

# UNIVERSIDAD TÉCNICA DE AMBATO



## FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

### MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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**THEME:** “NATIONAL STANDARDS FOR A2 EGB CERTIFICATION AND THE  
ACTIVE LEARNING”

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Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés

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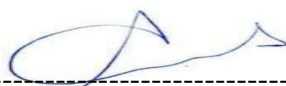
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## GENERAL INDEX

APROBACIÓN DEL TRABAJO DE TITULACIÓN .....	ii
AUTORÍA DEL TRABAJO DE TITULACIÓN .....	iii
DERECHOS DE AUTOR .....	iv
TABLE INDEX .....	vii
GRAPHIC INDEX.....	vii
ACKNOWLEDGMENT.....	viii
DEDICATORY.....	ix
RESUMEN EJECUTIVO.....	x
ABSTRACT.....	xii
CHAPTER I.....	1
THE RESEARCH PROBLEM.....	1
1.1. INTRODUCTION .....	1
1.2. JUSTIFICATION .....	3
1.3. OBJECTIVES .....	4
1.3.1. GENERAL.....	4
1.3.2. SPECIFIC .....	4
CHAPTER II.....	5
RESEARCH BACKGROUND.....	5
2.1. BACKGROUND .....	5
2.2. THEORETICAL FRAMEWORK.....	6
2.2.1. COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES....	6
2.2.1.1. CEFR REFERENCE LEVEL IN ECUADORIAN EDUCATIONAL SYSTEM .....	7
2.2.1.2. EXIT PROFILE LEVEL A2.....	8
2.2.2. LEARNING .....	12
2.2.2.1. ACTIVE LEARNING.....	13
2.2.2.2. ACTIVE LEARNING STRATEGIES IN SPEAKING.....	14
2.2.2.2.1. GROUP INFORMATION EXCHANGE .....	14
2.2.2.2.2. ROLE PLAY.....	15
2.2.2.2.3. THINK PAIR SHARE.....	15
2.2.2.2.4. DEBATE.....	15
2.2.2.2.5. POSTER SESSION.....	16
2.2.2.2.6. INFORMATION GAP.....	16

CHAPTER III .....	18
RESEARCH METHODOLOGY.....	18
3.1. LOCATION.....	18
3.2. MATERIAL AND EQUIPMENT .....	18
3.3. RESEARCH METHOD.....	18
3.4. HYPOTHESIS- RESEARCH QUESTIONS -IDEA TO DEFEND.....	20
3.5. POPULATION OR SAMPLE .....	21
3.6.1. TECHNIQUES AND INSTRUMENTS.....	22
3.7. DATA PROCESSING AND ANALYSIS.....	23
3.7.1. PRE AND POST-A2 KEY TEST RESULTS.....	23
3.7.1.1. TEST A2 KEY SPEAKING .....	24
3.7.1.2. SURVEY.....	29
CHAPTER IV .....	34
RESULTS AND DISCUSSION .....	34
4.1. PRE-TEST REGULARITY TEST .....	35
4.2. POST-TEST REGULARITY TEST.....	36
4.3. T-TEST .....	36
CHAPTER V .....	42
CONCLUSIONS AND RECOMMENDATIONS .....	42
5.1. CONCLUSIONS.....	42
5.2. RECOMMENDATIONS .....	43
5.3. REFERENCES .....	45
5.4. ANNEXES.....	50
5.4.1. APPROVAL LETTER.....	50
5.4.2. A2 KEY SPEAKING RUBRIC.....	51
5.4.3. SURVEY QUESTIONNAIRE VALIDATION.....	52
5.4.4. LESSON PLANS.....	58

## TABLE INDEX

<b>Table 1</b> Population.....	21
<b>Table 2</b> Sample.....	21
<b>Table 3</b> Survey Results.....	30
<b>Table 4</b> Paired Samples Statistics.....	36
<b>Table 5</b> Paired Samples Correlations .....	37
<b>Table 6</b> Paired Samples Test .....	37

## GRAPHIC INDEX

<b>Graph 1</b> Interactive Communication A2 Key Speaking .....	24
<b>Graph 2</b> Pronunciation A2 Key Speaking .....	25
<b>Graph 3</b> Grammar and Vocabulary A2 Key Speaking .....	26
<b>Graph 4</b> Comparative chart Pre and Posttest Key A2 Speaking Control group .....	27
<b>Graph 5</b> Comparative graphic Pre and Posttest Control group.....	27
<b>Graph 6</b> Comparative chart Pre and Posttest Experimental Group .....	28
<b>Graph 7</b> Comparative graphic experimental group.....	29
<b>Graph 8</b> Pre-test Regularity Test .....	35
<b>Graph 9</b> Pre-test Regularity Test .....	36

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Adriana



## **DEDICATORY**

I dedicate this thesis to my family who has meant and continues to mean so much to me. Although one of them is no longer of this world, her memories continue to inspire my life.

Adriana

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**THEME:** “NATIONAL STANDARDS FOR A2 EGB CERTIFICATION AND THE ACTIVE LEARNING”

**AUTORA:** Licenciada Adriana Isamar Viteri Viteri

**DIRECTORA:** Licenciada Cristina del Rocío Jordán Buenaño, Mg.

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**RESUMEN EJECUTIVO**

La investigación propuesta como Estándares Nacionales para la Certificación A2 EGB y el Aprendizaje Activo tuvo como objetivo determinar que, el uso de estrategias de aprendizaje activo mejora la habilidad de comunicación oral en el idioma inglés, como lo requiere el Currículo Nacional (EFL) ecuatoriano. La metodología de aprendizaje activo ofrece una amplia gama de estrategias que fomentan el pensamiento crítico, el debate, la investigación, la creatividad, la comunicación. Por ello, se ha considerado oportuno incluir en la planificación curricular y aplicar las siguientes estrategias para fortalecer la destreza oral del inglés como lengua extranjera: think pair share, group information exchange, debate, information gap, poster section, and role-play. En el presente estudio 40 estudiantes de 10mo EGB de la Unidad Educativa Milenio Guano; paralelos A y B constituyeron la población. La investigación se desarrolló bajo un enfoque cuantitativo, ya que los resultados surgieron de las opiniones de los participantes y sus niveles de desempeño oral en el idioma inglés. El diseño de esta investigación fue cuasi-experimental, por cuanto se trabajó con un grupo control y otro experimental. La modalidad de investigación responde a un proceso documental y de campo. Artículos científicos y libros relacionados con el tema fueron empleados en la construcción del marco teórico. Estos conceptos fueron llevados a su aplicación durante una parte del periodo lectivo con los estudiantes que formaron parte del grupo experimental y fueron evaluados después de la intervención. Los instrumentos para la recolección de datos

fueron un pre y post test estandarizado A2 Key de la Universidad de Cambridge, calificados bajo una rúbrica para la destreza oral, y un cuestionario para determinar el nivel de satisfacción de los participantes con relación al aprendizaje activo en clase. Finalmente, se presentan tres niveles de investigación, comenzando con el nivel descriptivo, luego pasando a un nivel de aplicación, y finalmente a un nivel correlacional para medir la relación entre las variables. Para comprobar esta relación, los resultados de la prueba t-test reflejaron una correlación de 508 y una significancia de 0,02, lo que indica que las variables están correlacionadas. Esta correlación demostró la influencia de la variable Aprendizaje Activo en la variable estándares nacionales para la certificación A2. Se observó una tendencia positiva en cuanto al fortalecimiento de la destreza oral con aprendizaje activo, más del 50% de los estudiantes encuestados dieron respuestas afirmativas, a las preguntas referentes a la influencia del aprendizaje activo en el nivel de habla A2.

**Descriptor:** estrategias de aprendizaje activo, plan de estudios de EFL, habilidad para hablar inglés, estándares nacionales

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**AUTHOR:** Licenciada Adriana Isamar Viteri Viteri

**DIRECTED BY:** Licenciada Cristina del Rocío Jordán Buenaño, Mg.

**LINEA OF RESEARCH:** Methods and means for teaching

**DATE:** February 23rd, 2023

**ABSTRACT**

The research proposed as National Standards for A2 EGB Certification and Active Learning aimed to determine that the use of active learning strategies improves oral communication skills in the English language, as required by the Ecuadorian National Curriculum (EFL). The active learning methodology offers a wide range of strategies that encourage critical thinking, debate, research, creativity and communication. For this reason, it has been considered appropriate to incorporate the following strategies: think pair share, group information exchange, debate, information gap, poster section, and role-play into the curriculum planning and use them to increase oral ability in English as a foreign language. In the present study, 40 students from 10th EGB at Unidad Educativa Milenio Guano, classes A and B constituted the population. The research was developed under a quantitative approach, since the results arose from the participants’ opinions and their levels of oral performance in the English language. The design of this research was quasi-experimental, since it worked with a control group and an experimental one. The research modality responds to a documentary and field process. Scientific articles and books related to the subject were used in the construction of the theoretical framework. These concepts were applied during a part of the school period with the students who were part of the experimental group and were evaluated before and after the intervention. The instruments for data collection were a standardized A2 Key pre and post test from the Cambridge University, scored under a rubric for oral skills, and a questionnaire to

determine the participants level of satisfaction in relation to active learning in class. Finally, three levels of research are presented, starting with the descriptive level, then moving to an application level and finally to a correlational level to measure the relationship between variables. The results of the t-test reflected a correlation of 508 and a significance of 0.02, which indicates that the variables are correlated. This correlation demonstrated the influence of the active learning variable on the national standards for A2 Certification variable. A positive trend was observed regarding the support of oral skills with active learning, more than 50% of the students surveyed gave affirmative answers to the questions referring to the influence of Active Learning on the A2 speaking skill.

**Keywords:** active learning strategies, EFL curriculum, English speaking skills, National standard

## CHAPTER I

### THE RESEARCH PROBLEM

#### 1.1. Introduction

In today's environment, English teaching is becoming more and more crucial. Various methodologies and linguistic strategies have been used over the years. All of these theories were considered for the English Curriculum design developed by Ecuador's national authority, but in practice, they have proven insufficient to successfully develop the language's main abilities (Cadena et al., 2018). That is why, the new curriculum of English Foreign Language approved in 2016, after many changes and adaptations since 1950 by the Ministry of Education, recommends implementing the student center approach. It proposes to develop the communicative skills (a) listening, (b) speaking, (c) reading, and (d) writing, and the evaluation according to the Common European Framework of Reference for Languages (Barre & Villafuerte, 2021).

In Ecuador, the EFL teaching begins in the second level of EGB in the public educational system and continues progressively to the university, where learners should reach at least B1 of the CEFR. The curriculum proposal comprises an instruction for students in Educación General Básica Elemental level 2nd through 4th, Educación General Básica Media level 5th through 7th, Educación General Básica Superior level 8th through 10th, and Unified General Baccalaureate level 1st through 3rd or high school involving five periods or hour classes a week (Macías & Villafuerte, 2020).

The EGB Superior curriculum, it is clearly aligned to CEFR standards. The curriculum aims to develop learners who are effective listeners and speakers, learners who can evaluate and analyze information in a variety of ways using a variety of skills, learners who can respond appropriately in a variety of social interactions, and learners who are critical and creative thinkers (Ministerio de Educación del Ecuador, 2016).

It is decisive for learners entering the EGB Superior sublevel to remember that language is primarily about engaging with others and expressing meaning. In today's globalized

world, English is a crucial communication tool that helps learners to speak across linguistic and geographical boundaries (Ministerio de Educación del Ecuador, 2016).

On the other hand, the researcher found some problems in English teaching and learning at Unidad Educativa Milenio Guano, in this study. The first one is referring to the deficiency of media that are utilized to support the teaching and learning process, such as an internet connection, technological devices, and computers, among others. These media are required in the twenty-first century, notably for the implementation of the 2016 curriculum. The second issue is that the teacher does not have sufficient strategy training to teach students. The teachers teach the students with a monotonous strategy, they employ the translation method in their teaching and learning process in every class. Consequently, students became bored, tired, and sleepy. The last one is that the students lack vocabulary since they are like passive learners just listening to the teacher which makes the students difficult to speak English.

Regarding the problems stated above, the researcher seeks to solve the issue by implementing Active Learning Strategies. It is any learning activity in which the student participates or interacts with the learning process as opposed to passively taking the information (Walsh & Indala, 2010). Therefore, the research's general goal tries to find the relationship between national standards for A2 English certification and active learning. The active learning strategy can be used both in and out of the classroom. It could be completed with or without the use of technological facilities (Tambunan et al., 2013). The research question established to lead this investigation was: "Does the use of Active Learning Strategy improves the 10<sup>th</sup> level students' speaking skill to reach the National Standards for A2 EGB certification? In relation to the question, the objective of this research was to determine the relationship between National Standards for A2 English Certification and the Active Learning. In order to answer the question a pre-test before applying the active learning strategies and a post-test after the researcher's intervention was submitted to the participants. The tests were based on a standardized rubric to assess speaking skills behind the A2 CEFR criteria aligned with the National Standards.

## 1.2. Justification

The current study was created because the completely educational community are **interested** in students' engagement concerning to learn English as a foreign language, and especially in the growth of oral production and interaction to achieve the English Language Learning Standards (ELLS) included in curriculum of the Ecuadorian Educational System. Consequently, it has great **importance** since the authorities, teachers, and students need to be aware of the goals of knowledge achievement during and after their scholarly life stage. To enhance the teaching and learning practices by providing future graduate students with tools and abilities to be part of this globalized world.

Furthermore, it has a **great impact** considering that, this topic is up-to-date, teachers look for strategies to get better results in teaching EFL. The students require different tools to be engaged in learning English, nowadays. Therefore, students are willing to communicate and work more successfully using the foreign language with active learning. Theobald et al. (2020) affirmed that this methodology asks students to fully participate in their learning by thinking, discussing, investigating and creating.

Additionally, the research about national standards and active learning is **feasible** because authorities and the English teaching staff of the UE Milenio Guano supported and approved the development of the study. They are aware that there is a huge responsibility in the teacher's hand, which is to improve education in society. Thus, they open doors to researchers and allow students to be participants in the studies to encourage education.

Finally, the results of the research through its conclusions and recommendation will be a valuable **resource** to improve the way of teaching and the guide to be conscious about the EFL curriculum and its implication in the development of learners.



### **1.3. Objectives**

#### **1.3.1. General**

To determine the relationship between national standards for A2 English certification and the active learning.

#### **1.3.2. Specific**

- To identify the types of Active Learning Strategies that are applied in EFL class to enhance speaking skills.
- To examine the level of learners' performance regarding National standards for A2 EGB certification.
- To apply several activities based on active learning to foster learners' A2 competencies for National Standards certification.

## **CHAPTER II**

### **RESEARCH BACKGROUND**

#### **2.1. Background**

English, as a second language is important in the current educational system because of its benefits as a competent person in the globalized world. There are many previous kinds of research related to the proposed topic for this study that supports the facts, which cause learners low level of achievement of the national standards for English certification.

For instance, a study carried out by Ortega and Auccahuallpa (2013) had as its objective to determine the proficiency level of the English language of students in the last grade of General Unified Baccalaureate (BGU), as well as identify the linguistic competencies of the students had the most and the least difficulties with. The results of the test, administered to a sample of 142 students, yielded that the English proficiency level of the study participants was unsatisfactory, corroborating existing data with regard to the low English proficiency level of Ecuadorian students.

In line with Díaz (2018), the EFL curriculum for BGU level, which is clearly aligned to CEFR standards, intends to develop learners as effective listeners and speakers, who can evaluate and analyze information through their skills, learners can respond appropriately to a range of social interaction with critical and creative thinking skills. Based on this issue, it is important to understand that most Ecuadorian learners of public education are not reaching the proficiency level required. To support the statement Education First (2020) showed a study named Index of English level; where Ecuador is posted in the last position of English proficiency level among the Latin American countries.

Ecuador has established a new EFL curriculum with the aim of reducing these gaps in learning a foreign language, whose major change is that English now has a substantial position in the Ecuadorian educational model. Therefore, current education has the challenge of contributing toward the development of students' skills (a) to live together in their local communities, and (b) to take a more proactive role as world citizens (Ministerio

de Educación, 2013). It is a great responsibility on the shoulders of Ecuadorian teachers. When the three primary aims of the EFL curriculum are the following according to (Paredes et al., 2018):

- To develop learners' understanding of the world - of other cultures and their own and to communicate their understanding and views to others through English.
- To develop the personal, social, and intellectual skills needed to achieve their potential to participate productively in an increasingly globalized world that operates in English.
- To create a love of learning languages starting at a young age, by means of engaging and positive learning experiences, in order to foster students' motivation to continue learning English throughout EGB and BGU, as well as work and beyond.

## **2.2. Theoretical framework**

### **2.2.1. Common European Framework of Reference for Languages**

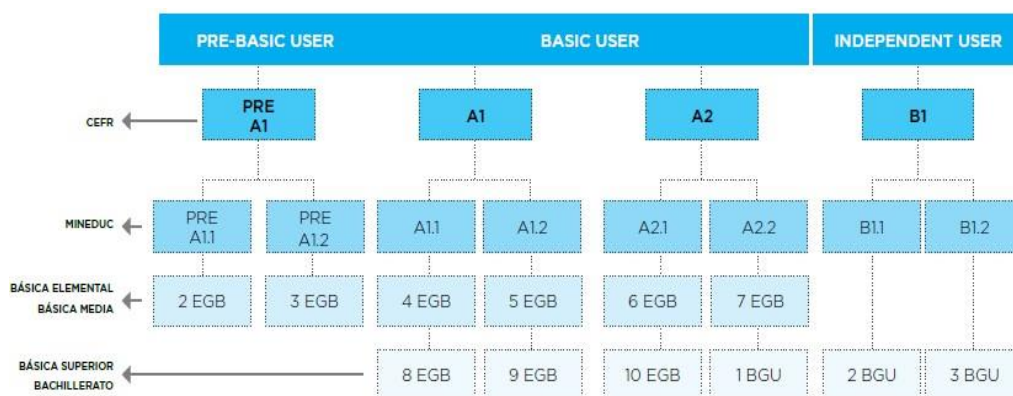
The CEFR (Common European Framework of Reference for Languages: Learning, Teaching, and Assessment) was created to provide a transparent, coherent, and comprehensive framework for developing language syllabuses and curriculum guidelines, designing teaching and learning materials and assessing foreign language proficiency (Bahmanpour et al., 2010). The CEFR divides language proficiency into six levels, A1 to C2, which can be further split according to the needs of the local context. Basic User, Independent User, and Proficient User are the three major levels (Council of Europe, 2020). 'Can-do' descriptors are used to define the levels.

### 2.2.1.1. CEFR Reference Level in Ecuadorian Educational System

The English Language Learning Standards (ELLS) are outcomes students are expected to achieve at the end of a proficiency level in terms of knowledge and skills gained throughout the process. It means that they will show what students must know and be able to do as they move toward full fluency in English (Ministerio de Educación, 2013). The ELLS are based on the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) as they provide a common basis for the explicit description of objectives, content, and methods. The proficiency levels set by the CEFR and established as the benchmarks for Ecuador’s ELLS are A1, A2, and B1 (Ministerio de Educación, 2013).

The Ministerio de Educación (2013) sustained that because CEFR establishes flexible cut-off points between levels, allowing them and their descriptors to be scaled to "suit local needs" while still relating them to a common system in its National Curriculum Guidelines. The following three language proficiency levels will be gradually implemented in the public educational system, as shown in figure 1 below:

*Levels of Proficiency: Branching Approach*



**Note.** EFL level of proficiency in the national educational system. Taken from (Ministerio de Educación del Ecuador, 2016a)

In the following paragraphs, a full description of the three levels will be offered to understand what the main aims of each step are:

**Level A1:** This is accomplished when language learners are capable of understanding and using everyday expressions that are used frequently to satisfy immediate needs (Equipo Técnico de Proyecto de Inglés, 2012). At this level, for example, learners are able to introduce themselves, introduce others, and provide personal information about their home and belongings to people that know them as long as the interlocutor speaks slowly and clearly (Ministerio de Educación, 2013).

**Level A2:** This is accomplished when language learners are capable of understanding frequently used phrases in areas in which they are knowledgeable, such as basic information about themselves and their family, shopping, and places of interest (Equipo Técnico de Proyecto de Inglés, 2012). At this level, they are also able to communicate in order to execute simple tasks and routine activities that do not require much verbal interaction and in which the information is related to habitual activities. These individuals are also able to express ideas in simple terms related to their past activities, surroundings, and immediate needs (Ministerio de Educación, 2013).

**Level B1:** This is accomplished when the language learners are capable of understanding the main points of readings written in clear, familiar, standard language. These readings can be related to work, personal life, and leisure activities (Equipo Técnico de Proyecto de Inglés, 2012). Additionally, at this level, learners are able to (1) communicate effectively while traveling in countries that use the target language, (2) write simple, coherent essays about familiar topics, personal interests, experiences, events, and desires, and (3) justify their opinions (i.e. by giving simple, brief reasons) and explain their future plans (Ministerio de Educación, 2013).

#### **2.2.1.2. Exit Profile Level A2**

Learners in EGB Superior are maturing and becoming more expressive, and being able to communicate in the worldwide language of English will prepare them for a wide range of employment prospects, responsibilities, and experiences in the coming years (Ministerio de Educación del Ecuador, 2016). Students will have achieved communicative competence at the A2 competency level (basic user). By the end of the 10th year of EGB, and will be able to: (a) understand sentences and frequently used

expressions related to areas of most immediate relevance (e.g. basic personal and family information, shopping, local geography, employment); (b) communicate in simple, routine tasks requiring a simple, direct exchange of information on familiar and routine matters (Ministerio de Educación, 2013).

It is accomplished when language learners are capable of understanding frequently used phrases in areas in which they are knowledgeable, such as basic information about themselves and their family, shopping, and places of interest. They are also able to communicate in order to execute simple tasks and routine activities that do not require verbal interaction and in which the information is related to habitual activities. These individuals are also able to express ideas in simple terms related to their past activities, surroundings, and immediate needs (Ministerio Educación, 2013).

To quantify these achievements in the English language learning process, the ELT area has been structured into five sections, or threads, for both school levels: Educación General Básica (EGB) and Bachillerato General Unificado (BGU). 1) Cultural Awareness and Communication, 2) Oral Communication (Listening and Speaking), 3) Reading, 4) Writing, and 5) Language through the Arts (Ministerio de Educación del Ecuador, 2016). As illustrated in the table below, each of these threads can be subdivided further into sub-threads:

*CLIL, critical thinking skills, and curricular threads*

	4Cs	Curricular Threads	Sub-Threads	
CLIL	Culture / Citizenship	Communication and Cultural Awareness	Intercultural Awareness and Identity	
			Social Competence and Values	
	Communication	Oral Communication: (Listening and Speaking)		Listening Skills
				Spoken Production
				Spoken Interaction
	Cognition	Reading		Literacy-rich Environment
				Reading Comprehension
				Use of Resources & Study Skills
	Content	Writing		Cross-curricular Content
				Initial Literacy
Language through the Arts			Text Production	
			Literary Texts in Context	
		Creative Writing		
		Creative Thinking Skills		

**Note.** The CLIL approach is taken into account by the EFL curriculum as a way to access and learn English in a real-world setting. The emphasis will therefore be on language and language use rather than content understanding. Taken from (Ministerio de Educación del Ecuador, 2016)

**Curricular Thread 1: Communication and cultural awareness**

The Communication and cultural awareness thread aims to cultivate in learners the skills they need to study their world, to understand past and present social dimensions of life, to fulfill their civic responsibility of respecting and celebrating difference and to gain perspectives on, as well as question, their own cultural practices (Aguirre, 2019).

**Curricular Thread 2: Oral communication**

Oral communication reflects the persistent and powerful role of language and communication in human society (Rahman, 2010). For many students, EGB Superior marks the start of adolescence. Their perceptions and abilities have progressed to the point where they are willing and excited to communicate and share their ideas and opinions with others via language (Raba, 2017). They employ more advanced learning tactics than their

younger peers, and their cognitive competency has improved, allowing for more complicated thought and reflection (Rastegar & Gohari, 2016).

**Spoken production:** The production of spoken language, which is a spoken linguistic utterance that can be one word or multiple words, is known as spoken production (Islami et al., 2021). As a result, developing spoken language entails constructing utterance relationships between various sorts of spoken text. In line with Equipo Técnico de Proyecto de Inglés (2012), an English foreign language at the A2 level are able to: use a series of phrases and sentences linked onto a list to communicate in simple, routine tasks within the personal, educational, public, and vocational domains.

**Spoken interaction:** spoken interaction is defined as talk in interaction, which involves two interrelated processes reception and production in everyday or institutional context. In any language, face-to-face interaction is essential for communication (Aijmer & Stenström, 2005). Learners at this level are able to: handle very short social exchanges within the personal, educational, public, and vocational domains even though they can usually understand enough to keep the conversation going themselves (Equipo Técnico de Proyecto de Inglés, 2012).

### **Curricular Thread 3: Reading**

Understand and identify longer, more complex informational, transactional, and expository texts as well as simple procedural and narrative texts (e.g. recipes, short personal stories, traveling forms). The texts should all contain the highest frequency vocabulary, including a proportion of shared international vocabulary items (Equipo Técnico de Proyecto de Inglés, 2012).



#### **Curricular Thread 4: Writing**

Produce longer, more detailed, complex transactional, expository and informational texts than those presented in previous years and with more variety in sentence structure and lexical range.

Produce simple procedural and narrative texts with some detail and variety in sentence structure yet may contain some usage error (Equipo Técnico de Proyecto de Inglés, 2012).

#### **Curricular Thread 5: Language through the arts**

This includes developing an appreciation of and affinity for the fine arts as well as the performing arts. It also takes learners' self-expression and creativity into account. This curricular thread proposes just that: instilling in our learners a love for art and literature, song and dance, theater and personal expression, architecture and design. By exploring the myriad ways humans choose to express themselves, and by taking place in their own forms of self-expression, learners will benefit in terms of their grades, their achievements and their personal happiness and satisfaction (Aguirre, 2019).

#### **2.2.2. Learning**

Kimble (1961) said that Learning is a relatively permanent change in behavior, or behavior potential that occurs as a result of practice or experience.

According to Crow and Crow (1983), learning is the acquisition of habits, knowledge, and attitudes. It involve new ways of doing things, and it operates in an individual attempts to overcome obstacles or adjust to new situations. It represents progressive changes in behavior.

Kolb (1984) stated that effective learning is seen when a person progresses through a cycle of four stages: of (1) having a concrete experience followed by (2) observation of and reflection on that experience which leads to (3) the formation of abstract concepts

(analysis) and generalizations (conclusions) which are then (4) used to test a hypothesis in future situations, resulting in new experiences.

### **2.2.2.1. Active Learning**

The process of having students engage in some activity forces them to reflect upon ideas and how they are using those ideas (Michael, 2006). Regarding Tambunan et al. (2013), active learning is a modern learning approach in which students actively participate in learning by listening to the teacher's explanations and applying what they have learned to their own experiences. In this case, of learning a foreign language, the teacher uses an attractive technique to engage students actively in the teaching and development of speaking skills. Furthermore, the teacher concentrates on the pupils' speaking accuracy, fluency, and comprehensibility. In line with Demirci and Yavaslar (2018), students are encouraged to employ English expression in their daily spoken language through the Active Learning Strategy; however, the context must be acceptable.

Askia (2016) assumed that when students participate actively in class, they will retain more course content for longer periods and be able to apply what they have learned in a wider range of situations. Additionally, in order to increase speaking skills, we need many students to talk, ask questions, having discussions, and practicing some English dialogues because speaking English requires students to use their tongue as much as possible. Thus, it is reasonable to believe that the active learning strategy will engage students in learning activities and classroom conversations rather than passive listening. In fact, it is mostly concerned with group work activities and necessitates active thinking.

In similar words, it involves learners in a variety of activities, engages materials, builds their knowledge from the low level of order thinking to higher-level order thinking, and collaborates advising as stated by Rampeng et al. (2021). The focus of active learning changes away from the teacher's delivery of material and toward the student's participation. Students abandon their traditional role as passive receivers by learning and practicing how to comprehend knowledge and skills and apply them meaningfully through active learning strategies and teacher modeling (Settles, 2012).

#### **2.2.2.2. Active learning strategies in speaking**

Talking and listening, writing, doing, reading, and reflecting are the fundamental activities or components through which all students learn, and particular active learning methodologies make use of one or more of these components (Assistant et al., 2012). In an active learning setting, there are four major categories of learning strategies that can be applied. They include individual exercises, activities in pairs, unstructured small groups, and collaborative student projects. These will be chosen based on the number of students in the class, the amount of physical space available, the learning objectives, the length of time the instructor has available for the activity, and how comfortable the teacher is using the method (Assistant et al., 2012).

Students who study actively retain more information for longer periods of time and can use that information in a wider range of situations (Badroeni, 2018). The activities that follow are designed to assist students in achieving the speaking A2 progress goal.

##### **2.2.2.2.1. Group Information Exchange**

Group work has long been accepted as an effective learning strategy because it provides opportunities for students to negotiate meaning and manipulate ideas with others and reflect upon their learning; stated Rochmahwati (2015) in a previous study. These activities give learners a stand to express themselves and establish a strong connection between and among themselves. It could be applied to any topic of learners' and teacher interest in the lesson and this technique can be used in the following ways:

- a. Separate the students into dispersed groups.
- b. Assign the students to share information by taking turns about a certain topic with their group.
- c. Move around the classroom to assist teenagers.
- d. Provide reinforcement.

#### **2.2.2.2.2. Role Play**

According to Vélez (2018), role-play is a strategy for understanding the natural challenges in simple social interactions. Students need a topic to talk about when they communicate with one another. The topics used should be appropriate for the kids' level and engaging for them. Krisdiana et al. (2018) certainly conveyed that it encourages thinking and creativity. In this strategy, students play a role that is appropriate for the situation and allows students to 'become' anyone or imagine themselves in a specific situation, in which learners may improvise dialogue or create their own utterances and scenarios, just as they would in the real world. The activities are as follows:

- a. Describe the topic (How to get there) as well as the language expression being used.
- b. Separate the students into several groups and hand out to them the situation and material (cards and the map).
- c. Assign a role to the student based on the situation.
- d. Provide feedback and encouragement

#### **2.2.2.2.3. Think pair share**

There are varieties of approaches that can be employed to help students improve their communication abilities. Speaking, for example, is one of the interactive skills that can be improved with the application of interactive tactics like think pair share. In the words of Raba (2017), peer engagement is a key component of this method. Interaction and listening are emphasized among the students. Active participation is achieved through the utilization of the think-pair-share technique. In reality, it gives students the chance to think about, listen to, share, and reflect on their own and their peers' views.

#### **2.2.2.2.4. Debate**

In an EFL class, when learners have limited opportunities to practice English in real-life circumstances, debating allows them to express themselves using the language in the form of logical arguments (Rampeng et al., 2021). In EFL lessons, debate can help break the ice in a variety of ways. Ice breaking can be challenging for teachers, especially in the first lessons where students are frequently nervous about utilizing the English

language. Students are shy to communicate in English in such classes. Teachers sometimes encourage learners to come to the front of the classroom and speak in front of the class, which enhances students' fear and hate of English. According to Rampeng et al. (2021), students will feel inspired to participate in the conversation if teachers bring easy but controversial subjects to the class and ask them to comment on them while sitting in their assigned seats. They will eventually be encouraged to communicate in English. The function of the teacher should be one of encouragement.

#### **2.2.2.2.5. Poster session**

This strategy creates a good atmosphere in the teaching and learning process in which the students feel free to express their idea based on the selected poster. A poster can be defined as a large printed picture, notice, or advertisement displayed in a public place. Typically posters include both textual and graphic elements, although a poster may be either wholly graphical or wholly text. Posters are designed to be both eye-catching and informative. Therefore, through its interactive and informative design, the poster is considered good media to stimulate the students to talk about (Rochmahwati, 2015).

The procedures are the following:

- a. Divide the class into 6 or 8 groups (consider the number of students)
- b. Assign each group to find or make a poster related to the current topic.
- c. Assign each group to present in front of the class, while other participants give feedback.
- d. Provide a group assessment checklist to evaluate their participation during the class session.
- e. Give clarification and reinforcement.

#### **2.2.2.2.6. Information gap**

To summarize, an information gap is a communicative practice in which two pairs of students have knowledge that they must connect or relate to each other to fill in the gaps. The teacher can ask the learners to work in pairs, and then offer them a form, dialogues,

or graphics with missing portions that they must fill in by changing information (Ranti, 2016). Certain specialists have explored the benefits of using knowledge gap activities in teaching speaking. For instance, Ranti (2016) assumed that information gap activities can provide comprehensive input from learners, including a wide variety of perspectives, references, and values, as well as many varied experiences and learning styles. She goes on to say that, information gap activities can help students develop a learner-directed learning style.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1. Location**

The study was addressed in the UE Milenio Guano (public institution) located in the Chimborazo province, canton of Guano in one of the two urban parish "La Matriz". It has 37 teachers and 684 students in all courses of the unit. The institution was inaugurated as an Educational Unit in 2014 and has 21 classrooms throughout the establishment. The education modality is face-to-face, with morning and evening class hours. It offers to Guano population and different seven rural parishes education training from Initial level, Basic Education to Baccalaureate.

#### **3.2. Material and equipment**

For the present research technological devices and tools were used. Since the education system extends the virtual modality due to the pandemic, computers, and cellphones allowed communication and interaction among the teaching and learning process actors. Internet was essential to access online libraries to find sources of information to support the research. Although to allow the use of educative Apps and tools to design the survey to be applied for the diagnoses, the production of the A2 test and the other important accepts are required in the process of the study. Printed material was used for the questionnaire in a face-to-face modality. Microsoft Office programs were recurred to collect, analyze, interpret, and present the results of the investigation. Follow by paper, printer, and projector for the final project presentation.

#### **3.3. Research method**

**Quantitative.** The quantitative approach of research is the “process of collecting, analyzing, interpreting, and writing the results of a study (Williams, 2007). This research type is quantitative because it assumes a measurable reality that focused on collecting the data objectively and reporting by statistical analysis. The technique applied was the

assessment where a standardized speaking rubric A2 Key from Cambridge University was used as the first instrument to measure students' achievement regarding to A2 EGB national level of speaking English performance. For the second one, a questionnaire was applied to know in general terms the perspective that the students have about their improvement in speaking skills thanks to the use of active learning speaking strategies. The results allowed knowing the level of the students in speaking in the pre-test and contrasting the information after the intervention, in this case, the qualification obtained in the post-test.

Furthermore, the design of this ongoing research was **quasi-experimental**, since the study worked with a control and experimental group. The experiment comprised six speaking strategies based on Active learning. These strategies were included in the lesson plans to improve 10<sup>th</sup> EGB students' A2 national standards speaking skills.

### **Research modality**

**Documental.** Qualified texts were used to analyze the literature concerning to the variables of the national standards for A2 EGB certification and Active Learning. Books, scientific articles, thesis, and evaluation instruments based on previous works, dictionaries, and other documents were the source of the information, for all these reasons this research is documentary. Additionally, bibliographical reference supports its authenticity.

**Field.** In this research, the investigator collected data from 10<sup>th</sup> EGB students at Unidad Educativa Milenio Guano to accurately recognize the problem and determine its causes and effects. Field research includes a wide range of methodologies for analyzing an organization's structure in its natural setting through direct observations from the perspective of a single person or group.



## **Research Levels**

In this study, three levels of research are presented, starting with the **descriptive** level, then moving on to an **application** level, and finally to a **correlational** level to measure the relationship between the active learning variable and national standards for A2 EGB speaking. At the descriptive level, the characteristics of the problem were examined in detail, the sources of information were chosen and studied, and the instruments and a plan for their application were elaborated. Moreover, it is applied research because active learning strategies were used with the students in several sessions for the teaching of the English language. This served to link critical theory and practice. With the application of a pretest or diagnostic test and post-test, the last one confirmed the correlation between the established variables. The determining factor was the application of six strategies based on active learning during part of an academic period. The result obtained in the second test after the application of active learning speaking strategies showed a significant improvement in the speaking skill level of the students. The statistical data show the correlation between the variables after the intervention of the research teacher.

### **3.4. Hypothesis- research questions -idea to defend**

**Alternative Hypothesis:** The development of Active Learning in 10th-grade students influences in National Standards A2 EGB Certification.

**Hypothesis Null:** The development of Active Learning in 10th-grade students does not influence in National Standards A2 EGB Certification

#### **Research questions**

- a. Why do EGB learners of English as a second language are not reaching the national standards for A2 certification?
- b. Are the EGB learners immersed in active learning during the English classes?
- c. Does Active Learning foster learners' A2 competencies for National Standards Certification

d. Can the proposed handbook with several activities based on active learning to foster learners' A2 competencies for National Standards certification?

**Idea to defend**

The project “National standards for A2 EGB certification and the Active Learning, demonstrates the influence that the independent variable Active Learning has on the variable National standards for A2 EGB certification (speaking). To verify asseveration this research process evidenced in qualitative-quantitative terms the idea proposed

**3.5. Population or Sample**

For this study 10th, EGB; A and B class group learners were considered, 40 male and female participants of 14 to 15 ages. The educative institution houses people from rural and urban places around the city so; everyone has a different personality, learning style, and social and economic lifestyle. The economic livelihood of most families comes from agriculture, crafts, and micro-commerce.

**Table 1**

*Population*

<b>Population</b>	<b>Frequency</b>	<b>Percentage</b>
Students	40	100%
Total	40	100%

**Note.** This table shows the total research population.

**Table 2**

*Sample*

<b>Students</b>	<b>Frequency</b>	<b>Percentage</b>
Control Group	20	50%
Experimental Grupo	20	50%
TOTAL	40	100%

**Note.** This table shows the sample of the research population.

The sample chosen for this study was made up of 20 students from the tenth level A and B of the EU del Milenio Guano. The population was 40 which makes up the only two courses in this Educational Unit.

The sample was chosen according to the feasibility for the execution of the project, this is because the researcher teacher works with these students. The product was applied to each of the students that make up the sample and had the collaboration of more teachers in the area.

### **3.6. Data collection**

To find out real information about the problem and establish a possible solution, first a standardized A2 pretest from Cambridge to identify the students' real level of English proficiency was applied. Secondly, teachers trained learners into active learning to enhance their speaking skills. After that, a standardized A2 posttest was carried out to measure the effectiveness of the active learning application. In the next step, a survey was applied to 10th EGB learners in order to know if they were totally, partially, or not immersed in active learning during their educational process of English and the effect that it caused on their speaking development

#### **3.6.1. Techniques and instruments**

For the design of the project, the following techniques were applied with their respective instruments, these served for the collection, analysis, and contrast of data in an effective way, as well as to accept the alternative hypothesis.

The test technique contributed to the content analysis. The Cambridge rubric allowed speaking skills to be divided into pronunciation, communicative interaction, grammar, and vocabulary. The material applied, and the standardized oral tests of the students had all the necessary characteristics to obtain valid information. It was systematized to be replicated and measured in quantitative terms. The test and rubric were used to thoroughly qualify and quantify the speaking subskills. The information obtained from the rubric by

the teachers was quantified, analyzed, and statistically contrasted with a post-test. The evaluations on speaking were constant, but the pre and post-tests were taken as reference.

To validate the impact that the strategies based on Active learning had, the survey directed to the students that make up the sample of the study was used as a technique, a questionnaire with questions about possible positive changes in the speaking skill served to support the project.

Ponto (2015) said that the survey is one of the best-known and practiced data collection strategies. It is a research technique based on the statements issued by a representative sample of a specific population and that allows knowing their opinions, attitudes, beliefs, subjective evaluations, etc. The survey as it is known is a technique that allows to collect information quickly, this was one of the techniques used in this project, it served to reinforce in some way the predetermined idea of a relationship between the studied variables. In this project, a questionnaire with a series of seven questions was used as an instrument to determine relatively the relationship between the variables studied, these questions covered factors such as speaking, debate, pair work, group work, information gap, and poster description. The data obtained were counted thanks to the Likert scale, in which the values of 1 for yes, 2 for no, and 3 for sometimes were determined.

### **3.7. Data processing and analysis**

Through the descriptive and inferential statistical analysis of the data collected, the research questions were answered effectively with the support of a paired t-test to compare the pre and post-tests of the participants' results.

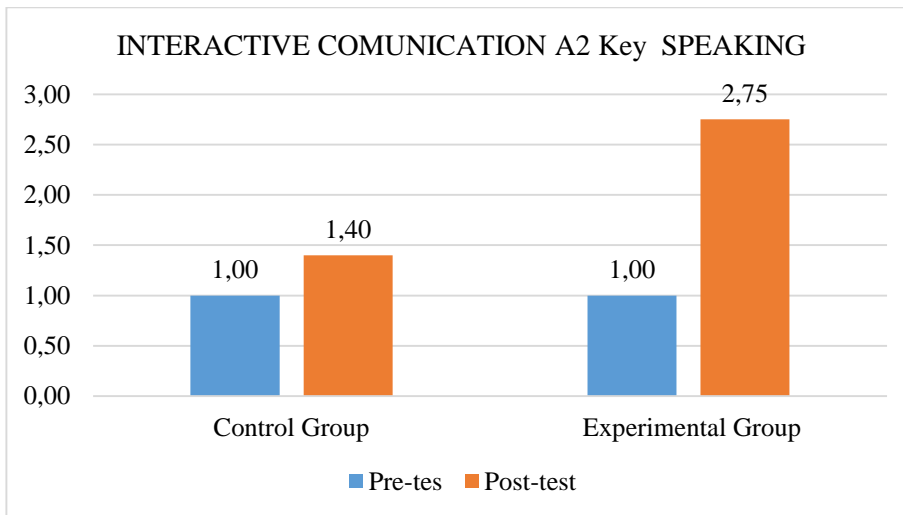
#### **3.7.1. Pre and post-A2 key test results**

To thoroughly analyze the data found in the speaking skill of the students, it continued to break down each of the aspects that constituted this skill. After the Cambridge test, both diagnostic and final tests were scored to quantify the results. Subsequently, the data obtained individually in the two tests were contrasted. Highly reliable and positive results of the investigation were evidenced both in the experimental group and in the control group.

### 3.7.1.1. Test A2 Key Speaking

#### Graph 1

*Interactive Communication A2 Key Speaking*

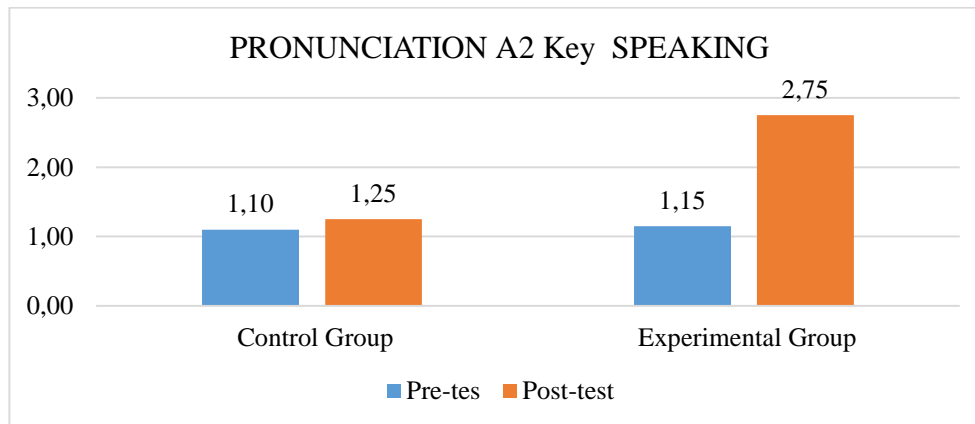


**Note.** The pre and post-test results referring to interactive communication according to the A2 Key speaking rubric.

This statistical graphic shows the improvement in the interactive communication sub-skill, in the case of the Control Group the change was only 0.4/5, equivalent to 8%. In the Experimental Group, after hard work with strategies based on Active Learning, the improvement in this item was determined. The change in the average of this group was 1.75/5, equivalent to 35%.

## Graph 2

### *Pronunciation A2 Key Speaking*

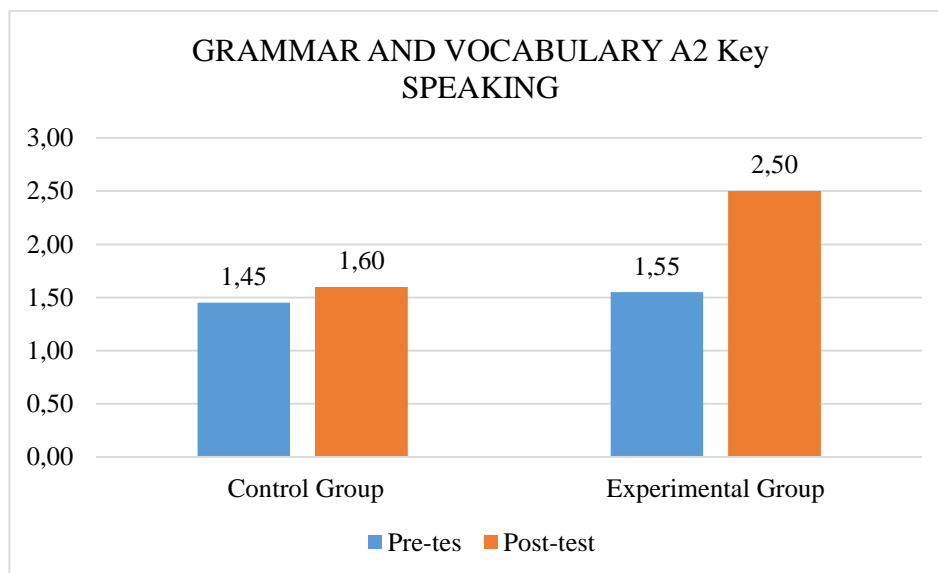


**Note.** The pre and post-test results referring to pronunciation according to the A2 Key speaking rubric.

Similarly, there is evidence of a change in the level of pronunciation as shown in the graph, although the Control group only improved by 0.25, equivalent to 5% of the highest score on this item. The Experimental Group improved 32% of the rating out of 5. In this way, the process continues to approve the hypothesis after the application of Active Learning. Although there is still a long way to go to reach an optimal level, according to the topics and the work in the classroom, a positive change is observed.

### Graph 3

#### *Grammar and Vocabulary A2 Key Speaking*

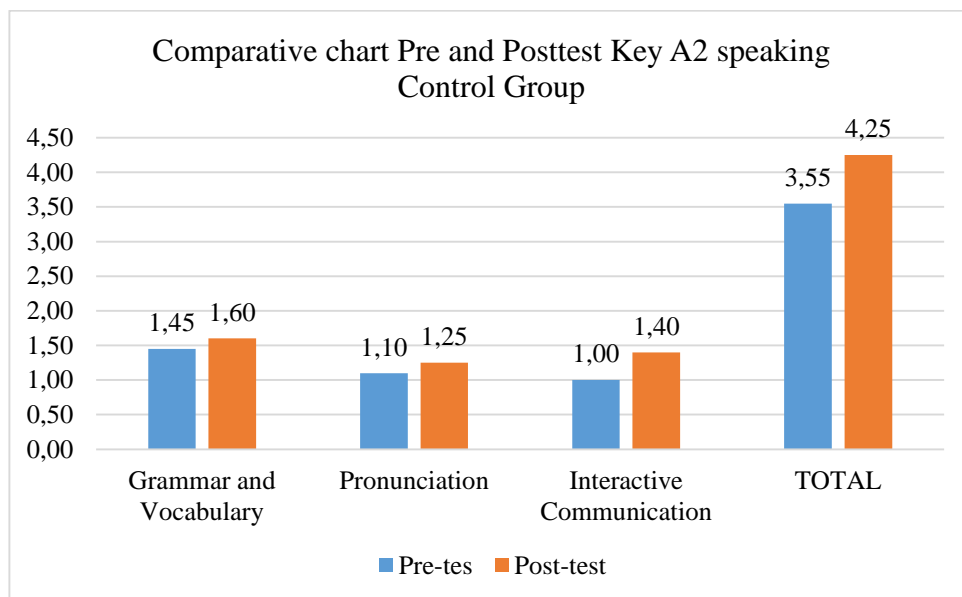


**Note.** The pre and post-test results referring to the use of grammar and vocabulary according to the A2 Key speaking rubric.

The last of the items evaluated in speaking was grammar and vocabulary, based on the statistical data it is the least significant change that was achieved after the application of active learning. In the control group, the improvement was only 3% while in the Experimental group the improvement was 19%. These sub-skills are necessary to improve communication in the English language, therefore it is necessary to integrate them into daily practices in a communicative context.

### Graph 4

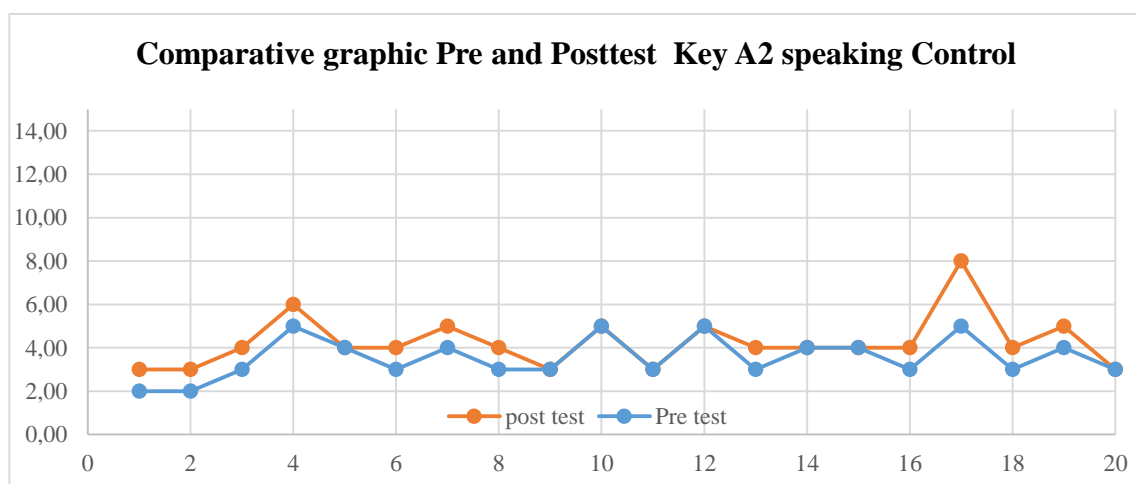
Comparative chart Pre and Posttest Key A2 Speaking Control group



**Note.** Comparison of the pre and post-test results according to the A2 Key speaking rubric.

### Graph 5

Comparative graphic Pre and Posttest Control group



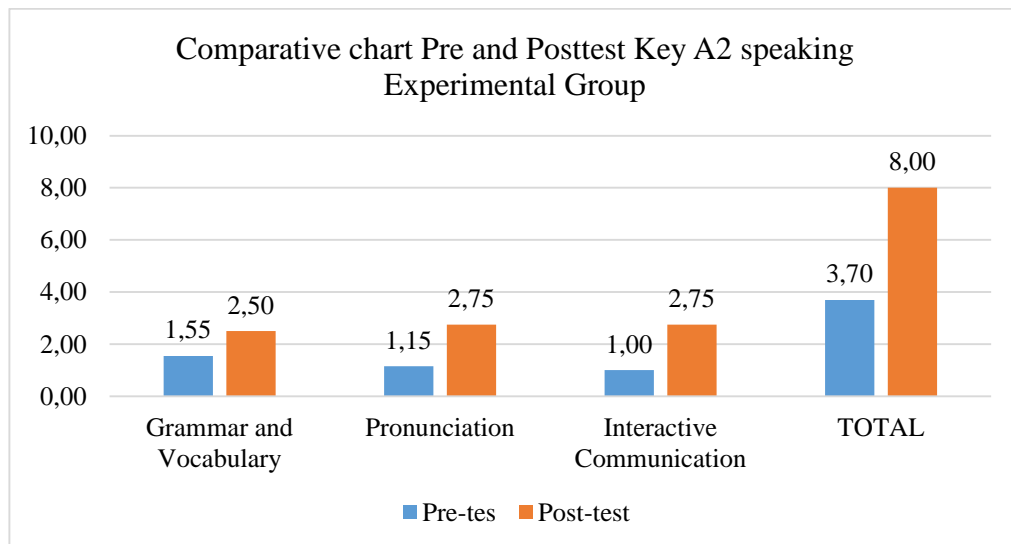
**Note.** Comparison between the pre and posttest from the control group A2 key speaking results.



The average score of the diagnostic test of the control group was 3.55/15 in speaking skills. Students with a low speaking level and without the application of strategies based on Active Learning obtained a score of 4.25/15 in the post-test. This table and graph did not show significant changes in the result, the improvement in the average score of the class was only 4,7%. The results can be observed in the sub-skills of pronunciation, communicative achievement, grammar, and vocabulary. The description of the data shows that by not applying strategies based on Active Learning, the change is minimal.

**Graph 6**

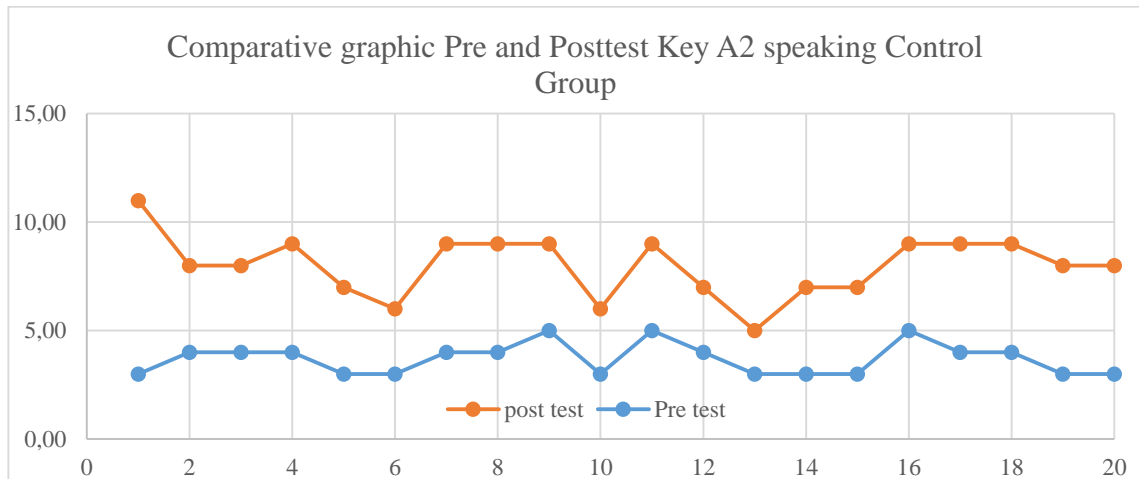
*Comparative chart Pre and Posttest Experimental Group*



**Note.** The pre and post-test results from the experimental group according to the A2 Key speaking rubric.

## Graph 7

### *Comparative graphic experimental group*



**Note.** This graphics shows the pre and post-test results from the experimental group according to the A2 Key speaking rubric.

Because of the observed results of 3.70/15 in the speaking skill pretest, strategies based on active learning were applied to work intensively on this important skill. After the thorough process with the students, the positive results were evident. These results 8/15 demonstrated in statistical terms with a high level of reliability the improvement in speaking skills thanks to active learning. The improvement in the posttest related to the pretest was 28,7% and the improvement in the level of speaking of the experimental group related to the results in the control group was 24%.

### **3.7.1.2. Survey**

The instrument, a questionnaire was previously evaluated by academic peers with many years of experience and several publications. The descriptive statistical data showed a very high correlation between the Speaking variable according to the A2 Key standards and the active learning variable, according to the data provided by the 20 students that made up the surveyed sample. This instrument was used as a complement to the Cambridge test, the results of the exam showed numerical data to ratify the positive influence of the Active

Learning variable on the Speaking Key A2 variable. The instrument consisted of 7 questions that were applied once the process of working with the strategies was finished. The questions focused on the use of active learning in speaking skills. The students answered the questions, after using comparative tables that showed the relationship between the student's opinions about active learning and the influence of this variable on the speaking of the respondents.

To analyze the data, the median values were taken. In most cases, a positive trend was observed in terms of learning the speaking skill with active learning, more than 50% of the students surveyed said yes, to the questions referring to the influence of active learning at the A2 speaking level. The responses varied in the items but remained above this percentage in positive answers. The minimum percentage values were presented in the response no and a similar percentage in the option sometimes. Then, each of the questions was broken down to determine the frequency of the active learning practice and the influence on the level A2 speaking skill according to the criteria of the respondents.

**Table 3**

*Survey Results*

*1. I develop speaking in my class when I participate actively expressing my ideas*

		Frequency	Percent	Valid Percent	Cumulative Percent
<i>Question 1</i>	Valid	Yes	15	75,0	75,0
		No	3	15,0	90,0
		Sometimes	2	10,0	100,0
		Total	20	100,0	100,0

*2. I feel confident to work in group to develop speaking in my English class.*

		Frequency	Percent	Valid Percent	Cumulative Percent
<i>Question 2</i>	Valid	Yes	12	60,0	60,0
		No	7	35,0	95,0
		Sometimes	1	5,0	100,0
		Total	20	100,0	100,0

*3. I can practice speaking when I participate in Role Plays.*

		Frequency	Percent	Valid Percent	Cumulative Percent
<i>Question 3</i>	Valid	Yes	11	55,0	55,0
		No	4	20,0	75,0

Sometimes	5	25,0	25,0	100,0
Total	20	100,0	100,0	

*4. I feel motivated to speak in English when I work in pairs.*

		Frequency	Percent	Valid Percent	Cumulative Percent
<i>Question 4</i>	Valid	Yes	11	55,0	55,0
		No	6	30,0	30,0
		Sometimes	3	15,0	15,0
		Total	20	100,0	100,0

*5. A debate in class encourages me to participate with my ideas in English.*

		Frequency	Percent	Valid Percent	Cumulative Percent
<i>Question 5</i>	Valid	Yes	10	50,0	50,0
		No	4	20,0	20,0
		Sometimes	6	30,0	30,0
		Total	20	100,0	100,0

*6. I like to participate orally in my class when I present my ideas about a poster.*

		Frequency	Percent	Valid Percent	Cumulative Percent
<i>Question 6</i>	Valid	Yes	11	55,0	55,0
		No	4	20,0	20,0
		Sometimes	5	25,0	25,0
		Total	20	100,0	100,0

*7. I like to speak to complete my classmates' information in class activities*

		Frequency	Percent	Valid Percent	Cumulative Percent
<i>Question 7</i>	Valid	Yes	10	50,0	50,0
		No	7	35,0	35,0
		Sometimes	3	15,0	15,0
		Total	20	100,0	100,0

**Note.** This table keeps the participants opinions after being exposed to learn actively.

### **Question N°1**

To make the questions as simple as possible so that students can answer as accurately as possible was the first idea. In the first Question, a very high percentage is observed in interactive participation to express ideas. 75% of the students mentioned that they liked to participate actively expressing ideas, while 10% mentioned that they sometimes develop the speaking skill by participating in class, finally 15% of the surveyed sample mentioned that they have not developed speaking in class by actively participation. These data allow the researcher to determine that active participation in class is extremely important to

develop speaking skills. Students with negative responses may develop this skill in a different way.

### **Question N°2**

In question number 2 there is a positive tendency to work in groups and develop speaking skills at the A2 Key level. Although to make the question more understandable, it is not mentioned that they are aimed at an A2 level. 60% of the sample indicated that they feel confident in working to develop the speaking skill. 35% of students revealed that they do not feel confident working in a group to practice this skill. While 5% indicate that sometimes they feel good interacting in groups to speak in English. It is necessary to mention that to develop trust, the topics, material and the activities required constant group interaction. This allowed students to feel good with others while learning the English language. This question is relatively open that is why the positive answers.

### **Question N° 3**

In the third question of the survey corresponding to participation in Role Plays, it is evident that most students think that by doing this activity they can develop speaking. It is necessary to consider that they are tenth level students, and that many of them like to do activities that involve movement. 55% of the students marked that Role plays can help in the development of oral skills, while 25% of a total of 20 students marked that sometimes, and 20% indicated that they cannot develop speaking when they practice this activity. Adapting to Active Learning is not a simple process, working in role plays can help students express themselves better in English, but this can be a long process.

### **Question N°4**

In Question number 4 there is evidence of a still positive trend towards the use of strategies based on active learning. Although 30% of the respondents mention that they do not feel motivated to speak in English when they work in pairs, 15% indicate that sometimes. On the other hand, 55% mention that they do enjoy this active learning activities. These results expressed by the same students involved in the research process show that the speaking skill is strengthened thanks to the use of strategies based on active learning. The

development is given mainly in the speaking skill but obviously the learning of the English language in general is strengthened.

#### **Question N° 5**

Question number 5 had as its main objective to know the frequency of one of the activities that can significantly improve the speaking skills of students, the debate. The question was directed to find out if the debate motivates students to express their ideas in English. The activities helped the students to better understand English. 20% mentioned that they do not feel that their debates helped to improve their speaking skills, while 30% said sometimes, 50% revealed that they are motivated by the debates. These data showed that even when the result is positive, both the use of this strategy and the use of it to improve speaking skills can be improved.

#### **Question N° 6**

This question shows there is an interest towards the practice of speaking through the description of posters. 25% of the sample said that they do not feel relaxed when describing posters to practice speaking, 20% mentioned that they sometimes feel relaxed with this activity. However, there is 55% who declared that they always do it, it can be inferred that the interest in this activity adds to the development of the speaking skill at the A2Key level. This response can denote the level of confidence and desire to improve this skill, it can also be inferred that the learning environment is better. The students enthusiastically participated in this activity.

#### **Question N°7**

In this question 50% of the people surveyed indicated that they like to complete information about their classmates in English when they do activities in class, while 35% said that sometimes, 15% stated that they do not like this activity. Students demonstrate that they like to participate in this activity. This allows the researcher to conclude that this activity is extremely important, but if the people immerse in the teaching learning process want to obtain a better result, they must implement more of this type of activities. The performances must be highly interactive, dynamic and encourage communication between students and teachers. The selected topics can influence the learning outcome.

## CHAPTER IV

### RESULTS AND DISCUSSION

The national standards for A2 EGB certification and the active learning project demonstrate the influence that the independent variable active learning has on the speaking A2 Key skill in accordance with the national standards for learning the English language established by the Republic of Ecuador. To verify two instruments were used, the instrument for data quantification was a standardized test from the Cambridge University applied in a pretest, diagnostic evaluation and after the application of strategies based on active learning the posttest. This instrument served to descriptively demonstrate an improvement of 4.3 points in the average result of the experimental group in relation to the 0.7 improvement in the qualification of the control group. The nature of the research demands that the study data be verified, so the inferential analysis was used, particularly the t-student, obtaining a positive correlation of 508. Previously, a regularity test was carried out for the pretest with a slight tendency toward low grades on the pretest.

Among the characteristics of the research, it is mentioned that it was descriptive, applied, and correlational and that it implies the intervention of a researcher to improve a diagnosed situation. In this research, the level of command of the English language and more specifically the speaking skill was diagnosed in a structured manner. Standardized tests fulfill their objective, but they are applied all over the world without considering cultural factors that can influence in this language. With the strategies based on active learning, it was intended to approach the reality of the students, after the elaboration and application of a test directed to the tenth level students at Unidad Educativa Milenio Guano, it was determined that there are several aspects to improve in the speaking communicative skill. The data collection instruments were applied to 40 students from classes A and B that make up the population. The standardized A2 Key diagnostic test was applied with the prior consent of the authorities and the students, however it must be aware that there are other curricular and extracurricular factors that can influence the final result.

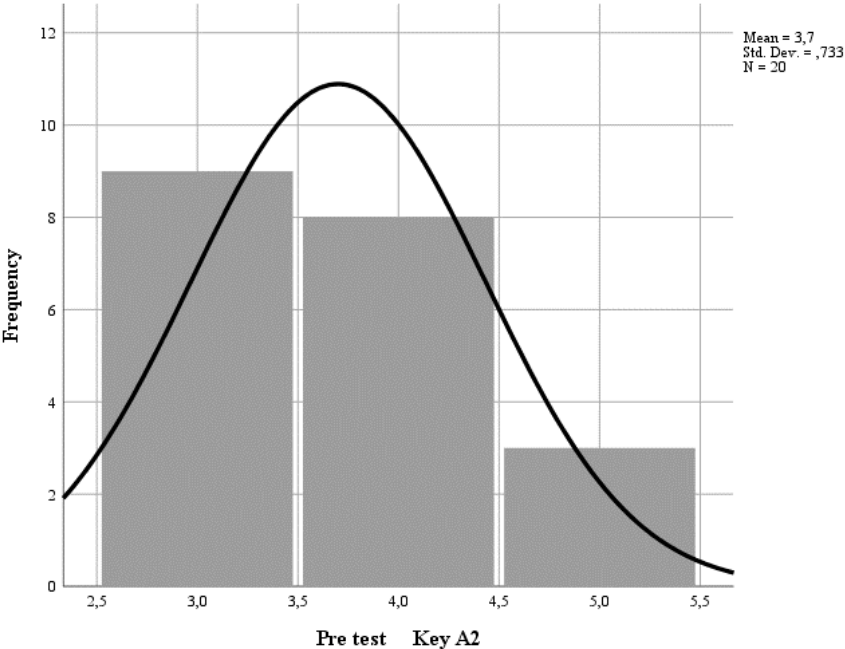
After the diagnostic test, the results showed that 4.5% of the students have a deficient level, 20.9% a very low level, 33.6% a low level, 31.8% a medium level and only 9.1 a

high level. By virtue of these results and under previous studies already mentioned, techniques were applied to improve the students' pronunciation.

**4.1. Pre-test Regularity Test**

**Graph 8**

*Pre-test Regularity Test*



**Note.** Pre-test and post-test comparison

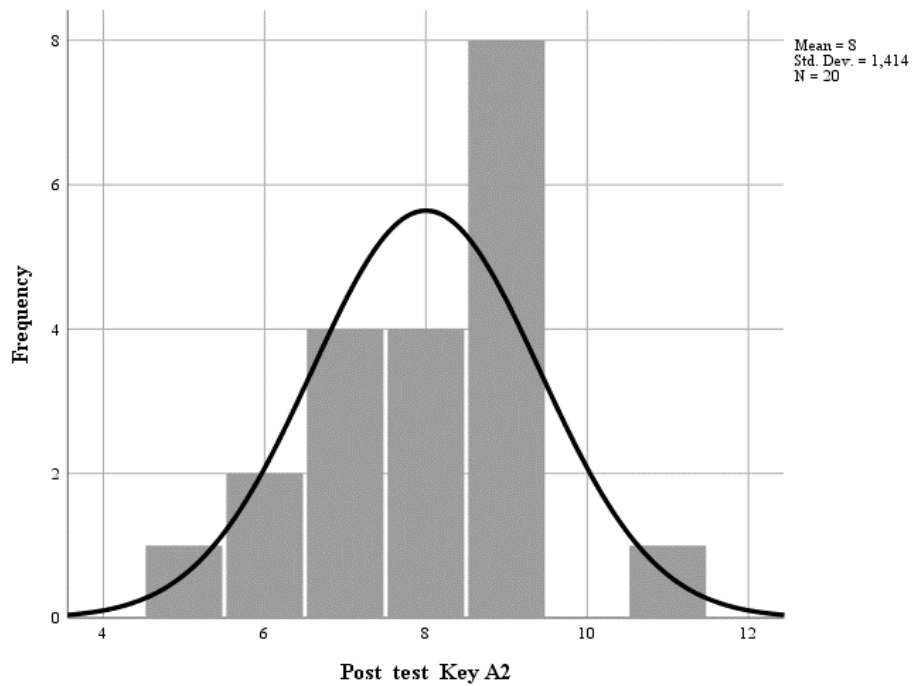
The results obtained in the regularity test made it possible to compare the data from the pre-test with the post-test, in the pre-test the trend is towards low grades.



## 4.2. Post-test Regularity Test

### Graph 9

#### *Pre-test Regularity Test*



**Note.** Post- test high rating results.

In the post-test a slight deviation towards high ratings can be observed, but it is relatively slight. The result obtained is adjusted to what was established in the descriptive analysis.

## 4.3. t-test

**Table 4**

#### *Paired Samples Statistics*

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Key A2	3,70	20	,733	,164
	Post-test Key A2	8,00	20	1,414	,316

**Note.** Results of the paired sample statistics.

**Table 5***Paired Samples Correlations*

			N	Correlation	Sig.
Pair 1	Pre-test	Key A2 & Post-test	20	,508	,02
		Key A2			

**Note.** Paired sample correlation of variables results.

**Table 6***Paired Samples Test*

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Key A2- Post-test Key A2	-4,300	1,218	,272	-4,870	-3,730	-	19	,000
							15,78		
							5		

**Note:** The pre-test and post-test paired difference statistical analysis.

This research aims to improve knowledge of active learning strategies in the teaching of Speaking A2. Jovanović et al. (2017) mentioned that active learning has shown to improve student motivation and thinking. The degree curriculum should include active learning into classroom and practice activities because comprehension is needed to apply knowledge, learning without meaning is easily lost. Teaching produces learning, but not always. Teachers' understanding of learning affects their teaching and students' learning. Teachers must move away from memorization toward knowledge construction and skill application. Teachers may need to rethink the teaching-learning process to integrate knowledge and skill applications.

According to the results of this research active learning is a multifaceted teaching strategy. Lookman et al. (2019) said active learning can add intermittent exercises to classes or completely reorganize a class using this method. Some methods may work better for specific teachers to develop languages skill. Active learning methodologies encourage peer problem solving and bilateral communication between teachers and students. Skills vary in complexity and can be difficult to convey progressively. Provide many relevant exercises to oral interaction through any discussing program is fundamental, ideas can be applied in different ways. All educators should encourage active learning through problem solving.

Active learning can be used in any classroom with more advanced approaches. The active learning practices is used for large and small classes, teamwork, cooperative learning, cognitive growth, positive interdependence, individual responsibility, interaction, and social skills. The results obtained reflect this reality, the t-test reflect a correlation of 508 and a significance of 0.02, which indicates that the variables are correlated. This correlation shows the influence of the active learning variable on the A2 Key speaking standards variable. Although the results obtained both in the descriptive aspect and in the inferential aspect in terms of the results of the test instrument show correlation, this is not the highest possible.

The change from teacher-centered class to learner-centered, discussion education and project-based classes change the conception of English teaching. Teachers develops through active learning a new conception of language development. Meaningful learning leads to comprehension whereas traditional learning leads to memorization and forgetting. It is recognized these essential learning condition in teaching. Teachers must employ useful and relevant practice resources, motivate students to learn beyond rote ways. Motivation and learning to have a positive effect in human emotion and let learn a language. Students practice their abilities by having positive emotions and professionalism toward course material. Teachers must assess students' knowledge and abilities and expand on what they already know while teach more complicated topics.

The data indicates that the research is free of bias and with a high limit of objectivity. Halcomb and Hickman (2015) said that for mixed scientific research to have confidence, it must be subject to scientific rigor, this investigation has followed the process to demonstrate the reliability of the data and has used more than one instrument to achieve objectivity and confidence in the results obtained. The instruments used for analyzing active learning in students and the improvement they have in speaking skills in the English language were precise. The test showed a clear improvement in the level of this speaking. The proposed research over longer periods and focus on various communicative skills would improve the score and allow students to pass the test with an A2 Key level.

The proposal based on active learning was able to achieve significant changes in the speaking skill. However, it also has its limitations. This criterion coincides with that established by Cong-Lem (2018), who mentioned that the work time in the classroom with the application of the strategies, the teacher's expertise, the level of the students in the English language, the background and resources can significantly affect the intended result. As an alternative to overcome these problems and strengthen the teaching process, the combination of active learning with other teaching-learning methods can be proposed according to the abilities of the students, learning styles, assets, and experience of the teacher.

With the t- test, it was possible to verify the improvement in the speaking skill after the application of the active learning strategies, in such a way that the null hypothesis that does not show any change is discarded and the alternative hypothesis that maintains that the students from the experimental group who were exposed to active learning improved in relation to the control group. The survey instrument served to affirm what was stated in the alternative hypothesis, in most of the questions the positive result in terms of satisfaction with the application of active learning to improve speaking skills was greater than 50%. The students demonstrated in their answers that the activities carried out helped them improve their level of English specifically speaking with these strategies. The results showed satisfaction in active learning obtained a very high percentage of 75%.

It can be affirmed according to the statistical data that the significant improvement of 5 points in the A2 Key speaking test was not causality, the average score obtained after the application of the strategies based on active learning. The comparison of data in relation to the control group and the survey carried out on the students showed that the alternative hypothesis is fulfilled. Quantitatively this correlation was demonstrated in a period of approximately 10 months. In a broader sense, as mentioned by Rochmahwati (2015) active learning is far from simple auditory perception, it implies a process of collaborative learning, movement, and participation. It was possible to observe in the students the interest in participating, but the change is also evident in teachers when the role and vision of teaching is modified.

The research after the evaluation aimed to modify in quantitative and qualitative terms the level of the students in grammar, vocabulary, pronunciation, and communicative interaction. The strategies were aimed at solving the problems observed in the diagnostic test. Kahar and Hermansyah (2021), evaluated and applied similar strategies and contrasted the results with the post test. Some criteria were taken from the previous research that coincided, the participation of the students, the attitude and methodology of the teacher and the improvement of the level. Teaching strategies are a very good alternative to achieve a positive change in student performance. The observed process motivated the learners to continue developing the English language, this process coincided with Badroeni (2018), who recognized three instances in the development of the speaking skill: space for exchange, student questions and learning in action.

Peng (2018) stated the fundamental idea of educational processes in teaching English is to help students and engage them in their learning process. When there is active teaching, there is also active learning, the objectives established by the researcher were largely fulfilled, but beyond the observed facts there were extracurricular aspects that were observed in general, such as positive attitude, desire to learn, happiness of learning, the satisfaction of being in class. Although they are aspects that cannot be measured quantitatively, they were very important aspects to partially reconceptualize the teaching-learning process in the English language. The activities undertaken by the students were mostly with great enthusiasm, the effort could be evidenced, and the significant

achievement of the teacher could show that the fear of participating in the English language had totally or partially disappeared.

It is considered that the way of evaluating could be broader hetero-evaluation, self-evaluation, and qualitative evaluation are very useful ways of helping students to encourage their participation and learning development. Students with a relatively low level received support because it was a very small experimental group, attention was paid to students who had learning problems or who did not like English very much. They worked in groups with students with higher levels, they were motivated to participate, but overall, their well-being was sought so that the students feel happy and gain security both in the classroom and personally. Active learning seeks the human side of the student and the teacher to interact according to reality without neglecting the individual differences that make the teaching-learning process a wonderful process to discover.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Conclusions

This chapter provides the fundamental conclusions and recommendations for future investigations, after an appropriate analysis and discussion of the results obtained related to the intervention that involved A2 national standards for EGB certification and active learning for students in 10<sup>th</sup> EGB at Unidad Educativa Milenio Guano.

- It has been shown that the active learning methodology applied through think pair share, group information exchange, information gap, debate, poster section, and role-play speaking strategies had an efficient, direct and positive influence on improving teenagers' speaking skills regarding to the A2 EGB national standards. Based on the validation of the alternative hypothesis, the results of the t-test reflect a correlation of 508 and a significance of 0.02, which indicates that the variables are correlated.
- In this research, six speaking strategies based on active learning were applied to improve learners' English speaking performance. However, the most appropriate was the role-play and the poster section. Because students enjoy playing roles based on established dialogues, and they like to make posters with creativity and present them to the class using their own words. Another suitable strategy was the think pair share, they really like to interact with each other leaving mistakes and errors because the main point is to convey their knowledge, experience, opinions, or advice. On the other hand, it was found that debate strategies require that students handle a vast knowledge of vocabulary in order to exchange and confront opinions on a specific topic which results in difficulties for them since they are in the process.
- In the development of the pre-test, the observed results were 3.70/15 in the speaking skill, which clearly showed that students at 10th EGB were not close to

reach the A2 national level, it could be due to the lack of practice, the students' passive role or even the students' home learning modality during the pandemic. Consequently, strategies based on active learning were applied to work intensively on this important skill. After the thorough process with the students, positive results were evident. These results of 8/15 demonstrated in statistical terms with a high level of reliability the improvement in speaking skills thanks to think pair share, group information exchange, role-play, and poster section active learning speaking strategies. Finally, despite learners are not in A2 national standards yet, the improvement was satisfactory.

- Other benefits of the application of active learning speaking strategies were learners' willingness and motivation. In the results of the survey supplied at the end of the intervention, the students demonstrated in their answers that the activities carried out helped them improve their level of English, specifically speaking, but above all the comfort that they felt when they worked with think pair share, role-play, poster section, group information exchange.

## **5.2. Recommendations**

- English teachers and students need to know about the requirements of the EFL curriculum to walk toward the achievement of the national standards established for each sub-level of education in our country. Thus, the teaching staff should include active learning strategies to develop speaking skills by promoting a comfortable atmosphere where learners become proactive in the educational and communication process.
- It is suggested to continue strengthening aspects related to English language oral communication including strategies based on active learning like role play, think pair share or poster section. Since these types of activities promote students and teacher, students and students interaction where the student will have the opportunity to improve pronunciation, expand vocabulary and apply grammar rules to carry out their opinions, ideas, and answers based on real-life context.



- In general, Ecuadorian learners of English as a foreign language are getting low levels of language proficiency when they are evaluated based on standardized tests. That is why, the teacher should update the teaching practice including activities where students are required to act, ask and answer, investigate and share findings in class to be prepared and fulfill the students' exit profile according to the national standards.
- Motivation is considered an essential element for achieving significant changes in student performance. Consequently, teachers and the completely educational community should integrate active learning strategies taking into account students' individual needs, content, and the purpose of communication. In fact, think pair share, role-play, and poster section, are suitable strategies that could be applied at different levels, with any learners' ages since they are adaptable depending on the scenarios and the topic.

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## 5.4. Annexes

### 5.4.1. Approval letter



**UNIDAD EDUCATIVA DEL MILENIO "GUANO"**



#### CARTA COMPROMISO

Guano, 31 de agosto del 2021

Doctor  
Víctor Hernández del Salto  
PRESIDENTE  
UNIDAD ACADÉMICA DE TITULACIÓN  
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

Yo, Dr. Segundo López; en mi calidad de Rector, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "NATIONAL STANDARDS FOR A2 EGB CERTIFICATION AND THE ACTIVE LEARNING", con los estudiantes de 10 año de Educación General Básica en la Unidad Educativa del Milenio Guano, parroquia La Matriz, cantón Guano, provincia de Chimborazo, en el periodo académico 2021-2022, propuesto por la estudiante Adriana Isamar Viteri Viteri, portadora de la cédula de ciudadanía No. 0605181031, estudiante de la Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros mención Inglés, cohorte 2021 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. Segundo López  
Número celular: 0992740436  
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## 5.4.2. A2 Key speaking Rubric

A2 Key Speaking Examiners use a more detailed version of the following assessment scales, extracted from the overall Speaking scales on the following page.

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		



### 5.4.3. Survey questionnaire validation



**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

**POSGRADO**  
**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, COHORTE 2021**  
Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO “*POST QUESTIONNAIRE ACTIVE LEARNING AND A2 SPEAKING*” PERTENECIENTE A LA INVESTIGACIÓN:

“National Standards for A2 EGB Certification and the Active Learning”

**AUTOR/A:** Adriana Isamar Viteri Viteri

Señale mediante un ✓, según la validación para cada pregunta:

**1D- DEFICIENTE      2R- REGULAR      3B- BUENO      4O- ÓPTIMO**

PARÁMETROS PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
1) I develop speaking in my class when I participate actively expressing my ideas. <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> SOMETIMES				x				x				x				x
2) I feel confident to work in group to develop speaking in my English class. <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> SOMETIMES				x				x				x				x



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**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**

POSGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, COHORTE 2021

Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

3) I can practice speaking when I participate in Role Plays. <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> SOMETIMES				X				X				X			X
4) I feel motivated to speak in English when I work in pairs. <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> SOMETIMES				X				X				X			X
5) A debate in class encourages me to participate with my ideas in English. <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> SOMETIMES				X				X				X			X
6) I feel relaxed to participate orally in my class when I present my ideas about a poster. <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> SOMETIMES				X				X				X			X



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POSGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, COHORTE 2021  
Avda. Los Chasquis y Río Payamin, Ambato - Ecuador

7) I like to speak to complete my classmates' information required. <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> SOMETIMES				X				X				X				X
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Observaciones:

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**Realizado por:**  
Lic. Adriana Viteri  
CI. 0605181031

ADRIANA  
XIMENA  
CUNDAR  
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Firmado digitalmente por  
ADRIANA XIMENA  
CUNDAR RUANO  
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**Validado por:**  
MsC. Adriana Cundar Ruano, Ph.D.  
CI: 1709268534



**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
 POSGRADO  
**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, COHORTE 2021**  
 Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO “*POST QUESTIONNAIRE ACTIVE LEARNING AND A2 SPEAKING*” PERTENECIENTE A LA INVESTIGACIÓN:

“National Standards for A2 EGB Certification and the Active Learning”

**AUTOR/A:** Adriana Isamar Viteri Viteri

Señale mediante un ✓, según la validación para cada pregunta:

**1D- DEFICIENTE      2R- REGULAR      3B- BUENO      4O- ÓPTIMO**

<b>PARÁMETROS</b>  <b>PREGUNTAS</b>	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
1) I develop speaking in my class when I participate actively expressing my ideas. <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> SOMETIMES				X				X				X				X
2) I feel confident to work in group to develop speaking in my English class. <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> SOMETIMES				X				X				X				X



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**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
 POSGRADO  
**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, COHORTE 2021**  
 Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

3) I can practice speaking when I participate in Role Plays. <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> SOMETIMES			X				X				X				X
4) I feel motivated to speak in English when I work in pairs. <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> SOMETIMES			X				X				X				X
5) A debate in class encourages me to participate with my ideas in English. <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> SOMETIMES			X				X				X				X
6) I feel relaxed to participate orally in my class when I present my ideas about a poster. <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> SOMETIMES			X				X				X				X



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**POSGRADO**  
**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, COHORTE 2021**  
*Avda. Los Chasquis y Río Payamin, Ambato - Ecuador*

7) I like to speak to complete my classmates' required information.				X				X				X				X
<input type="checkbox"/> YES																
<input type="checkbox"/> NO																
<input type="checkbox"/> SOMETIMES																

Observaciones:

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**Realizado por:**

Lic. Adriana Viteri  
CI. 0605181031



Firmado electrónicamente por:  
**MONICA JANNETH  
TORRES CAJAS**

**Validado por:**

Dr. Mónica Torres Cajas  
CI: 0601877368

#### **5.4.4. Lesson plans**

### **ACTIVE LEARNING SPEAKING STRATEGIES**



		<b>UNIDAD EDUCATIVA DEL MILENIO "GUANO"</b>			
<b>INFORMATIONAL DATA</b>					
<b>AREA:</b>		English as foreign language		<b>SIGNATURE:</b>	
<b>TEACHER'S NAME:</b>		Adriana Viteri		English	
<b>SCHOOL YEAR:</b>		2021-2022			
<b>GRADE/COURSE:</b>		10th EGB Perales A - B		<b>DATE:</b> From November 15th to 26th	
<b>PROJECT N° 3: Eating Healthy Living Healthy</b>					
<b>LEARNING OBJECTIVE</b>		Students will understand that the consumption of healthy foods combined with sustainable habits favors making the right decisions to maintain comprehensive health, assertively communicating recommendations in the context in which they find themselves.			
<b>ESSENTIAL CONTENT</b>		<b>SKILLS WITH PERFORMANCE CRITERIA</b>		<b>EVALUATION INDICATORS</b>	
				<b>METHODOLOGICAL GUIDELINES</b>	
				<b>NON-PRESENTIAL WORK</b>	
				<b>RECOMMENDATIONS FOR THE PARENT OR TUTORS AT HOME</b>	
<b>ADDITIONAL SUBJECT / S TO THE PROJECT (disciplinary work)</b>					
<b>Going to – plans</b> We can use <i>going to</i> to talk about our future plans. <i>I'm going to be a teacher when I'm older.</i> <i>He's not going to play football anymore.</i> <i>Are you going to buy a new T-shirt?</i>  <b>How to use it</b>		EFL 4.1.10. Recognize and appreciate individual and group similarities and differences by establishing, maintaining healthy and rewarding online, and		Learners can appreciate and show respect for individual and group differences by establishing and	
				<b>Week 1</b> <b>TOPIC:</b> Boost Immunity Easily <b>Values:</b> Personal care <b>Objective:</b> Will be able to identify way to boost the immune system against illness. <b>Activities:</b> 1. Read and fill in the missing words.	
				<div style="border: 1px solid green; border-radius: 15px; padding: 10px; display: inline-block;">         Protects, straight, efficient, remembers, fall ill, defense, prevent, organisms, immune, divided       </div>	
				Encourage students to read and complete the activities sent on time.  Ask the teacher in case of doubts.  Accompaniment of the weekly agenda to our son.	





**UNIDAD EDUCATIVA DEL MILENIO "GUANO"**


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<p>Use <i>am, is</i> or <i>are</i> with <i>going to</i> and the infinitive.  <i>I'm going to write my homework tonight.</i>  <i>They're going to watch a film this weekend.</i></p> <p><b>For negatives,</b>  use <i>not</i> after <i>am, is</i> or <i>are</i>.  <i>I'm not going to read that book.</i>  <i>He's not going to ride a bike. He isn't going to ride a bike.</i>  <i>They're not going to visit us. They aren't going to visit us.</i></p> <p><b>For questions,</b> change the order of <i>am, is</i> or <i>are</i> and the person.  <i>Are you going to buy a new T-shirt? Yes, I am.</i>  <i>Is she going to have pizza for dinner? No, she isn't.</i>  <i>What are we going to do tonight?</i></p>	<p>face-to face relationships based on communication and cooperation.</p>	<p>maintaining healthy and rewarding online and face-to-face interactions.  Ref (I.EFL.4.5.1.). (J.3, S.1, S.4)</p>	<p>Our body has a powerful army that.....it from various types of threats. This personal army is called the..... system. Every day we encounter a huge number of bacteria, viruses and other disease-causing 3. .... However, we don't .....every other day. Which is due to our immune system. The immune system can be broadly .....into two parts – innate and adaptive immunity. Innate immunity is the body's first natural.....to any intruder. Its main goal is to.....any intruder from entering the body. There is also the adaptive immunity. This system is more ....., as it can differentiate between different types of pathogens. The job of the immune system is to fight these pathogens and get them out of the body. What's so incredible about the immune system is that it.....how to fight the infection, so if the pathogen comes back for round two, the body can beat it off .....away!</p> <p>2. Listen and choose the correct words for each item.  <b>6 Tips to boost your immune system</b> audio <a href="https://english-portal.com.ua/worksheet/Immune System Worksheet#topadv">https://english-portal.com.ua/worksheet/Immune System Worksheet#topadv</a></p> <p><b>1. Eat .... foods</b>  a. Fast b.Low calorie c. Antioxidant</p> <p><b>2. Take more ...</b>  a. Iron b.Selenium c. Zink</p>	<p>Prioritize your students learning.</p> <p>Persuade the students to observe and listen to the different contents.</p> <p>Attend to synchronized class on time</p>
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			<p><b>3..... adequately</b>  a.Eat      b.Sleep      c.Move</p> <p><b>4. Get yourself out in the ...</b>  a. Sun    b.Sea      c.Air</p> <p><b>5. Eat more ...</b>  a.Onions    b.Parsley    c.Garlic</p> <p><b>6. Laugh with your...</b>  a.Mouth    b.Head      c.Heart</p> 	
			<p><b>3. Follow up:</b>  <b>Group information exchange (Active learning speaking strategy 1):</b> Students will meet in groups of 4 members. In the group, everyone in turns will share their personal answers about her/his eating habits. Then they will share 4 personal plans to boost their Immunity system easily.  <b>Activities: (15 minutes)</b>  <b>Step one: Answer the following question orally.</b></p> <ol style="list-style-type: none"> <li>1. Describe your common breakfast:</li> <li>2. According your point of view, which are healthy and which are unhealthy food?</li> <li>3. Why is import to eat healthy?</li> <li>4. What are you going to do to be healthy?</li> </ol> <p><b>Step two: Make list actions that you are going to do to boost your immune system and share to the whole class.</b>  <b>Example:</b> We are going to drink water and do exercises.</p>	



# UNIDAD EDUCATIVA DEL MILENIO “GUANO”

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			<p>Reference: <a href="https://conectate.educaciontuc.gov.ar/wp-content/uploads/2020/11/Boost-Immunity-Easily.pdf">https://conectate.educaciontuc.gov.ar/wp-content/uploads/2020/11/Boost-Immunity-Easily.pdf</a> Learn English kids <a href="https://learnenglishkids.britishcouncil.org/es/node/13981">https://learnenglishkids.britishcouncil.org/es/node/13981</a></p> <p><b>Week 2</b> <b>Topic:</b> 5 Tips for boosting your immune system <b>Values:</b> Personal care <b>Objective:</b> Will be able to use going to express positive plans for a healthy life style.</p> <p><b>Activities:</b></p> <ol style="list-style-type: none"><li>1. Read the text below. Here are our 5 tips for boosting your immune system and fighting the virus: <b>Daily Exercise:</b> Exercise can boost your mood as well as keep you healthy, motivate yourself to workout at home. You can find plenty of home workout tutorials online. Research has shown that daily moderate exercise reduces inflammation and supports infection-fighting cells. <b>Consume immune-boosting vitamins:</b> Eat immunity-boosting foods like citrus fruits, garlic, broccoli, spinach, turmeric, etc. You can start supplementing with vitamins and minerals like vitamin C, Vitamin D, Zinc, etc. You may also opt for a good multivitamin daily. <b>Sleep well:</b> Getting a good night’s sleep is crucial for your body’s ability to recover and defend itself. If you don’t get enough sleep, your body may not be able to fend off invaders, and it may also take you longer to recover from illness. <b>Limit your alcohol intake:</b> Drinking too much can make you feel worse and leaving your immune system more vulnerable to</li></ol>	
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			<p>viruses. Excessive alcohol use can also impair the immune system and the body’s ability to heal itself.</p> <p><b>Reduce Stress:</b> Stress can also make a big difference for your immune system, particularly when there are disturbing news and stories all over your cell phones and televisions. Make some time for meditation or yoga or read a book to calm yourself.</p> <p><b>2. Follow up:</b></p> <p><b>Think pair share (Active learning speaking strategy 2):</b> After reading and analysis of the text with the teacher support, students will meet in pairs. Then they will exchange information from their points of view.</p> <p><b>Activities: (15 minutes)</b></p> <p><b>Step one: Answer the questions based on the reading</b></p> <ol style="list-style-type: none"> <li>What is the best antioxidant food?</li> <li>What are the benefits of taking zinc?</li> <li>Why sleep is so important?</li> <li>How much time should you spend in the sun for vitamin D?</li> <li>What is the benefit of garlic?</li> <li>Why do they say laughter is the best medicine?</li> </ol> <p><b>Step two: What tips are you going to apply in your daily life to fight the corona virus?</b></p> <p>Write a short paragraph. From 70 to 100 words. Use going to for plans.</p> <p>Reference: <a href="https://conectate.educaciontuc.gov.ar/wp-content/uploads/2020/11/Boost-Immunity-Easily.pdf">https://conectate.educaciontuc.gov.ar/wp-content/uploads/2020/11/Boost-Immunity-Easily.pdf</a></p> <p>Learn English kids <a href="https://learnenglishkids.britishcouncil.org/es/node/13981">https://learnenglishkids.britishcouncil.org/es/node/13981</a></p>	
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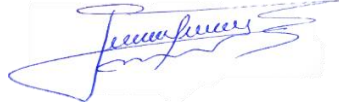
# UNIDAD EDUCATIVA DEL MILENIO "GUANO"

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STUDENTS WITH SPECIAL EDUCATIONAL NEEDS				
ESSENTIAL CONTENT	SKILLS WITH PERFORMANCE CRITERIA	EVALUATION INDICATORS	METHODOLOGICAL GUIDELINES	
			NON-PRESENTIAL WORK	RECOMMENDATIONS FOR THE PARENT OR TUTORS AT HOME
<b>OBSERVATIONS:</b>				
<b>Done by</b>		<b>Reviewed by</b>		<b>Approved by</b>
Name: Adriana Viteri		Name: Mgs. Melba Ordoñez		Name: Mgs. Segundo López
Signature: 		Signature: 		Signature: 
Date: November 12th, 2021		Date: November 12th, 2021		Date: November 15th, 2021





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		UNIDAD EDUCATIVA DEL MILENIO "GUANO"			
INFORMATIONAL DATA					
<b>AREA:</b>		English as foreign language		<b>SIGNATURE:</b>	
<b>TEACHER'S NAME:</b>		Adriana Viteri		English	
<b>SCHOOL YEAR:</b>		2021-2022			
<b>GRADE/COURSE:</b>		10th EGB Peralas A - B		<b>DATE:</b> From December 6th TO December 17 <sup>th</sup>	
PROJECT N° 4: SUSTAINABLE SOCIETIES					
<b>LEARNING OBJECTIVE</b>		Students will understand that responsible consumption and production build sustainable societies through collective and participatory agreements.			
ESSENTIAL CONTENT	SKILLS WITH PERFORMANCE CRITERIA	EVALUATION INDICATORS	METHODOLOGICAL GUIDELINES		
			NON-PRESENTIAL WORK		RECOMMENDATIONS FOR THE PARENT OR TUTORS AT HOME
<b>ADDITIONAL SUBJECT / S TO THE PROJECT (disciplinary work)</b>					
Remember we use <i>will</i> and <i>going to</i> to talk about the future.  Use <i>will</i> to express promise or willingness to do something right away.  Use <i>going to</i> to talk about plans or	<b>EFL 4.4.5.</b> Recognize that various types of writing require different language, formatting and special vocabulary. (Example: a recipe, a letter, etc.)	I.EFL.4.15.1. Learners can convey information and ideas and describe feelings and opinions in simple transactional or expository texts on familiar subjects in order to influence an audience, while	<b>Week 1</b> <b>TOPIC:</b> The World in 2050 <b>Values:</b> Human beings and the environment <b>Objective:</b> Will be able to make decisions in order to prevent the greenhouse effect and other possible natural disasters <b>Activities:</b> 1. Before read the text answer the question with your own ideas. a. Do you believe there are going to be a lot of climate changes in the future? If so which? b. Do you think they can be reduced? How? c. What other changes might happen?		Encourage students to read and complete the activities sent on time.  Ask the teacher in case of doubts.  Accompaniment of the weekly agenda to our son.  Prioritize your students learning.

<p>things that someone intends to do in the future. Examples: I'll get milk on the way home. I'm going to study economics.</p>		<p>recognizing that different texts have different features and showing the ability to use these features appropriately in one's own writing. (I.3, I.4, S.3, J.2)</p>	<p>2. Read the text underline unknown words. Then copy and translate into Spanish.</p> <p>Scientists already know for sure what will happen in the future. Industries will continue to cause many changes. One important change in the future will be the temperature. Scientists say that by 2050 the planet will have a <b>temperature increase</b> of 3 to 4° C. It seems like nothing, but it will have enormous effects on ecosystems. By 2050, the sea level will be 25 centimeters higher. With higher temperatures, the defrosting process in Antarctica will become twice as fast. The <b>glaciers</b> are going to melt. This will result in an increase in the sea level. Another consequence will be the <b>floods</b>. The likelihood of flooding in coastal towns will rise more than nine times. The economic losses will be greater than 50 billion dollars. The <b>growth of the Himalayas</b> will be another change. In 2050 the highest mountain range is going to be 165 millimeters higher due to the movement of the Indian plate below it. The nearby towns are worried about the possibility of <b>earthquakes</b> in the area. Eating fruits, and vegetables is going to be difficult. There won't be enough <b>crops</b> to meet world demand. There will be serious consequences for species such as birds. Scientists say that in 2050, 99% of <b>seabirds</b> will have eaten plastics. Compare your predictions about the future with the experts' predictions. Were your guesses similar?</p>  <p>3. Match the highlighted words in the text above with the image.</p>	<p>Persuade the students to observe and listen to the different contents.</p> <p>Attend to synchronized class on time</p>
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			<div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> <input type="text"/></div> <div style="text-align: center;"> <input type="text"/></div> <div style="text-align: center;"> <input type="text"/></div> <div style="text-align: center;"> <input type="text"/></div> <div style="text-align: center;"> <input type="text"/></div> <div style="text-align: center;"> <input type="text"/></div> <div style="text-align: center;"> <input type="text"/></div> <div style="text-align: center;"> <input type="text"/></div> </div> <p><b>4. Follow up</b>  <b>Poster session (Active Learning for speaking Strategy 3).</b> The teacher will divide the class in groups of five members. In each group, learners will make a poster about global warming (causes, effects, solutions).  <b>Step one:</b> Teacher gives each group and specific topic          Students use their creative skills to make a poster, which include visual support like pictures and short texts.  <b>Step two:</b> Groups present to the whole class their work, others students in the class can ask questions or give opinions.</p> <p><b>Reference:</b> English Pedagogical Module 10  <a href="https://recursos2.educacion.gob.ec/wp-content/uploads/2020/11/INGLES_10_MODULO_3.pdf-pag.20">https://recursos2.educacion.gob.ec/wp-content/uploads/2020/11/INGLES_10_MODULO_3.pdf-pag.20</a></p> <p><b>Week 2</b>  <b>Topic:</b> Saving Nature  <b>Values:</b> Environmental care</p>	
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			<p><b>Objective:</b> Will be able to use going to talk about positive action plans for a healthy life study.</p> <p>5. Inquire and identify the most important information.</p> <ul style="list-style-type: none"> <li>- Research about the animals and plants in Yasuní.</li> <li>- Find out what Yasuni ITT is.</li> <li>- Think about 3 advantages and disadvantages of keeping and renewing the Yasuni ITT initiative.</li> <li>- Organize your ideas in the chart below.</li> </ul> <table border="1" data-bbox="919 565 1524 808"> <thead> <tr> <th style="background-color: #d9ead3;">Advantages</th> <th style="background-color: #d9ead3;">Disadvantages</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table> <p>6. Use the table below to organize ideas that you will use to write a letter to the president. Remember, good decisions have positive consequences, and bad decisions have negative consequences.</p> <ol style="list-style-type: none"> <li>a. Agree on what decisions can be made.</li> <li>b. Explain the consequences of the decisions.</li> <li>c. Complete the chart with the ideas you offer and their consequences.</li> </ol>	Advantages	Disadvantages											
Advantages	Disadvantages															

			<table border="1" data-bbox="968 277 1547 634"> <thead> <tr> <th data-bbox="968 277 1257 318">Decisions</th> <th data-bbox="1257 277 1547 318">Consequences</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table> <p data-bbox="867 641 1656 673"><b>7. Follow up</b></p> <p data-bbox="913 675 1656 846"><b>Role-play (Active Learning for speaking Strategy 4).</b> The teacher will divide the class in groups of five members. In each group, there will be the following roles: a president of Ecuador, the ministry of environment and the rest of the group will be engineering students.</p> <p data-bbox="913 852 1039 876"><b>Students:</b></p> <ul data-bbox="913 885 1656 1096" style="list-style-type: none"> <li>a. They will have a meeting with the president to ask him to renew the Yasuni-ITT initiative.</li> <li>b. The future environmental experts (engineering students) explain what will happen if we don't take care of the Amazon region.</li> <li>c. They offer ideas of what the alternatives will be.</li> </ul> <p data-bbox="913 1136 1207 1161"><b>President and Ministry:</b></p> <ul data-bbox="913 1169 1396 1242" style="list-style-type: none"> <li>a. Make a decision</li> <li>b. Plan a program to renew Yasuni- ITT</li> </ul> <p data-bbox="867 1274 1656 1380">Reference: English Pedagogical modules  <a href="https://recursos2.educacion.gob.ec/wp-content/uploads/2020/11/INGLES_10_MODULO_5.pdf-pag.13">https://recursos2.educacion.gob.ec/wp-content/uploads/2020/11/INGLES_10_MODULO_5.pdf-pag.13</a></p>	Decisions	Consequences																					
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# UNIDAD EDUCATIVA DEL MILENIO "GUANO"

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STUDENTS WITH SPECIAL EDUCATIONAL NEEDS				
ESSENTIAL CONTENT	SKILLS WITH PERFORMANCE CRITERIA	EVALUATION INDICATORS	METHODOLOGICAL GUIDELINES	
			NON-PRESENTIAL WORK	RECOMMENDATIONS FOR THE PARENT OR TUTORS AT HOME
OBSERVATIONS:				
<b>Done by</b>		<b>Reviewed by</b>		<b>Approved by</b>
Name: Adriana Viteri		Name: Mgs. Melba Ordoñez		Name: Mgs. Segundo López
Signature: 		Signature: 		Signature: 
Date: December 3rd, 2021		Date: December 3rd, 2021		Date: December 6th, 2021



		<b>UNIDAD EDUCATIVA DEL MILENIO "GUANO"</b>			
<b>INFORMATIONAL DATA</b>					
<b>AREA:</b>		English as foreign language	<b>SIGNATURE:</b>		English
<b>TEACHER'S NAME:</b>		Adriana Viteri			
<b>SCHOOL YEAR:</b>		2021-2022			
<b>GRADE/COURSE:</b>		<b>10th EGB</b>	<b>Perales A - B</b>	<b>DATE:</b> From January 3 <sup>rd</sup> to 14 <sup>th</sup> 2022	
<b>PROJECT N° 5: LEARNING WITH TECHNOLOGY</b>					
<b>LEARNING OBJECTIVE</b>		Students will understand that science, technology and society are related to each other to provide equal opportunities and respond to current requirements, sharing information with ethics and social responsibility.			
<b>ESSENTIAL CONTENT</b>	<b>SKILLS WITH PERFORMANCE CRITERIA</b>	<b>EVALUATION INDICATORS</b>	<b>METHODOLOGICAL GUIDELINES</b>		
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<b>ADDITIONAL SUBJECT / S TO THE PROJECT (disciplinary work)</b>					
Remember to use the correct future tense "will" or "going to" and the modal verbs to express possibility.	EFL 4.3.9. Demonstrate an ability to interact and engage with a wide range of ICT and classroom resources in order to strengthen literacy skills and strategies.	I.EFL.4.14.1. Learners can interact and engage with a wide range of ICT and classroom resources and texts by selecting and evaluating them in order to strengthen	<b>Week 1</b> <b>TOPIC:</b> Technology and Jobs in the Future <b>Values:</b> Internet Safety and education <b>Objective:</b> students will be able to organize future actions using will and going to in order to achieve a successful personal and professional life. <b>Activities:</b> <b>1.</b> Before reading, the article answer the question based on your own information. - Do you know anything about artificial intelligence? - Do you believe machines will replace people somehow? - What can we do to prevent an unfavorable situation for humans against technology?		Encourage students to read and complete the activities sent on time.  Ask the teacher in case of doubts.  Accompaniment of the weekly agenda to our son.  Prioritize your students learning.

		<p>literacy skills and promote acquisition.          (I.2, I.4, S.3, J.2, J.3)</p>	<p>2. Read the article and translate into Spanish.          Over the years, the needs of people change, and companies need to meet those needs. In the future, today’s needs will probably be obsolete. Let’s look at what threatens the employment of humanity in the future. Many jobs that are done manually will disappear because machines will do those jobs faster. Instead of having 100 employees, one single person will be paid to maintain a machine that does the work of the employees. Artificial intelligence is taking its first steps and many people, such as drivers or receptionists, fear being replaced by a machine already. Machines with artificial intelligence can carry out the tasks of a dermatologist, lawyer, sports reporters, and even software developers better than humans do. Global meetings have been held and it is on the agenda of governments, scientists, and economists to discuss how to prevent an unfavorable scenario. A change in education is seen as a possible solution to this problem. Only educated people can be employable and attractive to companies. Technology would be just the tool to access more and better education that allows people to change the labor market. Retrieved from:  <a href="https://www.pewinternet.org/2017/05/03/the-future-of-jobs-and-jobs-training/">https://www.pewinternet.org/2017/05/03/the-future-of-jobs-and-jobs-training/</a></p>  <p>3. Write your study plan or life plan for the next 10 years. Try to answer the questions.</p>	<p>Persuade the students to observe and listen to the different contents.</p> <p>Attend to synchronized class on time</p>
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			<p>a. What are you going to do for sure?</p> <p>b. What are the possibilities you have if you go for this path?</p> <p>c. Why do you want to study?</p> <p>d. What can you do as a professional in that field?</p> <p><b>4. Follow up:</b></p> <p><b>Debate (Active Learning for speaking strategy 5).</b> The class will be divided in two groups. The topic will be technology and jobs in the future. One group will agree on the importance of technology and the other will be against of the technological development.</p> <p><b>Step one:</b> Learners will decide what group to belong by rising hands according their believes on the topic.</p> <p>Ones in groups they will answer the question by taking turns, the participation is freer for the members of each group.</p> <ol style="list-style-type: none"> <li>1. Is technology helpful in our lives? Why or Why not?</li> <li>2. Will machines replace human work? Why or why not?</li> <li>3. To have opportunities in this globalized work. Is ti important to handle very well technology in different areas? Yes or no and why?</li> </ol> <p><b>Step two:</b> teacher make notes and share collusions at the end oth the debate.</p> <p><b>Reference:</b> English Pedagogical Module 10/Pg. 26  <a href="https://recursos2.educacion.gob.ec/wp-content/uploads/2020/11/INGLES_10_MODULO_3.pdf">https://recursos2.educacion.gob.ec/wp-content/uploads/2020/11/INGLES_10_MODULO_3.pdf</a></p> <p><b>Week 2</b></p> <p><b>Topic:</b> Signs of Someone Who Will Make it Big One Day</p> <p><b>Values:</b></p> <p><b>Objective:</b></p>	
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		<p><b>Activities:</b></p> <p><b>1. Read the article. Then copy and translate into Spanish.</b></p> <p>We all know a person that can achieve exceptional things in life. “Something big” is relative for each person according to their priorities; we mean a transcendental person, who leaves a mark. The writer Johnson Kee made a list of signs to recognize a person who will cause others to be inspired or motivated to do something or make a decision.</p> <ol style="list-style-type: none"> <li>1. Work for long-term results: This person knows that things cannot be achieved overnight. At least 2 or 3 years on an idea to attract people.</li> <li>2. Money is the motivation, not the main objective, but the medium. People will pay for something that impacts and gives value to their lives. Successful people take money as recognition and a reward for their work.</li> <li>3. People really matter. Public is not seen as a flock; they are seen as individuals. The tastes of the person to whom the product is aimed for are important.</li> <li>4. Constant improvements. A person who will be successful is always preparing and improving.</li> <li>5. They surround themselves with similar people. The people around you them offer opportunities and serve as example and motivation.</li> </ol>	
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			<p>2. What is the meaning of these words? Write a definition in your own words.</p> <ul style="list-style-type: none"> <li>• Exceptional _____</li> <li>• Transcendental _____</li> <li>• Long-term _____</li> <li>• Overnight _____</li> <li>• Reward _____</li> <li>• Improvements _____</li> </ul> <p>3. What are other signs of someone who will be great one day?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>GRAMMAR EXERCISE. <a href="https://es.liveworksheets.com/un265018my">https://es.liveworksheets.com/un265018my</a></p> <p><b>Follow up:</b>  <b>Information gap (Active learning for speaking strategy).</b> Teacher will divide the class in pair and provide each one a different worksheet based on the Johnson Kee’s list of signs of successful person.  <b>Step one:</b> learners will exchange the information since to complete the whole list of signs.      After completing the list worksheet, they will share in the class to check the correct informations.</p> <p>Reference: English Pedagogical modules/ Pag. 27  <a href="https://recursos2.educacion.gob.ec/wp-content/uploads/2020/11/INGLES_10_MODULO_3.pdf">https://recursos2.educacion.gob.ec/wp-content/uploads/2020/11/INGLES_10_MODULO_3.pdf</a></p>	
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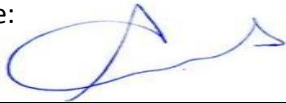

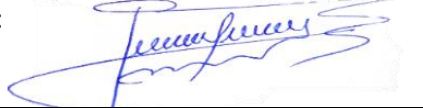
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