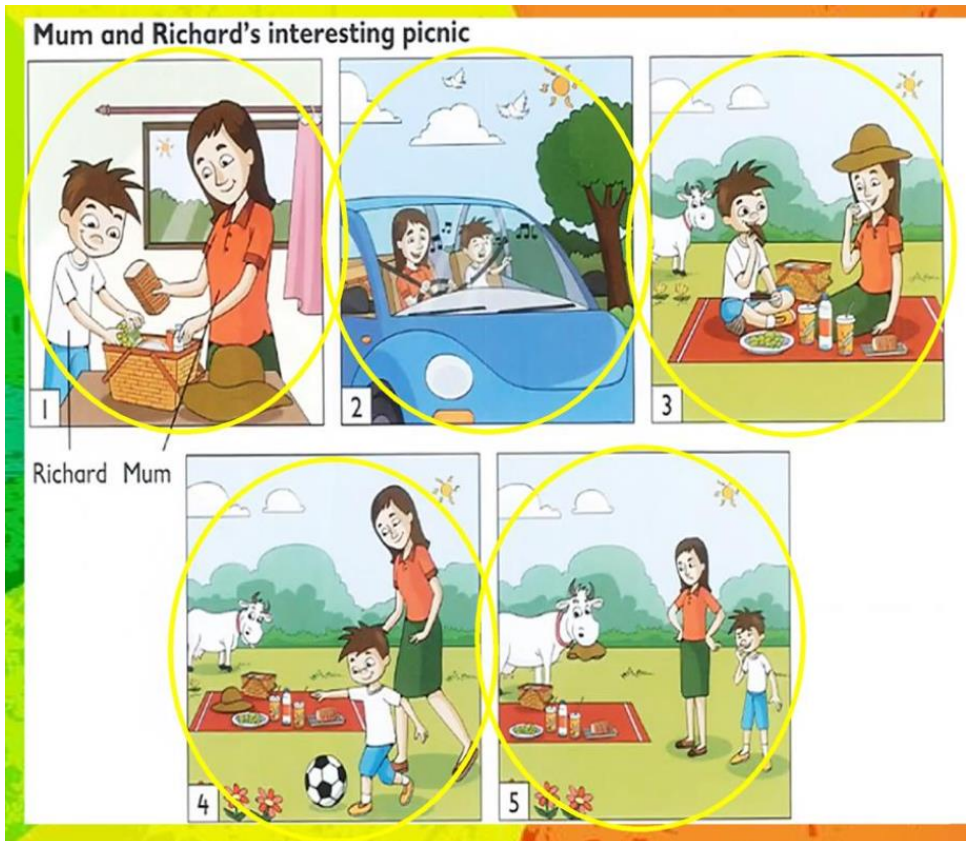
Board

Markers

| Step | Time | Procedure |
|------|--------|--|
| 1 | 5 min | <p>Opening: Students play the game wordwall "picnic"</p> <p>https://wordwall.net/es/resource/22053216/picnic</p> |
| 2 | 15 min | <p>-T. indicates to the students a series of five pictures that show a story.</p> <p>-T. explains that each student must create a picnic story and how to do this.</p> <p>-T. lets the student know the story's name and narrates the first picture in the story.</p> <p>Title: <i>Mom and Richard's interesting picnic</i></p> <p>First picture story: <i>In the first picture, Richard and his mom are putting food in their picnic basket, and there is a hat on the table.</i></p> <p>-T. gives a picture to each student about "Picnic".</p> <p>-Then students must describe the other four pictures.</p> |

| | | |
|---|----|---|
| 3 | 20 | <p>T. asks each student to present the story in the class, each student has 2 minutes to present it.</p> <p>T. takes notes and after the presentation of the students will provide feedback according to the points mentioned in the rubric of Cambridge A2 flyers.</p> |
|---|----|---|

Picnic story



LESSON PLAN 8 – POST-TEST

Time: 40 min **Subject:** English **Class:** 7th “A” level
Language skill: Speaking **Topic:** Find the differences picture and picture story.
Language subskill: Grammar, vocabulary, and pronunciation.
Objective:
 To identify students’ speaking level.
Materials:

1. Board
2. Markers

| Step | Time | Procedure |
|-------------|-------------|--|
| 1 | 5 min | Opening: -T introduces herself and explains the procedure for the exams. |
| 2 | 5 min | -T gives a brief explanation about the parts of the exam and how to complete it. - T. check comprehension. |
| 3 | 30 min | -T provides the exams to each student to complete it. -T examines the speaking development using a rubric from Cambridge A2 flyers. |



ENGLISH SPEAKING POST-TEST

Objective: To identify the speaking level of 7th level students from Unidad Educativa “Oxford”.

Flyers: A2 Test

Level: 7th level

Average age: 11-12

Instructions:

The exam has 4 parts, of which parts 1 and 4 will be taken.

Part 1

Find the differences picture

- Teacher greets the student telling her own name and asks the student’s name, surname, and age. This part is unassessed. Then, the teacher starts the test by demonstrating what is required.
- Teacher shows the child the student’s copy of the find the differences picture.
- Student is initially shown the teacher’s copy as well, but then encouraged to look at the student’s copy only.
- Teacher then makes a series of statements about the teacher’s picture and the student has to respond by making statements showing how the student’s picture is different, e.g. (teacher) In my picture, the man is pointing at a cloud on the map. (student) In my picture, he’s pointing at the sun.



A2 FLYERS SPEAKING. Find the Differences



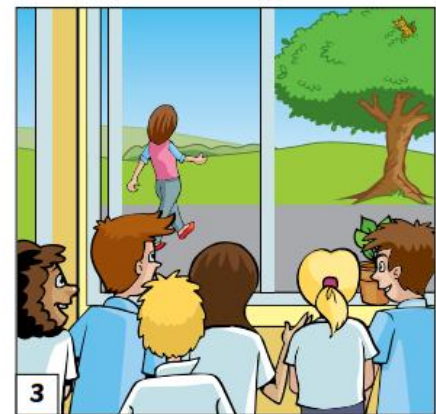
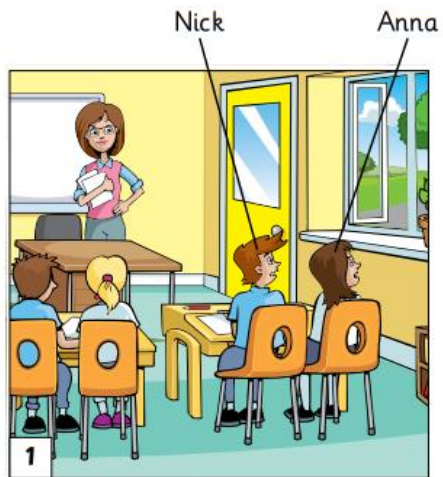
A2 FLYERS SPEAKING. Find the Differences

Part 4

Picture story

- Teacher shows the student a sequence of five pictures that show a story.
- Teacher tells the student the name of the story and describes the first picture in the story.
- Then the student is expected to describe the other four pictures.
- The title of the story and the name(s) of the main character(s) are shown in the story.

The Brave Teacher



Annexe 3. Rubric

| |
|---|
| Flyers Speaking Test – Suggested Assessment Scales |
| <i>To be used only for training purposes</i> |

| | | 0 | 1 | 2 | 3 |
|------------|---------------------------------|-----------------------|---|--|---|
| Reception | Listening & Interaction | No attempt to respond | Understands some of the instructions with a lot of support | Understands most of the instructions | Understands all the instructions |
| Production | Language Appropriacy | | Most utterances are inappropriate | Many utterances are appropriate | Most utterances are appropriate |
| | Extent | | No extended utterances | Many responses are minimal (i.e. one-word) | Responses are longer than one-word, short sentences |
| | Promptness | | Hesitations cause strain | Responses are delayed | Responds promptly |
| | Language (grammar & vocabulary) | | Grammar and vocabulary are not sufficient to complete the tasks | Grammar and Vocabulary are sufficient to complete the tasks some of the time | Grammar and Vocabulary are nearly always sufficient to complete the tasks |
| | Pronunciation | | Speech is difficult to understand | Speech sometimes difficult to understand | Speech is generally understood |

Annexe 4. Urkund Analysis



Document Information

| | |
|-------------------|---|
| Analyzed document | THESIS_ACUÑA VICTORIA_URKUND.pdf (D156430446) |
| Submitted | 2023-01-20 14:15:00 |
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| Analysis address | xcalero.uta@analysis.orkund.com |



Firmado electrónicamente por:
**XIMENA ALEXANDRA
CALERO SANCHEZ**