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HANDS-ON LEARNING AND THE SPEAKING SKILL

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DEDICATION

To God for giving me the strength and health to reach my goals. To my parents for supporting me in each step I take, for advising and guiding me through the right pathway and for giving me this golden opportunity of making this dream come true. To my sister Cecilia and my niece Jennifer who bring happiness to my life. To Edisson who was always by my side supporting and making me laugh in the toughest times.

Katherine

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Abstract

English language teaching and learning involves the use of different approaches and methods. However, innovative methods and approaches have appeared in the last century which have gained great importance and popularity in the educational field. One of these new approaches to teaching and learning the English language is Hands-on Learning. Hands-on Learning or Experiential Learning focuses on engaging students in direct experiences to maximize knowledge and skills by reflecting on their learning process. It allows students to learn by doing, so it is appropriate for kinesthetic learners. This research study aimed to analyze the effects of applying Hands-on Learning in the speaking skill of students from 5th EGB of a private school during the academic period May-September 2021. It used an experimental research design. There was a total of 19 participants, 10 men and 9 women whose ages ranged from 9-10 years old. Before starting the experiment students took a pre-test. Then, learners were exposed to Hands-on Learning activities for four weeks. At the end of the experiment, students took a post-test. Both tests were taken from Cambridge Assessment English YLE Movers Test. Additionally, students were evaluated using a rubric for the Movers speaking section. The findings showed that Hand-on Learning was effective to develop learners' speaking skill since they showed a significant increase after applying the experiment. At the end of this research study, it is recommended to apply this approach to help learners improve their English language learning process.

Keywords: Hands-on Learning, Experiential Learning, speaking skill, communicative ability, learning experiences.

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TEMA: "HANDS-ON LEARNING AND THE SPEAKING SKILL"

AUTOR: Katherine Alexandra Llerena Llerena

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Resumen

La enseñanza y aprendizaje del idioma inglés implica el uso de diferentes enfoques y métodos. Sin embargo, en el último siglo han aparecido métodos y enfoques innovadores que han ganado gran importancia y popularidad en el campo educativo. Uno de estos nuevos enfoques para la enseñanza y el aprendizaje del idioma inglés es el Aprendizaje Práctico o Aprendizaje Experiencial el cual involucra a los estudiantes en experiencias directas para maximizar su conocimiento y habilidades al reflexionar sobre su proceso de aprendizaje. Este permite a los estudiantes aprender haciendo, por lo que es apropiado para estudiantes de inteligencia cinestésica. Este estudio tuvo como objetivo analizar los efectos de la aplicación del Aprendizaje Práctico en la habilidad oral de estudiantes de 5to EGB de una escuela privada en el período académico mayo-septiembre 2021. Se utilizó un diseño de investigación experimental en el cual participaron 19 estudiantes, 10 hombres y 9 mujeres de entre 9-10 años. Antes de comenzar el experimento, se les tomó una prueba previa. Luego, los alumnos fueron expuestos a actividades de Aprendizaje Práctico durante cuatro semanas. Al finalizar el experimento, se les tomó una prueba posterior. Ambos exámenes fueron tomados de Cambridge Assessment English YLE Movers Test. Los estudiantes fueron evaluados usando la rúbrica para la destreza oral del mismo examen estandarizado. Los resultados mostraron que el Aprendizaje Práctico fue efectivo para desarrollar la destreza oral de los estudiantes, ya que mostraron un aumento significativo después de aplicar el experimento. Al final de este estudio, se recomienda aplicar este enfoque para ayudar a los estudiantes a mejorar su proceso de aprendizaje del idioma inglés.

Palabras clave: Aprendizaje Práctico, Aprendizaje Experimental, destreza oral**,** habilidad comunicativa, experiencias de aprendizaje.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative Background

This research emphasizes the implementation of Hands-on Learning approach which was proposed by John Dewey in 1938. In recent years, it has been implemented in English classrooms as an innovative approach to help students during their learning process. The use of Hands-on Learning to develop speaking skills engages learners in productive activities based on their learning experiences. Learning through experiencing helps students to link materials and tasks to their real-life. Learners need to have experiences based on real contexts because they provide them practical knowledge and enhance language use. Also, experiential learning is famously stated to involve learning by doing. These types of activities help students to relate their prior knowledge, reflect on their experiences and support their English language learning process (Millatina, Gani & Samad, 2020). In this section, previous investigations were analyzed to establish the relationship between Hands-on Learning and the speaking skill. Even though these studies were carried out with students of different ages and English levels, they are important because they provide deeper and clearer bases to develop the present study.

Parwati, Jatnika and Rahayu (2018) in their research aimed to improve articulation skill through Hands-on activities. This study was conducted by a classroom action research method. It was carried out in SD Macedonia with a sample of 15 participants. At the beginning of the investigation, a pre-test was given to examine students' speaking skill level. This study was applied in two cycles and four stages which were planning, action, observation, and reflection. Before starting the cycles, classes were observed to determine the conditions of students' learning process and their articulation ability. In the first cycle, researchers tried to improve the conditions that were considered as lacking during the observation. In the second cycle, researchers tried to complement things that were missing in the first cycle. At the end, a post-test

was given to find out students' speaking skill improvement. The findings showed that students' speaking ability especially articulation increased after applying Hands-on activities.

Ratnawati (2016) carried out a study to improve speaking problems of learners from second grade of Galuh University, Ciamis, West Java through a Hands-on project. This study was developed by using a qualitative method and classroom action research. This study included a descriptive case study with two cycles and four steps planning, acting, reflecting and observing. The technique and instrument used to collect the information were observation and a questionnaire. The collected information revealed that Hands-on projects to develop speaking ability obtained positive results. In addition, students' participation and engagement had a significant growth during English classes. Thus, the researchers recommended teachers to apply Hands-on projects in their future lessons.

ThiHuongLan, Huyen and Huong (2017) led an investigation to determine the effectiveness of developing speaking skills through experimental learning activities. The research took place at Thai Nguyen University of Education during the academic year 2016-2017. This study was conducted by using an experimental research design. There were 55 participants who were selected from the Faculty of Economics and Business Administration. Students' ages ranged between 18 and 21 years old and their English level was elementary. The main instruments to collect the data were an observation checklist and a questionnaire. The questionnaire contained five questions and it was used to examine students' speaking performances during English classes. Also, it collected leaners' points of view regarding their needs to become better speakers by practicing much more. Then, Hands-on activities were carried out to find out more effective ways to improve students' speaking skill. At the end, the researchers concluded that experiential learning helped students to develop their practical communication as well as their listening comprehension after being exposed to experiential learning activities.

Nam, Minh and Linh (2020) investigated the impact of experiential learning activities on students' speaking skills. This study was developed by using a quantitative method. The participants were 68 students, including 38 girls and 30 boys whose ages were 6-year-old. They belonged to DPA Kindergarten which is located in Thai Nguyen city. This research was developed during the academic year 2018-2019. The participants were divided into two groups which were treatment and control group. The treatment group was instructed by applying some experiential activities such as ring the golden bell, drama show and English presentation contest for four months. In addition, the instruments used to collect the data were a pre-test and post-test. The gathered information was analyzed by using the SPSS software version 2.0. The results indicated that the treatment group received better scores than the control group in the speaking test. Thus, the researchers recommended implementing experiential activities to enhance children's' speaking performance.

As it was mentioned in the first paragraph of this section, Millatina et al. (2020) conducted a study aimed to investigate if the implementation of Experiential Learning was effective to solve students' speaking problems. This study focused on two specific objectives which were to examine students' speaking achievement by exposing them to experiential activities and to know their responses towards these activities. This research based on an experimental design since students were divided into two groups which were the experimental and control group. The sample was chosen randomly from first grade students at SMAN1 Banda Aceh in the academic period 2019-2020. The instruments used were a pre-test and post-test to determine students' speaking level at the beginning and at the end of the study, as well as a questionnaire to know students' attitudes towards Experiential Learning. The data gathered in the two tests were analyzed through the statistical software SPSS by using a t-test and the questionnaire was analyzed through percentages. The results showed that Experiential Learning was more effective than traditional methods to develop learners' speaking ability. Also, students showed positive responses when practicing their oral competence through learning experiences. The researchers concluded that Experiential Learning contributed to the development of learners' speaking ability.

Mantra, Astawa and Widiastuti (2018) led a study with the objective of integrating Experiential Learning to improve learners' speaking skill. This study was based on classroom action research with four thematic sessions in two learning cycles. Also, it involved an experimental research design. The participants were 23 students 9 females and 14 males. Data were collected by administering a pre-test and a post-test. The pre-test was used at the beginning of the study to determine students' initial speaking skill level. The post-test was applied after each learning cycle to understand oral competence improvement after Experiential Learning classes. Also, a set of questionnaires was applied to determine learners' perspectives towards speaking practice through learning experiences. The results obtained after each cycle revealed that students' speaking level improved remarkably after applying Experiential Learning. In addition, students' responses in the questionnaires revealed that learners felt interested and engaged to learn through learning experiences.

Namaziandost, Nasri and Esfahani (2019) conducted an investigation whose objective was to explore the role of Experience-Based Learning strategies in developing learners' speaking fluency. This research used a quasi-experimental design to demonstrate whether experience-based strategies influence students' speaking skills or not. This research used a population of 300 students and a sample of 50 students who were chosen randomly. The participants' ages ranged from 17 to 25 years old. Participants were divided into two groups, the control and experimental group. A pre-test and post-test were applied to students in order to identify participants' speaking skill focusing specifically on fluency. The data gathered from the pre-test and post-test were analyzed by using the SPSS software by applying a 't-test'. At the end of the research, it was possible to identify the effectiveness of experience-based learning in students' speaking skills because they were able to communicate better and were more fluent when using the English language.

German and Lestari (2020) conducted a study whose main objective was to identify if students' speaking skill could be improved by implementing Activity-Based Learning (ABL). This study used classroom action research with two cycles. There were 17

participants of Permata Bangsa Elementary school. Data was gathered through the observation of the participants and tests were applied at the end of each cycle to identify students' progress. The information obtained was analyzed and compared to determine students' speaking skill improvement. The findings revealed that students' speaking skill improved significantly after the application of activity-based learning because students become more active by moving physically and responding orally to teachers' instruction.

Ul-Haq, Khurram and Bangash (2017) led a study whose objective was to determine the effects of Activity-Based Learning on students' speaking skill development. This investigation was carried out by using experimental research design. This research was applied to 6th grade low and high achievers from elementary school. There was a total of 50 participants who were selected randomly. After that, a pre-test was given to the participants and based on their scores they were assigned randomly to the treatment and control groups. Besides, this test was useful to identify students who had low and high performance. The treatment group was exposed to experiential activities and the control group was instructed by traditional methods. At the end of the treatment, a post-test was applied to determine whether activities were effective to develop learners' speaking skill. After gathering the tests' scores, the data was analyzed by using a 't-test' considering the 0.05 level of significance. The results suggested that Activity-Based Learning was effective to promote learners' speaking skills because the treatment group outperformed the control group in the post-test.

Mahmoud, Abd-Elfattah and Ibrahim (2021) investigated the effects of Experiential Learning on promoting English majoring learners teaching performance cognition, and teaching speaking skills. The research was conducted by quasi-experimental research. The population was selected randomly from the third year at The Islamic University of Gaza. There was only one sample made up of 21 students. To collect data, the researchers used an observation card as well as a pre and post-test. The observation card was used to assess learners' teaching speaking internships according to ECRIF framework. The pre and post-test consisted of 19 questions and 61 items, and 100

points distributed according to teaching stages planning, implementation, and assessment. Wilcoxon statistical was used to analyze the data by comparing the means before and after applying the experiment. The results demonstrated there was a significant progress in learners' teaching speaking performances after applying Experiential Learning Approach. Thus, the researchers concluded that Experiential Learning promotes teaching speaking skills practice as well as teaching performance cognition.

Hubaib (2016) led an investigation whose objective was to identify speaking problems and language aspects of students from Active English Course Tenggarong when they joined conversation classes. This study was conducted by using action research with a qualitative method. There were 13 participants who had similar English competence. At the beginning of the study, learners took an entrant questionnaire to determine their homogeneity, background, job and past English experiences and also, they were post-tested on writing and speaking skills. Classes included three steps, planning, acting and reflecting. The instruments used to collect the data were observation, records, field notes, interviews, a questionnaire. The observation was used to gather information about learners' speaking performances. It aimed to see students' grammatical structures, accuracy, vocabulary and fluency development. Records were used to identify learners' speaking mistakes. Field notes were used to identify speaking strengths and weaknesses during the lessons. These notes helped the investigator to provide advice to motivate students to learn. An interview was made when students joined the class. The questions of this interview were related to their educational background, motivation, family and reasons to join the course. Also, informal interviews were given during a whole session which included classroom activities, suggestions and comments before class finished. A questionnaire of 12 closed-ended questions was applied in order to confirm and complement the information from the interviews. To analyze the information researchers used triangulation method. Findings revealed that learners' speaking problems were solved when they were exposed to experiential activities. Moreover, they improved their self-confidence to speak during English classes.

Masuram and Sripada (2020) aimed to develop learners' correct intonation, pronunciation coherence and fluency through promoting learning by doing using Task-Based Materials. They stated that speaking skills as well as grammar could be developed by making students take part in communicative tasks that require spontaneous experiences. It implied two stages, pre-intervention and intervention stage. In pre-intervention, learners recorded their voices to help investigators know how well their pronunciation was. After that, a questionnaire was administered to teachers and students. This questionnaire helped researchers to know learners' speaking problems and also teachers' and students' opinions towards textbooks and teaching methodology. Data collected was useful to design materials and tasks according to students' needs. Materials were used to expose students to practice their communicative ability based on real-life contexts. Tasks were developed individually and in groups to trigger learners' language production, processing of input by focusing on form and negotiation of meaning which are supposed to enhance second language learning. Researchers concluded that task-based materials focused on students' experiences created a friendly and relaxed classroom atmosphere. Also, it promoted learners' interaction to reach higher students' outcomes when developing activities like problem-solving, role-play, information gathering, brainstorming and opinion sharing. These activities allowed learners to speak accurately and fluently using appropriate intonation and pronunciation.

Dissanayake, Alahakoon and Wijesinghe (2021) investigated the impact of Activity-Based Learning on students' English skills which involve listening, reading, speaking and writing. This was an investigation conducted by action research. It was applied to students from primary education. The universe was composed of 184 from third, fourth and fifth grade from Viharamahadevi Primary School, Badulla, Sri Lanka. From that population, there was a sample of 132 participants selected by using the proportional allocation to strata method. Besides, this research was developed in two stages. In the first stage, the group of students was not exposed to experiential activities for three weeks. In the second stage, the same group of students was exposed to Hands-on activities for the same amount of time. During both stages, students were instructed by

considering the four language skills. At the end of each stage, researchers gave students a test considering listening, reading, writing and speaking skills. Data analyses were carried out by using the paired t-test. At the end, the results indicated that activity-based learning had positive effects on students' English language learning and this method enhanced writing and speaking skills more significantly.

To conclude, all these investigations presented previously help to support and investigate students' speaking skills development through the implementation of Hands-on Learning. This approach is also known with different names as it can be noticed in these previous investigations. It is called Experiential Learning, Experience-Based Learning and Activity-Based Learning. Even though its name varies, it does not affect the principles and activities that teachers can implement in order to provide students with meaningful experiences during their learning process. Besides, almost all these studies evidenced positive results in learners' oral competence after conducting the treatment with experiential learning. The application of Hands-on Learning was carried out at Glenn Doman school. This study is different from the ones presented before since there are no investigations related to the two variables in this current context and all these studies were developed in countries from the Middle East. Also, it was developed through online classes using ICT tools because of the COVID-19 pandemic. Therefore, this research is a reliable source of information that can be useful for Ecuadorian teachers to implement this approach within their lessons.

1.2 Theoretical Framework

1.2.1 Didactics

The term didactics was used for the first time by Ratke (1571-1635) who was one of Jhon Amos Comenius' teachers. Even though didactics' experiences and knowledge existed before, Comenius was recognized as the founder of didactics. He provides scientific foundations, forms and directions related to didactics in his book "The Great Didactics" which was published in 1640.

Didactics is considered as the art of teaching. It is stated as a major theory and practice of teaching and learning which is applied in the educational field. Also, it is one of the sciences of education which involves teaching and learning processes. Didactics differs from other educational sciences because it focuses on teachers' and students' interaction and support (Díaz, 2012)**.**

1.2.2 Language Teaching Methods and Approaches

Richards and Rodgers (2001) state that English methods and approaches are the result of teaching any subject matter based on the application of principles of teaching and learning and the analysis of the nature of the subject itself. Methods and approaches refer to the core of classroom practices and principles. English language methods and approaches have been very active since the 1900s. However, new methods and approaches have been developed in the twentieth century, some of them have gained great importance and popularity and they have replaced others which are considered outdated.

On the one hand, an approach refers to theories or sets of assumptions about the nature of language and language teaching and learning. It is a theoretical view of how languages are learned or acquired. On the other hand, method refers to a set of teaching practices that are organized systematically based on a particular language teaching and learning theory. It is an ordered plan that guides the implementation of activities and tasks to teach a language based on a selected approach (Richards & Rodgers, 2001).

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1.2.3 Hands-on Learning

1.2.3.1 Definition

Hands-on or Experiential Learning is an approach that allows students to learn through experiencing something. It provides them opportunities to be involved in a learning environment that promotes their language learning and skills. Also, this approach is famously stated as learning by doing in which students take an active role during their English language learning process. It encourages critical and collective reflection, as well as individual learning (Reynolds & Vince, 2007).

Haury and Rillero (1994) establish that Hands-on Learning is an approach in which students are guided to gain knowledge and develop new skill through experiences. It has taken place in the educational field in formal and informal ways. Moreover, it involves learners in a total learning experience that promotes their critical thinking ability because they have to plan a process, experience it, test hypotheses and explain results. Moreover, it focuses on engaging students in direct experiences to maximize knowledge and skill by reflecting on their learning process. It allows students to learn by doing, so it is appropriate for kinesthetic learners.

The use of Hands-on Learning to develop speaking skills engages learners in productive activities based on their learning experiences. Learning through experiencing helps students to link materials and tasks to their real-life. Learners need to have experiences based on real contexts because they provide them practical knowledge and enhance language use. Also, experiential learning is famously stated to involve learning by doing. These types of activities help students to relate their prior knowledge, reflect on their experiences and support their English language learning process (Millatina, Gani & Samad, 2020).

1.2.3.2 Theory

Hands-on Learning is based on *"Experience-Based Learning Theory"* developed by John Dewey in 1938. This theory argues that there is an intimate and necessary relation between the processes of actual experiences and education. Education must be conceived as a continuous process of developing experiences where the process and goals are one the same thing because we do not learn from experiences, we learn by reflecting on them". Experiences-based Learning (EBL) advocates that the quality of reflective thoughts that learners bring to any experience have greater significance than the eventual learning outcomes than the nature of the experience itself.

Furthermore, Kolb (1984) developed the "*Experiential Learning Theory"* in 1984, based on Dewey's work. In this theory, he states that learning is an important process since it is the basis to create knowledge through the transformation of experiences. It involves two levels: (1) a four-stage cycle of learning and (2) four separate learning styles represented in the learning cycle below.

Figure 1. *Kolb's Experiential Learning Cycle*
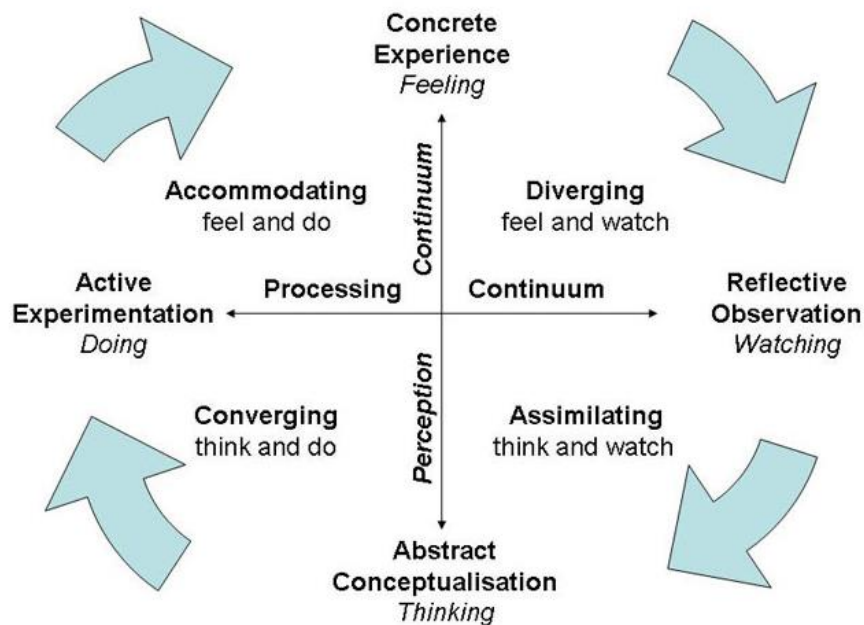
Source: https://www.simplypsychology.org/learning_styles.jpg

According to Kolb (1984), it is possible to enter the cycle at any stage and follow it through its logical sequence. However, he emphasizes the reflective stage because it is where students can recount and evaluate their experiences. Continuous reflection upon earlier experiences helps learners to add and transform those experiences into deeper understanding. This process may last as long as human beings live. Also, personal experiences bring learners life, texture personal and subjective meaning to abstract concepts but also, they provide a concrete and publicly shared criterion to test the implications and validity of the ideas that have emerged during the learning process. However, experiences alone are not plenty of conditions for learning because they must be processed consciously through reflection.

1.2.3.3 Characteristics

Kolb (1984) establishes some specific characteristics of Hands-on Learning.

It focuses on process rather than product: process is more important than learning outcomes since it is whereby knowledge is derived from and it is continuously modified by experiences.

Learning is a continuous process based on experiences: students learn and relearn by reflecting on their learning experiences and knowledge is constantly derived and tested in learners' experiences.

Learning is a holistic process adapted to the world: learning process integrates conceptual bridges through life situations such as school and work and represents learning as a continuous process that lasts a lifetime.

Learning requires transactions between learners and the environment: there are exchanges between students and the learning atmosphere through the experience which involves subjective and objective aspects that affect students' learning process.

Learning is the process to create knowledge: knowledge is the result of the exchange of individual and social interaction.

1.2.3.4 Principles

Orloff (2009) establishes some principles to guide Hands-on English language learning activities and contents.

1. Activities and resources acknowledge, encourage, and maximizes students' context and experiences.

2. Tasks and materials support learners' bilingual skills by strengthening connections between L1 and L2.

3. Preliminary activities are based on knowledge and essential language skills.

4. Subject field content is employed as a medium for English language instruction.

5. Activities highlight several processes in which language is employed in different subject areas.

6. A wide range of concrete and visual supports are applied along during the implementation of activities.

7. Tasks allow students to develop and succeed in learning English in their early stages.

8. The four English language skills, representing and viewing activities are considered as the bases of English lessons that include concepts.

9. Language skills are combined in significant contexts to increase knowledge.

10. Students need guidance and support during their learning process.

11. Activities need to incorporate skills and knowledge in order to provide learners opportunities to build connections between content, vocabulary and grammar.

12. Learners' needs and past language experiences need to be considered in order to adapt activities and assessment.

1.2.3.5 Procedure

According to Scrivener (2011), Hands-on/Experiential Learning often follows a process that includes five steps: (1) doing something, (2) remembering what happened, (3) reflecting on their learning experiences, (4) drawing conclusions and (5) using conclusions for future practical experiences.

1.2.3.6 Teachers' Role

In Hands-on Learning approach, teachers are considered as guiders and facilitators of students' learning process. Teachers guide students while they develop tasks. After that, they prompt learners to reflect and recount their learning experiences by asking questions and eliciting details (Namaziandost et al., 2019).

1.2.3.7 Learners' Role

Learners have an active role since they have to develop specific tasks. Also, they are responsible for many decisions negotiating meaning. They also use all their life and learning experiences to integrate them into future tasks. Students tend to be more autonomous since they have to develop activities, discover resources and processes, reflect on experiences and apply this knowledge in future activities (Namaziandost et al., 2019).

1.2.3.8 Learning Activities

Mollaei and Rahnama (2012) suggest some common activities in which learners are more engaged to learn by using their own or someone else's learning experiences. Experiential activities for English language leaning include: diaries and personal journals, reflective personal essays and thought questions, visualizations and imaginative activities, models, analogies, theory construction, group discussions and reflection, role-plays, educational games, simulations, dramatizations, personal stories, empathy-taking activities, modeling clay, and story-telling.

1.2.4 Language

Language is defined as a set of symbols that permit human beings to communicate, express thoughts, emotions, feelings, etc. It can be spoken and written, but also it can be expressed by gestures and body language. In addition, language is a set of sentences which can be finite or infinite and it involves a process of free creation by following certain laws and principles. However, the way those items are combined is infinitely varied (Chomky, 1957).

Language is much more than a linguistic code. It is a powerful semiotic system for negotiating meanings that develops from participation in concrete activities which implies the language used in one context may or may not be appropriate in other contexts. Therefore, in language learning, emphasis must be placed not only on mastery of linguistic codes but also on the social use of these codes in the light of the communicative needs of the interacting speakers (Díaz, 2012).

1.2.5 Language Skills

Language skills are the abilities to use the language. There are four main English language skills that are divided into two main categories receptive and productive skills. Receptive skills include listening and reading while productive skills include speaking and writing. Language skills are represented in the figure below:

Figure 2. *Language Skill Division*

Source:https://i.pinimg.com/564x/14/15/d8/1415d8e5c87f79e15d2f596c0b942211.jpg
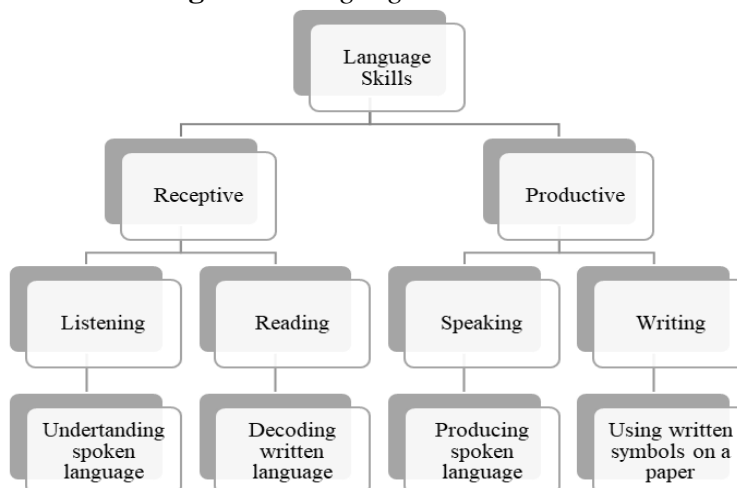
1.2.6 Speaking Skill

Speaking is defined as a productive skill that requires interaction between at least one speaker and one listener to construct meaning and convey a message. Also, people produce, receive and process information in a spoken way. Its form and meaning depend on the context in which this process occurs as well as participants and purposes of speaking (Spratt, Pulverness & Wiliams 2011).

According to Thornbury (2005), speaking is part of our daily life. People can produce thousands of words every day. When people acquire their mother tongue, they follow a natural and unconscious process. However, when people start learning a foreign language, they have to do it over by following an unnatural and conscious process. Speech production takes place in real-time by obeying a linear process because words are followed by words and utterances are followed by utterances.

Speaking is a spontaneous and interactive process which requires the ability to communicate. It is not the same knowing a language as being able to speak. If someone knows a language, it means that a person knows how to construct sentences using correct grammar and vocabulary and then pronounce them. However, it does not mean that this person can communicate effectively. Developing speaking skill is a challenge for learners since it is usually taught by using a grammar-based curriculum (Thornbury, 2005).

Speaking skill is important for students due to the fact that it allows them to communicate, express ideas, opinions, feelings, etc. Without speech, people cannot communicate with others and language is reduced to a mere script. Also, speaking skill is used in a variety of situations which are supported by speakers' correctness and effectiveness in order to communicate appropriately. For this reason, any gap in communication results in misunderstandings.

1.2.6.1 Speaking Subskills

Lackman (2010) establishes some speaking subskills that teachers must consider when students produce spoken language:

Fluency: refers to the ability to speak at a normal flow without hesitating, planning or rehearsing.

Accuracy with Words and Pronunciation: involves the ability to use and pronounce correctly grammatical structures and words in order to convey meaning.

Appropriacy: using correct grammar, vocabulary and register according to the context.

Using Functions: using specific language phrases according to the purpose of talking like ordering, complaining, inviting, etc.

Turn-taking: refers to know how or when to speak and allow others to reply.

Relevant Length: speaking considering an appropriate length according to the situation.

Discourse Markers: means using specific words or phrases that show organization such as, firstly, however, to sum up, etc.

Responding and Initiating: involves managing a conversation by asking and replying to questions according to a topic.

Range of Words and Grammar: includes using specific vocabulary and grammar for specific tasks or topics.

Repair and Repetition: students repeat phrases or parts of the conversation they think were not understood to avoid misunderstandings.

1.2.6.2 Speaking Stages

Spratt et al. (2011) claim that speaking lessons and activities are often planned considering three stages:

Lead-in: students are introduced to the lesson or topic. It includes activities that put emphasis on the use of new language. Its main aim is to motivate learners to relate the topic or content to their real lives, so they are prepared for the next activities.

Practice Activities: students can practice and use the new language they were introduced to in the previous stage. These activities move from controlled to freer or teachers may decide the opposite order according to the class and learning context.

Post-Tasks: involve activities in which students are free to speak and use the language based on the topics or situations stated by the teacher. In pos-tasks activities, students usually work on the language which they have learned before.

1.2.6.3 Speaking Assessment Criteria

Thornbury (2005) states that there are four main criteria which must be taken into account at the moment of assessing students' speaking performances.

Discourse Management: refers to the ability to express ideas and opinions using connected speech coherently. In addition, it requires the ability to convey meaning and justify their opinions.

Pronunciation: involves candidates' skills to produce intelligible language, to respond to the task. It means correct oral production of individual sounds and using correct intonation and linking words to convey meaning.

Grammar and Vocabulary: involve the use of accurate vocabulary, as well as grammatical structures in order to respond to the task. Also, this category assesses the use of an appropriate range of vocabulary.

Interactive Communication: refers to candidates' ability to interact with the examiner or other candidates by speaking at a correct rhythm and speed. It includes the use of functional language and interactive strategies.

1.3 Objectives

1.3.1 General Objective

- To analyze the effects of applying Hands-on Learning in the speaking skill of students from 5th EGB at "Unidad Educativa Glenn Doman" during the academic period May-September 2021.

1.3.2 Specific Objectives

- To determine adequate Hands-on activities to be applied according to students' age and English level.

- To identify English speaking skill level in students from fifth grade before and after applying Hands-on Learning.

- To apply Hands-on Learning activities in order to improve speaking skill in students from fifth grade at "Unidad Educative Glenn Doman".

CHAPTER II

METHODOLOGY

2.1 Basic Methods of Research

2.1.1 Approach

This research is based on a mixed-method which includes qualitative and quantitative approaches. According to Kothari (2004), qualitative research is related to the quality of phenomena. It includes observations, focus groups, case studies, discourse analysis, and interviews. This approach is especially applied in behavioral sciences to discover reasons for human behavior. Contrary, quantitative research is based on numerical measurement. It is applied to phenomena that can be expressed in quantity or amount to confirm theories and hypotheses.

On the one hand, this study is qualitative since it collects information related to Hands-on Learning and speaking skill such as descriptions, concepts characteristics, etc. On the other hand, it is quantitative because the results obtained are interpreted using numerical and statistical measurements. It is also quantitative because it establishes hypotheses that will be accepted or rejected according to the gathered results.

2.1.2 Research Modality

2.1.2.1 Field Research

Field research describes and collects information in natural and physical environments. It is a qualitative method of data collection which aims to understand and examine phenomena in the place they take place. Fieldwork involves different perspectives related to how to conduct and place it in different disciplines (Given, 2008).

This research study uses this modality to analyze and collect information related to the implementation of Hands-on Learning to develop learners' speaking ability during their learning process while students are in their natural setting which is their English classes.

2.1.2.2 Bibliographic Research

Bibliographic research involves gathering information from published documents such as scientific papers, specialized documents, articles, books, journals, and magazines. Also, it integrates data from the Internet like videos, recordings webpages, blogs, databases, etc. (Allen, 2017).

This modality is important for this investigation since it allows the researcher to gather relevant information related to two variables: Hands-on Learning (independent variable) and speaking skill (dependent variables).

2.1.3   Level or Type of Research

2.1.3.1   Exploratory Research

Exploratory research is used when the objective is to analyze or examine under-studied topics or problems. Thus, it familiarizes people with an unknown or innovative topic which has not been studied deeply, before. Also, it is conducted when there are not enough bases, background, or clear and precise ideas about a specific phenomenon (Hernández, Fernández & Baptista, 2010).

This study is based on an exploratory research design because Hands-on Learning approach in speaking skill development is a topic which has not been studied deeply. To gather information related to this theme, it was necessary to explore a lot on the Internet and check many databases.

2.1.3.2 Descriptive Research

Descriptive research is used to analyze and describe phenomena, situations, contexts, and events. It details how they are and how they are shown. Descriptive studies seek to specify properties, characteristics, and profiles of people, communities, processes, objects, or any phenomenon which can be analyzed. The main objective of descriptive research is not to indicate how two variables relate to each other but to collect data about concepts or variables (Hernández et al., 2010).

This investigation is based on descriptive research since it describes information related to the use of Hands-on Learning to promote students' speaking skill which is the phenomenon of study. Also, it explains concepts, characteristics, and processes related to the two variables.

2.1.3.3 Experimental Research

According to Gaddard and Melville (2004), experimental research tries to determine the causes and effects of the independent variable which is the cause in the dependent variable which is the effect. There are three main types of experimental research designs: pre-experimental, true-experimental, and quasi-experimental which are selected according to the populations and samples of each study.

This investigation is based on an experimental research design because it applies Hands-on Learning in order to determine its' effects on learners' speaking skill. The results obtained after applying the treatment help to determine if there is any difference in students' speaking skill before and after applying Hands-on Learning approach.

2.2 Procedure

In the first online session via zoom, the investigator introduced herself to the class and explained to them some guidelines about how they were going to work with the investigator. Then, in pairs students took the pre-test using a break-out room while the rest of the students kept on working with the English teacher. Before finishing the session, the researcher explained the material students needed for the next session using a PowerPoint Presentation (PPP).

In the second class, the teacher asked students about things teenagers do. Then, the teacher showed them some examples by using a PPP. After that, they were asked to imagine things they will do in 8-10 years. The teacher asked them to take out the material required. On a sheet of paper, they wrote a title using their names for example, "María in 8 years". After that, they made five drawings about the things they imagined and wrote a sentence that described each drawing using the future tense "will". They presented their drawings to the class using the sentences they wrote. Because of the

time, learners' homework was to make a time capsule with a toilet tube and put their drawings there. The teacher showed learners a time capsule example. Also, students, were allowed to decorate it in the way they wanted. Finally, they had to send a picture of their time capsule to the teacher's personal WhatsApp.

In the third class, students were asked to remember their first day of online classes, what devices they used and how they felt using them. The teacher showed and explained her example. Then, they were asked to take out a sheet of paper and they wrote the title "My first day of online classes". After that, they made a drawing of themselves on their first day of classes. When they finished, they were asked to explain their drawings. Before class finished, the teacher explained the materials students needed for the next class.

In the fourth intervention, the teacher asked students to tell her what food they eat to stay healthy according to what they have learned in the unit. Then, the teacher asked them to take out the material required. She explained the activity they were going to do using a PPP. It was a craft in which students had to make a healthy dish using recycled materials like magazines, newspapers, etc. When they finished, they presented their activity in class. Before the class finished, students were asked to bring some materials for the next class using a PPP.

In the fifth lesson, the teacher started the class by showing students some images and telling them that the end of the school year is near. Then, she asked students some activities they would like to do in their vacations, and she showed them some examples using a PPP. After that, the teacher showed them a craft entitled "My vacation bucket list" in which they wrote their activities. When students finished, they explained their vacation bucket list to the class.

In the last session, students took the post-test in pairs to assess their speaking skill level after applying the experiment in order to determine if Hands-on Learning was effective to promote learners' oral ability or not. They took their post-test in pairs while the rest of the students completed some activities with the supervision of the English teacher.

2.3 Population

To develop this research, there was a total of 19 participants, 10 men and 9 women whose ages ranged from 9-10 years old. They belong to the fifth grade of elementary level at Glenn Doman school. This research lasted four weeks in which learners were part of six online sessions.

Table 1. *Population*

Description	Number	Percentage
Male	10	53%
Female	9	47%
Total	**19**	**100%**

Source: Field Research
Author: Llerena (2021)

2.4 Data Collection Instruments and Techniques

A pre-test and post-test were applied to determine learners' speaking skill proficiency. These tests were standardized because they were taken from Cambridge Assessment English specifically from A1 Movers (YLE Movers) test. YLE Movers is one of the three tests designed for young learners. The pre-test was applied before applying the experiment to determine students' initial speaking level. The post-test was applied at the end of the experiment, after applying Hands-on Learning activities to know if students have improved or not their oral competence.

Zoom application was the most important instrument since it was used to administer the pre-test, the experiment and the post-test. This app was used because the COVID-19 pandemic does not allow learners to receive face-to-face classes, so they were instructed by using an online modality of study.

WhatsApp application was used to solve students' doubts about their homework or tasks. Also, it was used to check activities of students who had Internet connection problems.

2.5 Hypothesis Statement

Null Hypothesis

H0: The implementation of Hands-on Learning does not influence the speaking skill of 5th EGB students of "Unidad Educativa Glenn Doman"

Alternative Hypothesis

H1: The implementation of Hands-on Learning influences the speaking skill of 5th EGB students of "Unidad Educativa Glenn Doman"

2.6 Resources

This research study used different kinds of resources like human, material, technical and institutional. In human resources, this investigation needed the researcher, the school English teacher, students from the fifth grade of "Unidad Educativa Glenn Doman", the research tutor, and the revisers. In material resources, it required bond papers, cardboard, pencils, pens, markers, colored pencils, scissors, glue, rulers, and recycled materials in order to carry out the activities like drawing, cutting, gluing, etc. In technological resources, it used computers, cell phones, internet connection, Zoom and WhatsApp applications, educational websites, and web browsers. Finally, in institutional resources, it used the English Zoom classroom and the institutional platform.

CHAPTER III

RESULTS Y DISCUSSION

3.1 Results Analysis and Discussion

This chapter presents the results obtained after applying Hands-on learning to develop learners' speaking skill. In order to make the findings easier to be understood, they are represented in tables and figures. Also, after each figure, there is its corresponding analysis and interpretation of results to help readers comprehend them better.

The experiment was developed with 19 learners from 5th grade of "Unidad Educativa Glenn Doman" during English classes. Learners were instructed by applying an online modality due to the actual situation of the COVID-19 virus.

Students' pre-test and post-test were graded according to a specific rubric for the YLE Movers speaking section which was designed by Cambridge English Assessment. The rubric to assess Movers Speaking Test was over 15 points. It contained 3 aspects of the communicative competence graded over 5 points each one:

First, **grammar and vocabulary** included control, range, cohesion, and extent to deal with the tasks. Second, **pronunciation** incorporated limited control of stress, individual sounds, and intonation to be mostly intelligible. Finally, **interaction** comprised how learners responded to the instructions, prompts, and instructions, the level of support they needed, and fluency.

Learners' scores were analyzed rigorously in order to determine if the use of Hands-on Learning to develop students' speaking skill was effective or not. The pre-test and post-test scores over 10 points (Ecuadorian score) and over 15 points (Movers' score) were represented in **Tables 2** and **3** and they were compared in **Figure 3**. Then, results were analyzed by using the SPSS software, version 22.

Table 2. *Students' Pre-test Scores*

Treatment Group	Score /10	Movers Speaking Score /15
Student 1	4,6	7
Student 2	6	9
Student 3	8	12
Student 4	4	6
Student 5	5,3	8
Student 6	8,6	13
Student 7	7,3	11
Student 8	5,3	8
Student 9	6,6	10
Student 10	5,3	8
Student 11	5,3	8
Student 12	4	6
Student 13	7,3	11
Student 14	6	9
Student 15	4	6
Student 16	6,6	10
Student 17	8	12
Student 18	7,3	11
Student 19	7,3	11
Average	**6,1**	**9,3**

Source: Field Research
Author: Llerena (2021)

Table 3. *Students' Post-test Scores*

Treatment Group	Score /10	Movers Speaking Score /15
Student 1	7,3	11
Student 2	7,3	11
Student 3	10	15
Student 4	6	9
Student 5	6,6	10
Student 6	9,3	14
Student 7	8	12
Student 8	6	9
Student 9	8	12
Student 10	6	9
Student 11	6,6	10
Student 12	6	9
Student 13	8,6	13
Student 14	7,3	11
Student 15	6	9
Student 16	8	12
Student 17	9,3	14
Student 18	8,6	13
Student 19	8,6	13
Average	**7,6**	**11,4**

Source: Field Research
Author: Llerena (2021)

3.2 Data Interpretation

Figure 3. *Pre-test and Post-test Scores Comparison*
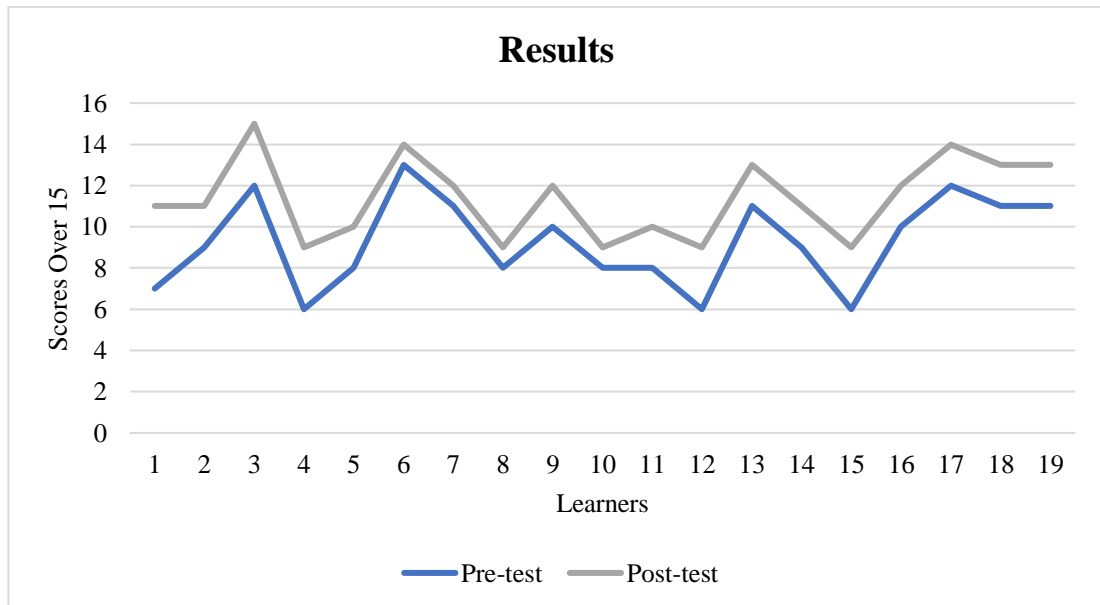
Source: Field Research

Author: Llerena (2021)

Analysis and Interpretation:

Figure 3 shows the comparison between the scores obtained by the 19 students in the pre-test and post-test. Learners' tests were scored over 15 according to the Cambridge standardized rubric. On the one hand, the lower score in the pre-test was 6 and the highest was 12. However, the lower score in the post-test was 9 and the highest was 15. These results indicate that the majority of students did not get good grades in the pre-test they took. However, learners demonstrated a meaningful development in their speaking skill since they got better scores after being instructed by using Hands-on Learning activities which emphasized their oral competency by reflecting on their learning experiences.
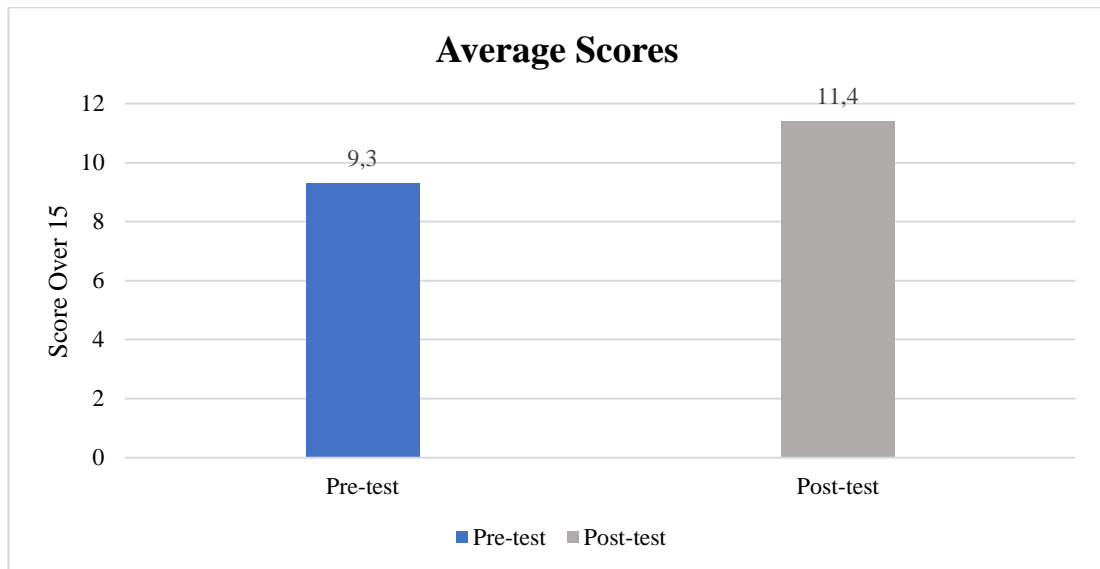
Table 4. *Pre-test and Post-test Average*

Scores	Pre-test	Post-test	Difference
Average	9,3	11,4	2,1

Source: Field Research
Author: Llerena (2021)

Figure 4. *Pre-test and Post-test Average*

Source: Field Research
Author: Llerena (2021)

Analysis and Interpretation:

Figure 4 displays the different average grades obtained by the fifth grade of EGB in the pre-test and post-test. The average score obtained by students in the pre-test was 9,3 over 15. However, in the post-test learners got an average score of 11,4 over 15. It indicates that the whole group improved 2,1 points in their oral competence. These results indicate that Hands-on Learning is effective to help learners to develop their speaking skill since they got better scores in the post-test.
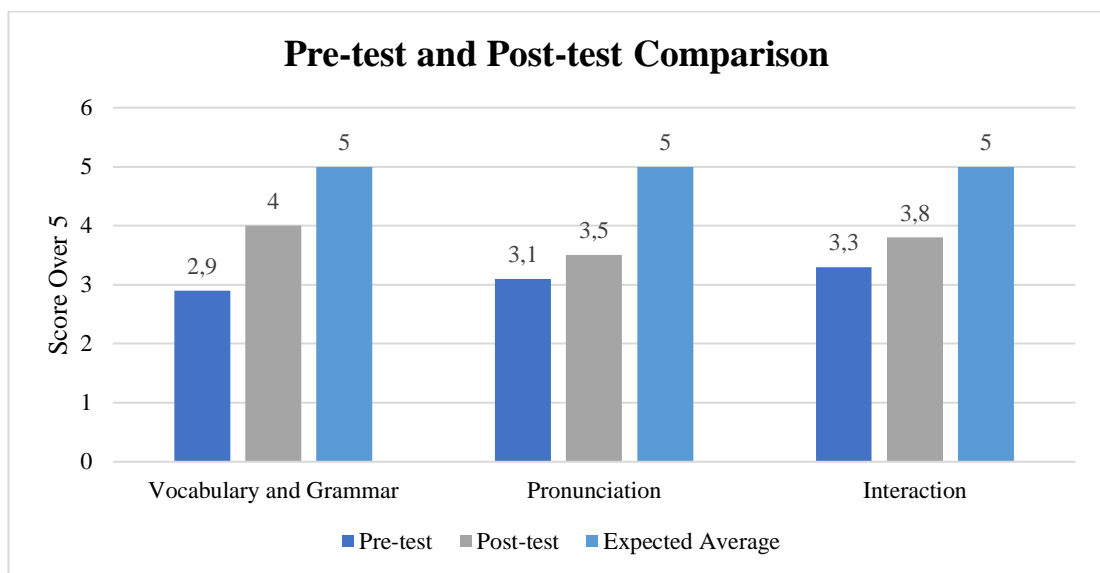
Table 5. *Elements of the Communicative Competence Pre-test and Post-test*

Elements of the C.C.	Treatment Group		Expected Average
	Pre-test	Post-test	
Vocabulary and Grammar	2,9	4,0	5
Pronunciation	3,1	3,5	5
Interaction	3,3	3,8	5

Source: Field Research
Author: Llerena (2021)

Figure 5. *Elements of the Communicative Competence Pre-test and Post-test*

Source: Field Research
Author: Llerena (2021)

Analysis and Interpretation:

Figure 5 displays the comparison of the elements of the Communicative Competence before and after applying the experiment. The expected average in each element was 5 giving a total of 15 points. First, in Grammar and Vocabulary, learners got an average of 2,9 in the pre-test while in the post-test they got an average of 4. Second, in Pronunciation, students got an initial average of 3,1 and a final score of 3,5. Finally, they improve their Interaction from 3,3 in the pre-test to 3,8 in the post-test. These results indicated that students showed significant development in these elements especially Grammar and Vocabulary which got the highest average. Thus, it is possible to conclude that Hands-on Learning is effective to improve learners´ speaking skills.
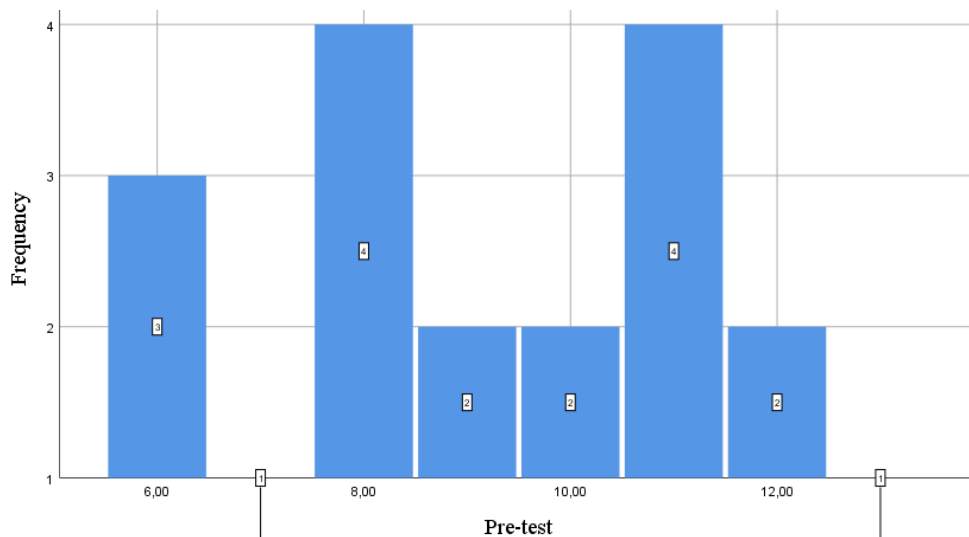
31

Table 6. *Pre-test Results*

Statistic		Value
Mean		9,2632
95% Confidence Interval for	Lower Limit	8,2116
the Mean	Upper Limit	10,3147
Median		9,0000
Standard Deviation		2,18180
Minimum		6,00
Maximum		13,00
Range		7,00
Asymmetry		-0,054
Kurtosis		-1,105

Source: Software SPSS 22
Author: Llerena (2021)

Figure 6. *Pre-test Histogram*

Source: Software SPSS 22
Author: Llerena (2021)

Analysis and Interpretation:

Table 6 shows the pre-test results which were analyzed by applying the statistical software SPSS 22. It shows the scores obtained before implementing Hands-on Learning. The media is 9,26 and the median is 9,00. The mean is between the 95% confidence interval, and it varies between 8,21 y 10,31. The minimum is 6,00 and the maximum is 13,00 which provide the range of 7,00. The asymmetry is -0,054 which means that the majority of students got a higher grade than the total average. Finally, the kurtosis is -1,105 which indicates a normal platykurtic distribution.
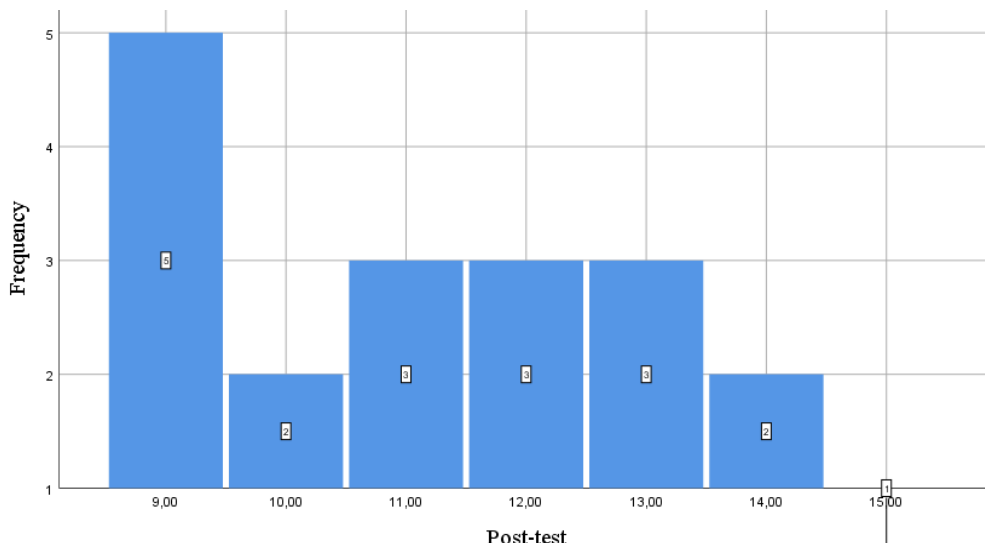
Table 7. *Post-test Results*

Statistic		Value
Mean		11,3684
95% Confidence Interval for	Lower Limit	10,4287
the Mean	Upper Limit	12,3081
Median		11,0000
Standard Deviation		1,94966
Minimum		9,00
Maximum		15,00
Range		6,00
Asymmetry		0,221
Kurtosis		-1,124

Source: Software SPSS 22
Author: Llerena (2021)

Figure 7. *Post- test Histogram*

Source: Software SPSS 22
Author: Llerena (2021)

Analysis and Interpretation:

Table 7 shows the pre-test results which were analyzed by applying the statistical software SPSS 22. It shows the scores obtained after implementing Hands-on Learning. The media is 11,36 and the median is 11,00. The mean is between the 95% confidence interval, and it varies between 10,43 y 12,31. The minimum is 9,00 and the maximum is 15,00 which provide the range of 6,00. The asymmetry is 0,22 which means that the majority of students got a higher grade than the total average. Finally, the kurtosis is -1,124 which indicates a normal platykurtic distribution.

3.3 Hypothesis Verification

Null Hypothesis

H0: The implementation of Hands-on Learning does not influence the speaking skill of 5th EGB students of "Unidad Educativa Glenn Doman"

Alternative Hypothesis

H1: The implementation of Hands-on Learning influences the speaking skill of 5th EGB students of "Unidad Educativa Glenn Doman"

The results gathered before and after applying the treatment were analyzed using the SPSS statistical software version 22. First, the Shapiro-Wilk test was applied in order to determine the normality of the sample. Then, a T-Student test was applied since the sample was under 50 students.

3.3.1   Paired Samples T-Student Test

Table 8. *Paired T-test*

Paired Samples Statistics				
		Mean	**N**	**Sdt. Deviation**	**Str. Error Mean**
Par 1	**Pre-test**	9,263	19	2,182	0,5005
	Post-test	11,368	19	1,950	0,4473

Source: Software SPSS 22
Author: Llerena (2021)

Analysis and Interpretation:

Table 8 presents the results obtained after applying the statistic t-test. The pre-test mean is 9,263 while the post-test mean is 11,368 applied to 19 students with a standard deviation of 2,182 and 1,950 respectively. The standard error mean is 0,5005 in the pre-test and 0, 4473 in the post-test. These values indicate that the post-test mean is greater than the pre-test mean. It means that there was significant growth in students' speaking skill after being exposed to Hands-on Learning activities.

Statistical Method:

In order to determine the application of a parametric test for one dependent sample, this research study must meet two assumptions. The first assumption is that data are quantitative (scalar) and the second assumption is that Shapiro-Wilk's normality test must be applied because the sample size is under 50. After these two assumptions are met, it can be applied the T-Student test by using the statistical software SPSS in order to reject or accept one of the hypotheses stated before.

Normality Criteria:

$$H_0: P_{value} > 0,05 = There\ is\ normality$$
$$H_1: P_{value} \leq 0,05 = There\ is\ no\ normality$$

Table 9. *Shapiro-Wilk Normality Test*

Par 1	Statistic	df	Sig.
Pre-test	0,939	19	0,253
Post-test	0,917	19	0,098

Source: Software SPSS 22
Author: Llerena (2021)

Analysis and Interpretation:

Shapiro-Wilk's test shows that there is normality in the pre-test and post-test. The pre-test level of significance is 0,253 while the post-test level of significance is 0,098. Both values are under the 0,05 level of significancy.

These results show that both series of data show normality and a parametric statistic must be applied. In this case, a T-Student test for the comparison of one related sample.

Related Samples Comparison

The criteria for the comparison of related samples are established by the following statistical hypotheses:

H0: The pre-test mean is equal to the post-test mean.

$$H_0: \bar{X}_{pre-test} = \bar{X}_{post-test}$$

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H1: The pre-test mean is different from the post-test mean.

$$H_1: \bar{X}_{pre-test} \neq \bar{X}_{post-test}$$

With a significance level of 5%, the following decision rules are stated:

$$H_0: P_{value} > 0,05$$
$$H_1: P_{value} \leq 0,05$$

Table 10. *T-Student Test Results for Related Samples*

				Str.	95% confidence interval of the difference				Sig. (2
			Sdt.	Error					
		Mean	Deviation	Mean	Lower	Upper	t	df	tailed)
Par 1	Pre-test- Post-test	-2,1053	0,8093	0,1857	-2,4953	-1,7152	-11,339	18	0,000

Source: Software SPSS 22
Author: Llerena (2021)

Analysis and Interpretation:

Table 10 shows that the T-Students statistic test results in which the value of the Sig. (2 tailed) in the comparison of two related samples is equal to 0,000. This value is under the 5% (0,05) level of significance. This evidence allows the investigator to reject the null statistical hypothesis (H0): the pre-test mean is equal to the post-test mean.

The results of the statistical analysis revealed that there is a significant increase in the mean of the post-test results. Thus, there is scientific evidence to reject the **null hypothesis H0:** the implementation of Hands-on Learning does not influence the speaking skill of 5th EGB students of "Unidad Educativa Glenn Doman" and accept the **alternative hypothesis H1:** The implementation of Hands-on Learning influences the speaking skill of 5th EGB students of "Unidad Educativa Glenn Doman"

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

At the end of this research study, the following conclusions were reached:

Hands-on Learning approach was effective to develop students' speaking skill. When learners were exposed to Hands-on Learning activities, learners were very interested and engaged in their learning process. Also, students were very participative when they were asked to develop activities and spoke about them. In addition, they showed confident to ask things they did not understand well, or they did not know how to say in English certain words or phrases they did not know.

The speaking skill level of learners from fifth grade EGB at "Unidad Educativa Glenn Doman" was 9,3 over 15 before applying Hands-on Learning approach. After applying the experiment, students' average score was 11,4 over 15 which indicates that Hands-on Learning approach helped learners to improve the speaking skill by raising 2,1 points their course's average.

Hands-on Learning activities were selected and planned according to students' age, English level, background, context, needs, characteristics, interests, and past learning experiences. In this investigation, activities were selected by thinking about the target audience who were young learners. Activities were short and concise since the investigator considered learners' psychomotor development to design them. It included simple activities like cutting, pasting, coloring, and shorts speaking tasks. When they get older, activities can be complex and longer.

Hands-on Learning helped students to develop the speaking skill since they showed a great improvement in their communicative ability after applying this approach. Learners had a better performance at the moment of speaking by being able to communicate and express ideas, thoughts, feeling by reflecting and recounting their own learning experiences. Also, they improved the three aspects the communicative competence pronunciation, interaction but especially grammar and vocabulary.

4.2 Recommendations

At the end of this investigation, in order to help stakeholders to implement Hands-on Learning approach the following recommendations are advised:

It is recommended to apply Hands-on Learning activities in English classrooms to develop learners' speaking skill but also to engage them in learning by doing and reflecting on their learning experiences. Also, it would be adequate for visual, aural, and kinesthetic students since they can see, feel, touch things, objects and materials while the teacher guides them to complete activities.

Teachers should focus more on helping their students to develop their speaking skill by providing them communicative activities which encourage learners not only to speaking but also to be involved physically, mentally, and socially. A helpful way to enhance students' speaking skill is to apply Hands-on Learning approach in which learners focus on developing interesting and dynamic tasks which require them to use their bodies Thus, they can recount their learning experiences and learn in a meaningful way.

Teachers should be aware of their learners' age, English level, background, context, needs, characteristics, interests, and past learning experiences in order to plan and select appropriate and significant activities to support their English language learning process and maximize their critical thinking, knowledge, and skills. It is also important to consider learners' physical and mental development in order to know if they are able to develop the activities.

Teachers should use Hands-on Learning as an innovative way to develop students' English skill since it engages learners in productive activities based on their learning experiences. Also, it helps learners to link materials and tasks to their real-life and contexts which provide them practical knowledge and enhance language use.

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ANNEXES

Annex 1: School Approval

CARTA DE COMPROMISO

Ambato, 07 de mayo del 2021

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

Ing. María Gabriela Camino Cepeda en mi calidad de Rectora de la institución "Unidad Educativa Glenn Doman", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Hands-on Learning and the Speaking Skill" propuesto por el estudiante, Katherine Alexandra Llerena Llerena, portador de la Cédula de Ciudadanía, 1804974234, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación, de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Mg. Gabriela Camino
RECTORA

Cédula de Ciudadanía: 1802525814
Teléfono convencional: 032588538
Teléfono celular: 0983372592
Correo electrónico: gabrielacamino@yahoo.es

Source: https://fche.uta.edu.ec/v3.2/descargas.html
Author: Universidad Técnica de Ambato (2021)

Annex 2: Lesson Plans

Lesson Plan 1		
Teacher: Katherine Alexandra Llerena Llerena		**Date:** June 2nd, 2021
Topic: Introduction and Pre-Test Application		**Subject:** English
Grade: 5th "A"	**Number of students:** 19	**Lesson lenght:** 80min
Objectives: • By the end of the lesson students will be able to respond to the different tasks contained in the pre-test by using visual prompts.		
Time	**Procedure**	**Tools and Materials**
5 min	Teacher introduces herself to the class and she explains the general guidelines about the process she will be following during 6 English lessons.	Zoom
70 min	The teacher uses a break-out room to start giving students the pre-test in pairs. She uses a PowerPoint presentation to show students the prompts by using a PowerPoint Presentation (PPP). Learners' answers are recorded in zoom classes to be graded later by using the Movers Speaking Assessment Rubric.	Pre-test (Movers-Speaking Test): https://1drv.ms/p/s!Ahu n_k6DA7JOh2GasbOt-STX7EoO?e=znc7tQ
5 min	The teacher explains to students the materials they will need next class using a PPP.	PPP: https://1drv.ms/p/s!Ahu n_k6DA7JOh3KjaIxdM jwdLB3q?e=UUeU0C

Source: Go Getters Book
Author: Llerena (2021)

Lesson Plan 2		
Teacher: Katherine Alexandra Llerena Llerena		**Date:** June 9th, 2021
Topic: Me in the Future-Time Capsule		**Subject:** English
Grade: 5th "A"	**Number of students:** 19	**Lesson lenght:** 40min

Objectives:

- By the end of the lesson students will be able to talk about how they imagine themselves in the future.

Time	Procedure	Tools and Materials
5 min	The teacher starts the class by asking students things that teenagers do. Then, she shows them some examples using a PowerPoint Presentation (PPP). After that, the teacher asks students to imagine and tell her the things they will do in 8 or 10 years.	Zoom PPP: https://1drv.ms/p/s!Ahun_k6DA7JOh27rqD0_sWEXxO90?e=4Ilrva
15 min	The teacher asks learners to take out a sheet of paper write a title. For example: "María in 10 years". Then, she requires them to make five drawings about the thing they will do in the future. Also, she tells them that they have to write a sentence below each drawing using "will". The teacher shows them her drawings to help them understand the task.	Materials: https://1drv.ms/p/s!Ahun_k6DA7JOh3KjaIxdMjwdLB3q?e=UUeU0C Teacher's example: https://1drv.ms/p/s!Ahun_k6DA7JOh3AWjVU3EmRe6qdt?e=Me6yxX
15 min	When students finish, they have to explain their drawings to the class using the sentences they have written to help them to speak. The teacher presents her drawings to give them an example of how to describe their activity.	Zoom
5 min	The teacher explains students' homework. They have to make a time capsule with a toilet tube and put their drawings there. They are	WhatsApp

	allowed to decorate their time capsule in the way they want. Finally, they must send a picture of their time capsule to the teacher's personal WhatsApp.	

Source: Go Getters Book
Author: Llerena (2021)

Lesson Plan 3		
Teacher: Katherine Alexandra Llerena Llerena		**Date:** June 10th, 2021,
Topic: My first day of online classes		**Subject:** English
Grade: 5th "A"	**Number of students:** 19	**Lesson lenght:** 40min
Objectives: By the end of the lesson students will be able to: • Design a poster of their first day of online classes. • Talk about their posters by describing how they felt and what devices they used.		
Time	**Procedure**	**Tools and Materials**
5 min	The teacher starts the class by asking students to remember their first online class. The teacher asks them what feeling they had, what devices they used, etc.	Zoom
15 min	The teacher asks students to take out a sheet of paper, they will write the title "My first day of classes online" and draw how they remember their first day of classes.	A sheet of paper
15 min	The teacher asks students to explain their first day of online classes using their drawings.	Zoom
5 min	The teacher explains to students the materials they will need for the next class by using a PPP.	PPP: https://1drv.ms/p/s!Ahun_k6DA7JOiARGpJbliSyLxTPN?e=XrohkH

Source: Go Getters Book
Author: Llerena (2021)

Lesson Plan 4		
Teacher: Katherine Alexandra Llerena Llerena		**Date:** June 17th, 2021,
Topic: Staying Healthy		**Subject:** English
Grade: 5th "A"	**Number of students:** 19	**Lesson lenght:** 40min

Objectives:

By the end of the lesson students will be able to:

- Create a craft of healthy products that may be eaten at breakfast, lunch, or dinner.
- Present their crafts to the class and explain what it contains.

Time	Procedure	Tools and Materials
5 min	Teacher asks students to name food that keep them healthy. They have to tell the teacher healthy habits they have learned in the unit.	Zoom
20 min	The teacher asks students to take out the material required and show them the activity they are going to do using a PPP. The activity is a dish in which they will include crafts of healthy food.	Materials: https://1drv.ms/p/s!Ahu n_k6DA7JOiARGpJbli SyLxTPN?e=XrohkH Examples: https://1drv.ms/p/s!Ahu n_k6DA7JOiAKJJBQG Y7nA6su_?e=ixh9v3
15 min	When they finish, they class, she asks students to present their crafts to the class. The teacher presents her dish first in order to help students speak.	Zoom
5 min	The teacher explains to students the materials needed for the next class by using a PPP.	PPP: https://1drv.ms/p/s!Ahu n_k6DA7JOiABws0Z2 FIqCGMoH?e=sLdWXf

Source: Go Getters Book
Author: Llerena (2021)

Lesson Plan 5		
Teacher: Katherine Alexandra Llerena Llerena		**Date:** June 10th, 2021
Topic: My Vacation Bucket List		**Subject:** English
Grade: 5th "A"	**Number of students:** 19	**Lesson lenght:** 40 min

Objectives:

By the end of the lesson students will be able to:

- Design bucket with activities they would like to do in their next vacations.
- Talk about how their vacations activities using would.

Time	Procedure	Tools and Materials
5 min	The teacher starts the class by showing students some images and telling them that the end of the school year is near. Then, she asks students some activities they would like to do in their vacations, and she will show them some examples using PPP.	Zoom PPP: https://1drv.ms/p/s!Ahun_k6DA7JOh3ZtkBYztv_jFyix?e=Th70LT
20 min	The teacher asks students to take out the materials required in the previous class. After that, she shows students a craft they are going to do and use to write their activities there by using a PPP. She guides them by explaining the parts it has and how to make it. Also, she tells them that they can decorate it in the way they want.	Materials: https://1drv.ms/p/s!Ahun_k6DA7JOiABws0Z2FIqCGMoH?e=QAgfyP PPP: https://1drv.ms/p/s!Ahun_k6DA7JOh3xr-kxEKu8Kjef8?e=DoPLaS
15 min	When students finish, they explain their vacation bucket list to the class and recommend their classmates two activities to do during their vacations. The teacher provides them a speaking model. Also, she starts presenting their craft to guide students in their speaking activity.	Speaking Model: https://1drv.ms/p/s!Ahun_k6DA7JOh35yuCHmF1b1aQld?e=vqoLFi

Source: Go Getters Book
Author: Llerena (2021)

Lesson Plan 6		
Teacher: Katherine Alexandra Llerena Llerena		**Date:** June 18th, 2021
Topic: Post-Test Application		**Subject:** English
Grade: 5th "A"	**Number of students:** 19	**Lesson lenght:** 80min
Objectives: • By the end of the lesson students will be able to respond to the different tasks contained in the post-test by using visual prompts.		
Time	**Procedure**	**Tools and Materials**
5 min	The teacher explains to students they are going to be sent to a break-out room to do a similar activity to the one they did at the first class.	Zoom
70 min	The teacher uses a break-out room to start giving students the pre-test. She uses a PowerPoint Presentation to show students the prompts. Learners' answers are recorded by using the same zoom application in order to be graded later by using the Movers Test's Speaking Rubric. The rest of the students keep working with the English teachers on different tasks.	Post-test (Movers-Speaking) Prompts: https://1drv.ms/p/s!Ahun_k6DA7JOh3oMi9xoES_NgcUe?e=BvIGSm
5 min	The teacher says goodbye to the English teacher and students. Also, she thanks them for their collaboration and participation in the different activities.	Zoom

Source: Go Getters Book
Author: Llerena (2021)

Annex 3: Pre-Test (YLE Movers Test)

- **Pre-Test's Instructions**

Movers Speaking

Summary of Procedures

The usher introduces the child to the examiner. The examiner asks the child 'What's your name?' and 'How old are you?'

1. The examiner asks the child to describe several differences between the two Find the Differences pictures, e.g. 'Here it's a cloudy day, but here it's a sunny day.'

2. The examiner tells the child the name of the story and describes the first picture, e.g. 'These pictures show a story. It's called, "Fred loves food". Look at the pictures first. (Pause) Fred's at home with his family. They're in the kitchen and Mum's giving him his dinner.' The examiner then asks the child to continue the story. The title of the story and the name of the main character(s) is shown with the pictures in the candidate booklet.

3. The examiner demonstrates how to do this task with the first set of four odd-one-out pictures and then asks the child to choose one picture in the other three sets and say which is different and why. For example, 'You don't eat a book. You read it.'

4. The examiner asks questions about a topic, e.g. 'Let's now talk about parties. What do you eat at parties?'
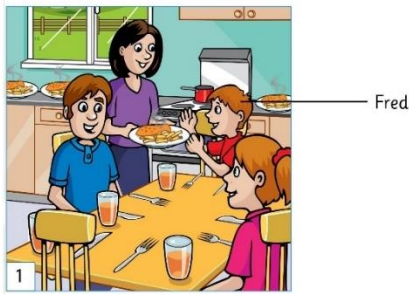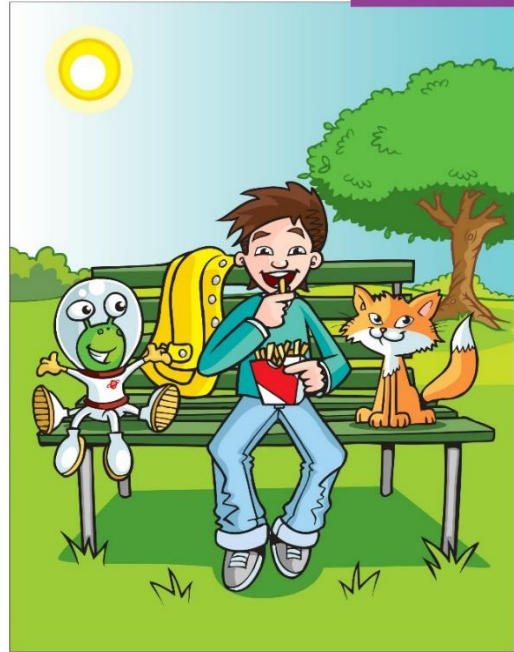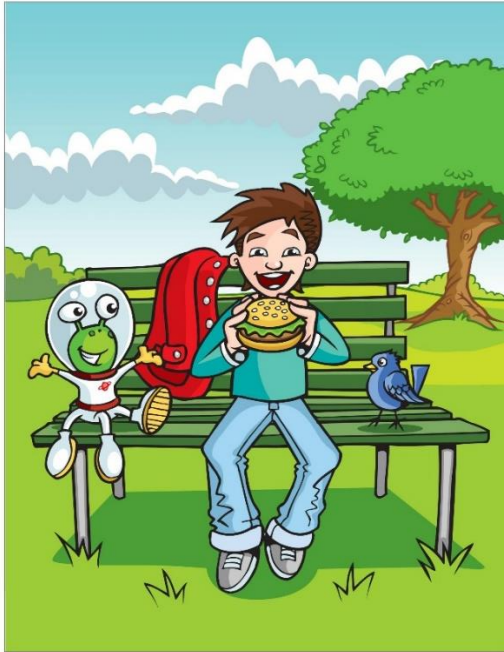
Movers Speaking

Source: https://www.cambridgeenglish.org/images/young-learners-sample-papers-2018-vol1.pdf

Author: Cambridge Assessment English

- **Pre-Test's Task 1**

MOVERS SPEAKING. Find the Differences

Source: https://www.cambridgeenglish.org/images/young-learners-sample-papers-2018-vol1.pdf

Author: Cambridge Assessment English

- **Pre-Test's Task 2**

Fred loves food

MOVERS SPEAKING. Picture Story

TEST ONE

Source: https://www.cambridgeenglish.org/images/young-learners-sample-papers-2018-vol1.pdf

Author: Cambridge Assessment English

- **Pre-Test's Task 3**

MOVERS SPEAKING. Odd-one-out

Source: https://www.cambridgeenglish.org/images/young-learners-sample-papers-2018-vol1.pdf

Author: Cambridge Assessment English

Annex 4: Post-Test (YLE Movers Test)

- **Post-Test's Instructions**

Movers Speaking
Summary of Procedures

The usher introduces the child to the examiner. The examiner asks how old the child is.

1   The examiner asks the child to describe several differences between the two Find the Differences pictures, e.g. 'This is a bird but this is a cat.'

2   The examiner tells the child the name of the story and describes the first picture e.g. 'Fred is sad. He can't play football. His ball is very old. His mum's saying, "Take the dog to the park." ' The examiner then asks the child to continue telling the story.

3   The examiner demonstrates how to do this task with the first set of four odd-one-out pictures and then asks the child to choose one picture in the other three sets and say which is different and why. For example, 'These are all animals, but this is a sweater.'

4   The examiner asks questions about the child, e.g. 'Who's the youngest in your family?'

Source: https://www.cambridgeenglish.org/images/153310-movers-sample-papers-volume-2.pdf

Author: Cambridge Assessment English

- **Post-Test's Task 1**

MOVERS SPEAKING. Find the Differences

Source: https://www.cambridgeenglish.org/images/153310-movers-sample-papers-volume-2.pdf

Author: Cambridge Assessment English

- **Post-Test's Task 2**

MOVERS SPEAKING. Picture Story

Source: https://www.cambridgeenglish.org/images/153310-movers-sample-papers-volume-2.pdf
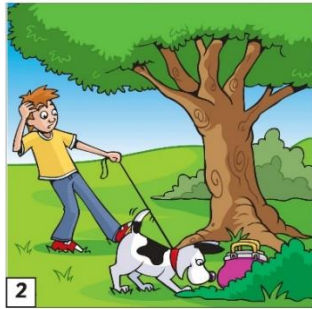
Author: Cambridge Assessment English

- **Post-Test's Task 3**

MOVERS SPEAKING. Odd-one-out

Source: https://www.cambridgeenglish.org/images/153310-movers-sample-papers-volume-2.pdf

Author: Cambridge Assessment English

Annex 5: Speaking Rubric for Movers Test

A1 Movers

	Vocabulary and grammar Range Control Extent Cohesion	Pronunciation Individual sounds Stress Intonation	Interaction Reception/Responding Support required Fluency/Promptness
5	• Uses the vocabulary required to deal with all test tasks. • Uses some simple structures correctly but makes some mistakes, although meaning is generally clear. • Responds at word, phrase or longer utterance level. • Can join ideas with some simple linkers (e.g. *and*, *but*, *then*, *when*).	• Is mostly intelligible. • Has limited control of word stress and intonation.	• Responds appropriately to instructions, questions and visual prompts, and very little support is required. • Is able to ask for support if required. • Almost always responds promptly, although there may be hesitation and some pausing mid-utterance.
4	Some features of 3.0 and some features of 5.0 in approximately equal measure.		
3	• Uses the vocabulary required to deal with most test tasks. • Produces some simple structures but makes some basic mistakes which may obscure meaning. • Generally responds at word or phrase level but may also produce some longer utterances. • Can join ideas with a few simple linkers (e.g. *and*).	• Is mostly intelligible, although some sounds may be unclear. • Has limited control of word stress.	• Responds appropriately to instructions, questions and visual prompts, although some support is required. • Is able to ask for support if required. • Often responds promptly, although there may be hesitation and pausing mid-utterance.
2	Some features of 3.0 and some features of 1.0 in approximately equal measure.		
1	• Uses the vocabulary required to attempt some test tasks. • Attempts a few simple utterances but makes some basic mistakes which may obscure meaning. • Generally responds at word level but may also produce phrases. • Can join words with simple linkers (e.g. *and*).	• Sometimes may be difficult to understand.	• Responds appropriately to some instructions, questions and visual prompts, although frequent support may be required. • May attempt to ask for support if required. • There is hesitation and pausing mid-utterance; responses may be delayed or halting.
0	Performance does not satisfy the Band 1 descriptor.		
	Pronunciation: If the candidate produces some language, but insufficient language to make a confident judgement about pronunciation (e.g. just a couple of words), the maximum score that can be awarded is 3, regardless of quality of pronunciation.		

Source: https://www.speakeasylanguage.it/media/attachments/2019/11/29/starters-movers-and-flyers-handbook-for-teachers-2018.pdf
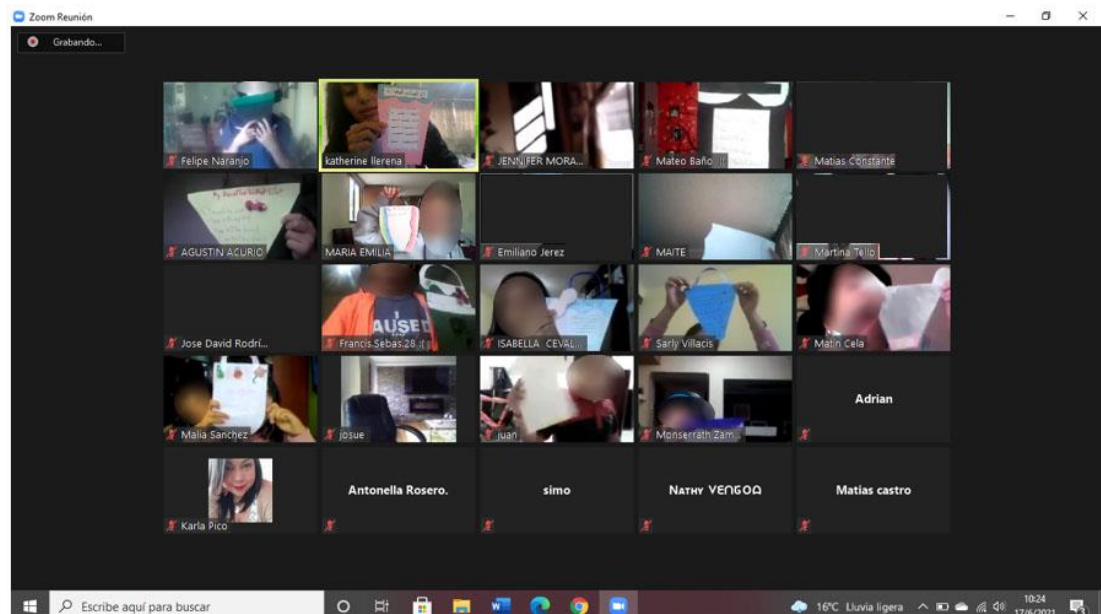
Author: Cambridge Assessment English

Annex 6: Instruments Application Evidence

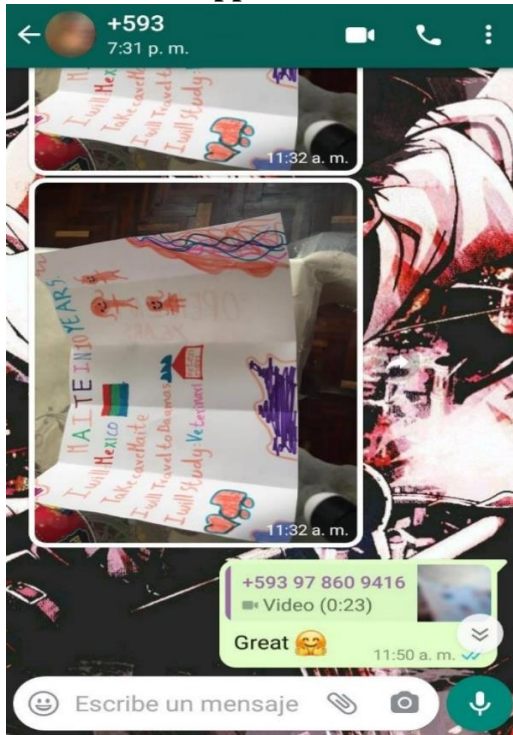- **Zoom**
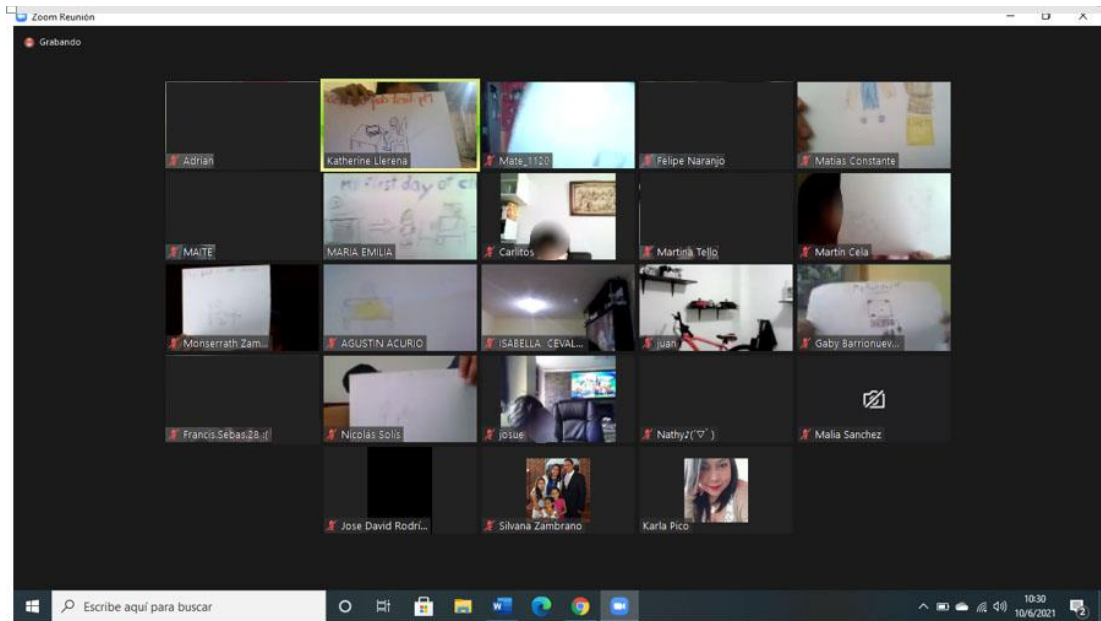
Source: Zoom
Author: Llerena (2021)

Source: Zoom
Author: Llerena (2021)

- **WhatsApp**

Source: WhatsApp
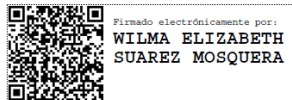**Author:** Llerena (2021)

Source: WhatsApp
Author: Llerena (2021)

Annex 7: Urkund Report

URKUND

Urkund Analysis Result

Analysed Document: LLERENA_KATHERINE_DISSERTATION.pdf (D110655093)
Submitted: 7/22/2021 4:28:00 AM
Submitted By: kllerena4234@uta.edu.ec
Significance: 9 %

Firmado electrónicamente por:
WILMA ELIZABETH
SUAREZ MOSQUERA

Dra. Mg. Wilma Elizabeth Suárez Mosquera
TUTORA TRABAJO DE GRADUACIÓN