



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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

**Perfil de investigación previo al informe final de trabajo de graduación y
obtención del Título de Licenciado/a en Pedagogía del Idioma Inglés**

Theme: Debate Technique and the Speaking Skill

Author: Sánchez Galindo Mauricio José

Tutor: Dra. Mg. Chimbo Caceres Mayorie

Ambato – Ecuador

2022

SUPERVISOR APPROVAL CERTIFY:

I, Dra. Mg. Chimbo Cáceres Elsa Mayorie, holder of the I.D No. 1802696458 in my capacity as supervisor of the Research dissertation on the topic: “Debate technique and the speaking skill” investigated by Mr. Sánchez Galindo Mauricio José with I.D No 1804368999, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

Dra. Mg. Chimbo Cáceres Elsa Mayorie

C.C. 1802696458

DECLARATION PAGE

I declare this undergraduate dissertation entitled “Debate Technique and the Speaking Skill” is the result of the author’s investigation, and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author’s responsibility



.....

Sánchez Galindo Mauricio José

I.D # 1804368999

**TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS
HUMANAS Y DE LA EDUCACIÓN**

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic "Debate technique and the speaking skill " which is held by Sánchez Galindo Mauricio José undergraduate student from Carrera de Pedagogía de los idiomas nacionales y extranjeros period October 2021-February 2022, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

Ambato, February 2022

REVISION COMMISSION

Mg. Ruth Infante
REVISER

PhD. Verónica Chicaiza
REVISER

COPYRIGHT REFUSE

I, Sánchez Galindo Mauricio José with I.D. No. 1804368999 confer the rights of this undergraduate dissertation " Debate Technique and the Speaking Skill in the students of seventh level from the major of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato, province of Tungurahua", and authorize its total reproduction or part of it, as long as it is in accordance with the regulations of the Universidad Técnica de Ambato, without any kind of profit from it.



Sánchez Galindo Mauricio José

I.D # 1804368999

AUTHOR

DEDICATION

I completely dedicate this thesis to myself, a person who always had inner strength to never give up, even in the darkest moments of my life. To remind me who I am, and for who I am meant to be.

Mauricio

ACKNOWLEDGEMENTS

To God for always supporting me.

To my loving Grandparents, and mother for economically help me throughout my time at university.

To my uncle Hugo for always believe in me.

To my dear friends Javier and Samantha for being there when I need them the most.

To my dear mentor Dra. Mg. Mayorie Chimbo who guided me in this thesis, and always helped me to improve not only as a student, but also as a person.

To all my university professors who taught me everything that I know specially to professors: Wilma, Sarah, Dorys, Ruth & Ximena.

Mauricio

TABLE OF CONTENTS

Content	
SUPERVISOR APPROVAL CERTIFY:	2
DECLARATION PAGE	3
TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN	4
COPYRIGHT REFUSE.....	5
DEDICATION	6
ACKNOWLEDGEMENTS	7
TABLE OF CONTENTS.....	8
INDEX OF CHARTS AND GRAPHS	9
Abstract.....	10
CHAPTER I.....	12
1.1 Investigative background	12
1.2 Framework	17
1.3 Objectives	25
General objective	25
Specific objectives	26
CHAPTER II.....	26
Methodology	26
2.1 Resources	26
2.2 Methods.....	29
Hypothesis	30
CHAPTER III	31
Results and discussion	31
3.1 Analysis and discussion of the results.....	31
3.1.1 Discussion of results	42
3.2 Verification of hypotheses	43
CHAPTER IV	45
Conclusions and recommendations.....	45
4.1 Conclusions.....	45
4.2 Recommendations.....	46
C. REFERENCE MATERIALS	47
Bibliographic references	47
Annexes	51

INDEX OF CHARTS AND GRAPHS

Index of tables

Table 1: Debate technique to improve speaking.....	31
Table 2: Use of the debate technique in class.	32
Table 3: Debate technique to establish thoughts and feelings.	33
Table 4: The speaking skill and its development through debating.....	34
Table 5: Speaking production and its achievement while debating.....	35
Table 6: Debate technique encourages students to speak.	36
Table 7: Results pre-test.....	38
Table 8: Results post-test.....	39
Table 9: Comparison pre and post test.....	40
Table 10: Comparison pre and post test.....	41
Table 11: T-student overall experimental group comparison between pre and post-test.....	43
Table 12: T-student test.....	43

Index of figures

Figure 1: Debate technique to improve speaking.....	31
Figure 2: Use of the debate technique in class.....	32
Figure 3: Debate technique to establish thoughts and feelings.....	33
Figure 4: The speaking skill and its development through debating.....	34
Figure 5: Speaking production and its achievement while debating.....	35
Figure 6: Debate technique encourages students to speak.....	37
Figure 7: Results pre-test.....	38
Figure 8: Results post-test.....	39
Figure 9: Comparison pre and post test.....	41
Figure 10: Comparison pre and post test.....	41

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS TÓPICO:

“DEBATE TECHNIQUE AND THE SPEAKING SKILL”

AUTHOR: Sánchez Galindo Mauricio José

TUTOR: Dra Mg. Mayorie Chimbo

Abstract

Nowadays the focus of teaching a language is based on communication. Where the students are encouraged to speak as much as possible, stating their thoughts, ideas, opinions, and points of view. Debating allows learners to do all the ideas stated above helping to create a communicative environment. For that reason, the main aim of this research was to study the effectiveness of the debate technique and its impact on the development of the speaking skill. The participants of the current study were 32 students from seventh semester in “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Universidad Técnica de Ambato. The methodology applied in this study was quasi-experimental, and the data was gathered through a pre, and post-test performed by both control and experimental group. The treatment lasted 2 weeks with four sessions in total. At the first stage of the experiment, learners took a pre-test based on the FCE speaking discussion part. Then the experimental group was taught how to debate appropriately by using different grammar, vocabulary, and how to improve their interactive communication. At the end of the treatment, the students took a post-test based on the FCE speaking discussion part. In addition, a survey was applied for analyzing students’ perceptions towards the use of the debate technique. Finally, the data obtained was analyzed through the T-student statistical test. The results showed that the implementation of the debate technique improved students’ speaking skill.

Keywords: Communication, debate technique, speaking skill, FCE

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
TOPIC: “DEBATE TECHNIQUE AND THE SPEAKING SKILL”

AUTHOR: Sánchez Galindo Mauricio José

TUTOR: Dra Mg. Mayorie Chimbo

Resumen

Hoy en día, el foco de la enseñanza de un lenguaje está basado en la comunicación. En donde los estudiantes son alentados a hablar tanto como sea posible, indicando sus pensamientos, ideas, opiniones, y sus puntos de vista. El debate permite a los estudiantes hacer todo lo mencionado arriba, ayudando a crear un ambiente comunicativo. Por esta razón, el principal objetivo de esta investigación fue estudiar la efectividad de la técnica del debate, y su impacto en el desarrollo de la habilidad del habla. Los participantes del presente estudio fueron 32 estudiantes de séptimo semestre de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Ambato. La metodología aplicada en el estudio fue cuasi-experimental, y la información fue obtenida a través de un pre, y post-test realizados por ambos grupos control y experimental. El tratamiento duró 2 semanas con cuatro intervenciones en total. En la primera etapa del experimento, los estudiantes rindieron un pre-test basado en la parte de discusión del examen de expresión oral del FCE. Después, el grupo experimental fue enseñado a como debatir apropiadamente a través del uso de diferente gramática, vocabulario, y como mejorar su comunicación interactiva. Al final del tratamiento, los estudiantes rindieron un post-test basado en la parte de discusión del examen de expresión oral del FCE. Además, una encuesta fue aplicada para analizar las percepciones de los estudiantes hacia el uso de la técnica del debate. Finalmente, la información recabada fue analizada a través de la prueba estadística T-student. Los resultados mostraron que la implementación de la técnica del debate mejoró la habilidad del habla de los estudiantes.

Palabras clave: Comunicación, técnica del debate, habilidad del habla, FCE

CHAPTER I

1.1 Investigative background

The current study is based on Debating or commonly known as debate technique in the teaching field. The debate technique allows the students to state their arguments about certain topics, expressing their opinions as well as refusing what they consider incorrect, and supporting ideas that go along with their beliefs (Tianame, Usman, and Muslem 2018). The application of the debate technique for enhancing the speaking skill is an innovative proposal as the students are always willing to state their points of view.

This section contains previous researches that support, and establish the relationship between the debate technique and the speaking skill. The investigations were retrieved from different research magazines like Scopus, and Research Gate from 2017 to 2020.

Nainggolan (2017) led a research which implies the application of debate technique as a means to improve the students' speaking skill. The researcher used as methodology the classroom action research, using a mixed approach. A quasi-experimental design with the application of pre and post test, as well as observation sheet, and diary notes which were their instruments to collect data. The subject of the study was 27 students from eleventh grade at SMK Swasta Dharma Bakti Medan who were observed and graded while debating in class. Findings indicated that after the post-test, the students had improved their speaking skill in 10%. This highlights the interest that students have to debate. Labeling this technique as an enjoyable activity where students had the opportunity to practice their speaking skill. Henceforth, debate technique improved efficiently and effectively the students' speaking skill. This study contributed the current research project in the sense that it provided the researcher with a guide of the correct methodology to be used in order to conduct an appropriate research.

Solano and Padilla (2017) conducted a study which objective was to validate the use of debate in order to enhance the speaking skill in students from 12th grade at Unidad Educativa Particular Bilingüe "Principito & Marcel Laniado de Wind". This study was

based on the analytical and inductive method. The instruments used for collecting data were the application of pre and a post test, and field study by observing the class where the experiment took place. The total number of participants was 25 students who had B1+ to B2 level according to the Common European Framework of Reference (CEFR). The data gathered demonstrated that debates can enhance speaking skills in students. Consequently, there was established the reliable recommendation of applying the debate technique in class for longer periods of time. In fact, the current research allowed the researcher to know if there was the possibility to apply the debate technique to improve the speaking skill.

Watampone (2017) conducted a research with students of second grade at MA in Islamic Boarding School Al-Junaidiyah Biru Bone about the effectiveness of the debate to improve students' speaking skill. The study used a quantitative method, an experimental design, as well as the application of a pre, and post-test, and a questionnaire to collect data. The purpose of this project was to carried out an experiment to know if the speaking skill of students might improve by using the debate method. After collecting and analyzing the information gathered, the results indicated that debate provide better results to enhance the speaking skill. Hence, it is an effective method to increase and improve the speaking skill in students. It can be said that this investigation contributed to the current study to know which sorts of collecting data were needed to get valuable information to the project.

Widyaningsih (2017) led an investigation whose main aim was to enhance the speaking skill of students from third semester of English department at STKIP PGRI Tulungagung in Indonesia by applying the debate technique in her classes. This study used the classroom action research which had two cycles. Regarding the data collection for this research, a test and observation were applying. The total number of participants were 24 students. Thanks to the data analysis retrieved from the first and second cycle, the results showed that the application of debate technique can enhance the students' speaking skill. As a matter of fact, debate technique is an effective activity that can be applied to improve the speaking skill of students. It can be stated that this research project allowed the researcher to know if the appliance of the debate technique provided trustful results at the moment of applying it in class.

Novalia, Sutyono, and Wahyuningsih (2018) studied the influence of debate technique towards students' speaking ability, and whether or not the application of critical debate technique provided better average score in students' speaking ability than applying dialogue memorizing. Regarding the methodology used for this study, the researchers used a quasi-experimental method. Having as study subject students from second semester at SMA N 5 Bandar Lampung, in total 216 students in 6 sessions. Each of them was divided into control and experimental group, 35 students per each one. In order to collect data, the investigators used 5 pictures with 10 back up questions to assess students' speaking ability. Additionally, the researchers used the t-test procedure. After the data analysis, it was shown that students who were taught with the debate technique and critical debate technique obtained higher grades than the control groups who were taught by using dialogue memorizing method. Therefore, the application of the debate technique as well as the critical debate technique are effective techniques that can be applied in the classroom to improve the speaking ability of students. In fact, this investigation contributed in a positive way to the current research as it provided the appropriate number of sessions to be applied, and the procedure to analyze the data that was gathered.

Elmiyati (2018) led a study which two main objectives were to inquiry the improvement of the speaking ability through debate inside the classroom, and to investigate the response of students towards the use of debate in a speaking class. The study was conducted at SMAN 3 kota Bima in the academic period 2017-2018 which used a quasi- experimental research design and collecting data through a test and a questionnaire. There were 60 students divided into control and experimental group who took part in this study. After the application of the treatment, the experimental group shown an improvement in their speaking skills which included fluency, comprehension, and accent. The results of this study uncovered a positive response of students towards debate in a speaking class of 82%. Concluding that applying the debate method was able to improve the pupils' speaking ability in the classroom. This study contributed to the researcher to know if it was better to divide the whole sample into an experimental, and control group, or apply the experiment to the entire class.

Tainame, Usman, and Muslem (2018) led a research that had as objective to improve the quality of teaching and learning the speaking skill by using the debate technique. It was an study which used a mixed approach developed in the academic period 2017-2018 at SMAN Modal Bangsa in Aceh. Twenty-seven students from tenth grade participated as study subject in a classroom-action research done in two cycles, each one consisting in two meetings. The data collected for this study was retrieved from a questionnaire, a checklist, pre and post-test. After the analysis the results showed an improvement of the 20% of students' speaking skill at the end of the second cycle. The findings proved that students had a positive response towards debate technique which was able to enhance not only the teacher performance, but also the improvement of students' speaking skill. In actual fact, the research described above allowed the researcher to know if it was feasible or not to conduct an investigation with a reduced number of students.

Wahyuni, Qamariah, Gani, Yusuf, and Syahputra (2018) led a research which was intended to inquiry the employment of the debate technique of British parliamentary system in teaching the speaking skill in order to improve it, as well as initiating students' critical thinking. The approach used for this study was a quasi-experimental research which applied the experimental method. There was used a pre, and post-test which had 25 questions to assess the speaking ability of students at the moment of providing arguments and solving problems. The population of this research was an English speaking class in PTS in Aceh. The study finding revealed that, there was an improvement of students' speaking skill and critical thinking after applying the debate technique. As a matter of fact, this study allowed the researcher to know which kind of debate would be the most appropriate to be applied in the current research project.

Firmansyah and Valatansa (2019) conducted an study about improving the students' speaking skill through debate technique. The main aim of this research was to investigate if debate is an appropriate technique to enhance the students' speaking skill. Therefore, the methodology used for this study involved collaborative classroom action research, the application of pre and post tests, with a population of 29 students of first year at Sekolah Menengah Kejuruan school in Indonesia who were encouraged to debate some topics in class. The results of this study unfold an improvement of 14%

regarding speaking skills of students. The researchers concluded that the debate technique does improve students' interest, and debate technique can enhance speaking in classroom. This investigation contributed to the current project in the way that it provided an idea of which should be a proper and achievable objective to be stated in the study.

Lumbangaol and Mazali (2020) carried out a study whose main aim was to determine how the debate technique can improve the students' speaking ability to state questions, provide explanations, and supply responses. Consisting in three cycles, the study used the classroom action research method. A total number of 60 students from English education college academic period 2019-2020 at Universitas Potensi Utama were the study subject for this research. In order to collect data, field notes and an observation checklist were used. As a consequence of the observation and the notes taken by the researcher, it was noticed that debate technique applied in class reflects the enhancement of the students' speaking ability in formulating questions, giving explanations and answers improved. Furthermore, the findings demonstrated that debate technique has enhanced the speaking ability of students at the moment of stating questions, providing explanations, and supplying responses. In point of fact, the study described above contributed to the researcher to know in which areas the students could improve if there was applied the debate technique in the classroom.

As it was detailed in the current state of art, there are several researches for around the world specially from Asian countries like, Taiwan, China, and Korea, having them a quasi-experimental methodology that proved the effectiveness of the debate technique when it is applied in class in order to improve the speaking skill. Portraying the importance of applying the debate technique as it shown the improvement of students in the oral productive skill. Finally, this research project tries to unfold the effectiveness of the debate technique in the Ecuadorian context as no research regarding the variable stated above has been done in this country. Therefore, the application of it will help as a background for future studies.

1.2 Framework

Independent variable

Language teaching

Language teaching has always been searching for more efficient methods and approaches to teach a second, or foreign language. Therefore, several changes have been made in the methods used to help students to accomplish the proficiency needed by them (Richards and Rodgers, 2014). Nowadays, language teaching has focused on the development of oral proficiency, instead of developing grammar or reading comprehension as it was done in the past.

Linguists have always been pursuing the improvement of ways in which language is learned (Brown, 2006). Henceforth, they have looked for new theories, principles, as well as methods that may enhance the teaching-learning process. Consequently, there was a development of new language trends in the last century. Richards and Rodgers (2014), divided these trends into the two major methods and approaches in language teaching: traditional methods and approaches, and current communicative approaches.

Concerning to traditional methods, it can be mentioned, the Grammar Translation Method (GTM), Total Physical Response (TPR), Suggestopedia, the Silent way, Community Language, Competency-Based Language Teaching, and Multiple Intelligences. Those traditional methodologies didn't promote the oral interaction among students. Consequently, they would be considered as obsolete methods regarding speaking development.

On the other hand, the current communicative methods and approaches focus on the development of communication itself. Some of them are, Communicative Language Teaching, Cooperative Language Learning, Content-Based Instruction, Tasked-Based Language Teaching, and The Natural Approach. These innovative methods allow students to interact as much as possible as they encourage students to put in practice their speaking skill.

Communicative language teaching (CLT)

Communicative Language Teaching is a functional approach which has as main aim to emphasize the interaction among students of a foreign language (Littlewood, 1981). CLT focuses on the development of the oral proficiency where speaking is a priority, as well as the interaction among student who are encourage to participate actively in order to develop their oral productive skill.

Hammer (2001) argues that Communicative Language Teaching is based on activities which allow speaking practice among students. Listing essential activities such as information gap activity, survey, role plays, and discussions or debates in order to improve students' communication.

Debate

According to Ewbank and Auer (1941) debate is defined as a parliamentary procedure which allows proponents and opponents to equally present their opinions, evidences, arguments, and conclusions before a decision was made by voters. Taking into account the words of Balcer and Seabury (1965) debate is closely related to discussion. Basically, debate is a cooperative discussion among two or more people who are guided by a leader with the purposes of finding the best solution to pre-established problem. Moreover, Fedrizzi and Ellis (2008) argue that debate is considered as an oral confrontation that can be carried out between two people, groups, or teams in order to provide arguments or refuse them based on a certain topic. The previous authors mention that debates foster improvement of pronunciation, accuracy and fluency at the moment of communicating ideas. Furthermore, debate encourages people to challenge their opponent's statements by stating points of view, opinions, ideas as well as persuasive arguments. Therefore, debate is contentious (Nainggolan, 2017)

Debate in language teaching (debate technique)

Debate in language teaching is one of the techniques to enhance the speaking skill, which promotes discussion by listening information, respecting different opinions, providing personal points of view, and even disagreeing. The debate technique cultivates students' intellect, voice, and the capacity to see different perspectives. Additionally, it is an adaptive, and flexible pedagogical tool which allows students to engage in content while developing their communicative, and collaborative skills, as well as their critical thinking (Davis, Zorwick, Roland, and Wade, 2016).

In fact, debate technique is a cooperative, an interactional group activity that enriches the students' experience in class which is used for teachers to encourage their pupils to communicate their ideas, express their feelings, share their ideas, and support them with accurate information previously gathered (Brindley, 1994).

Furthermore, debate is a teaching technique to assess students' work either individually, or collaboratively. Providing the teacher with reliable data about students' speaking skill, social interaction, communicative proficiency, and vocabulary used by pupils while arguing certain topics stated in class to find a possible solution to a problem (Cooze, 2006).

Types of debates

Concerning to the different types of debates that can be applied in class, there are several formats. Including Public Forum debate which takes place at academic institutions where students give short speeches for about 3 minutes, providing answers, and stating questions for their opponents. Policy debate is a competition between two groups. the affirmative group which has to provide affirmative statements about a question that is posed, and the negative group which proposes opposed arguments to win the contest. Lincoln-Douglas debate that begins with an affirmative statement given by a student which has to be refuted by its opponent by given a negative statement about it. Despite the different formats of debates, they have the same core ideas, it means stating a positive argument which is refuted by the opponent(s), each team or person has 3 minutes per turn, and the winner is determined by a judge (Davis, Zorwick, Roland, and Wade, 2016).

Moreover Nainggolan (2017) classifies debate in two kinds formal and informal debate. The former is set into a particular date, and place. Individuals who take part in these well-known formal debates should prepare extensively before the debate begins in order to support their arguments with factual information previously read. On the other hand, the latter occurs with non, or little preparation or pre-established rules. Informal debate does not need a particular place to be executed.

Debate's procedure

Regarding the procedure that students have to follow when debating in the classroom, these are the most common steps (Michael H. Lubetsky, 2007)

1. The pupils are divided into teams.
2. Each group is assigned a side (pro or against to the topic or motion).
3. Each team discusses their part in turn.
4. The teacher asks the teams to share their ideas respecting each other turn.
5. Each team is encouraged to refuse or debate the ideas presented by the opposite group.
6. The teacher writes the ideas mentioned by the students on the blackboard.
7. Once debate finishes, teacher and students state their conclusions.

Debate's benefits

Applying the debate technique can have several benefits, not only for students, but also for teachers as well. For example, it promotes active listening as students need to listen carefully the arguments mentioned by their classmates. It fosters motivation as well as critical thinking as students need to analyze the different perspectives of their opponents. It builds ethical character by encouraging students to respect other people's opinion even though they do not share the same idea (Balcer and Seabury, 1965).

Additionally, teachers who apply any format of debate in class, are able to assess students speaking skill and sub skills. This assessment allows teachers to determine the shortcomings, as well as the improvement that students have. Davis et al. (2016),

mention that debate encourages pupils to be accountable to the learning process as they have to construct, present, and defend their own arguments which foster effective communication, and social interaction.

Furthermore, debate technique trains students to think quickly, speak effectively and efficiently in front of people, express understandable ideas, agreeing and disagreeing different opinions, and cultivate a sense of fair play which is essential in today's world. It also helps students to store and retain lengths of information, increases self-confidence, fosters motivation, and enhances teamwork skills (Kruger, 1960).

Dependent variable

English language

The English language is one of the most spoken languages around the world having a global diffusion. In fact, every single country teaches English with no exceptions because of its requirements as a vehicle of communication among people. The English language is present everywhere having a crucial role in today's world. For this reason, people learn or teach it as they need to communicate or acquire information from other individuals. This communication can be either orally, or written, and the way in which people acquire relevant data is through listening or reading. As a matter of fact, for being able to be an independent user of this language it is essential to master their four core skills: listening, reading, writing, and speaking (Mullany and Stockwell, 2015).

Language skills

Language skills are abilities that people have either to communicate, or acquire information effectively. Taking into account the words of Brown (2006), the English language contains four skills: listening comprehension, reading comprehension, written expression, and oral expression.

Listening comprehension involves in-depth listening understanding of what is mentioned by a speaker and heard by a listener. The latter has to fully comprehend the output given by the speaker by analyzing the spoken sound patterns.

Reading comprehension involves understanding of information printed on paper. Basically, it is to comprehend written codes, and analyzing the meaning of them in order to get as much information as possible. Through reading, pupils are able to acquire tons of valuable knowledge in different areas which provides them with novel ideas (Brown, 2006).

Writing implies the production of codes in an organized way in which information, thoughts or feeling are written with the purpose of produce readable data for anyone who can interpret those codes.

Oral expression focuses on understandable speech production which transmits feelings, ideas, or meaning by producing coherent utterances spoken by an interlocutor. Henceforth, the development and improvement of these skills are vital to become a competent user of the English language who is able to communicate, and understand information in this language (Brown, 2006).

Productive skills

Despite the fact that listening, reading, writing, and speaking are the four core skills of the English language, they are classified for their function. In this sense, listening and reading belong to receptive skills which allows people to receive and analyze input. On the other hand, speaking and writing are productive skills as they are output produced by individuals (Davies and Pearse, 2000). As a matter of fact, the productive skills allow people to produce the language itself. Meanwhile, receptive skills focus on the acquisition of spoken or written data.

Speaking skill

Speaking is a productive skill which is compulsory to develop in first, second, and foreign language if learners want to communicate effectively. Pawlak, Waniek-Klimczak, and Majer (2011) argue that even though listening, reading, and writing are essential skills to be developed, speaking is the most important skill as it is required for effective communication.

Concerning to the learning-process, the development of the speaking skill is crucial as it provides communicative competence to students. Additionally, it implies the capability of critically thinking according to a certain situation, and producing language in a proper way leading in the transmission, and understanding of ideas, thoughts, arguments, and feelings (Brown, 2006). The same author establishes that speaking precises the development of pronunciation, fluency, vocabulary improvement, and communicative competence.

Moreover, taking into account the words of Shastri (2009), speaking is an interactive skill which requires the active participation of learners involving not only the oral skill, but also listening as an accurate response needs to be given according to the situation. Therefore, the main aim of speaking is to encode, and transmit a message in an accurate spoken way.

According to Garrett (1982), speaking is a cognitive process in which our mind processes information deciding which sentence, expression, or word express. Hence, it is mandatory to develop this productive skill through exposure and practice with the purpose of conveying messages in social situations. Furthermore, Thornbury (2005) mentions that due to its interactive process, the speaking skill involves critical thinking, interaction, fluency, and message's interpretation.

It is significant to state that speaking just like listening, reading, and writing has different subskills Shastri (2009) points out some of them:

- Convey ideas convincingly.

- Know what and how to say.
- Takes turn in group's discussion and not disturb the person who is speaking.
- Speak clearly and relevantly.

In addition, Thornbury (2005) argues that pronunciation, intonation, accuracy, and fluency are also part of speaking subskills. Pronunciation involves intonation, rhythm, and word's stress. It is a complex area that requires constant practice to make sure an effective, and understandable communication. The same author define fluency as the capacity of expressing oneself comfortably and confidently when speaking in English. Learners develop this subskill when they make use of speaking for extended periods of time. Henceforth, the more students use their speaking skill, the more fluent they are.

Criteria to evaluate the speaking skill

Just like in the others English skills, the speaking skill has certain areas that are evaluated at the moment of producing the language in an oral way, being these: Grammar and vocabulary, Pronunciation, Discourse management, and Interactive communication. In the following part each criteria will be explained in detail.

Grammar and vocabulary

As it was explained by Huston, Francis and Manning (1997) grammar is the system of a language used by people to convey understandable messages. In addition, it is a systematic description of a language's features. On the other hand, Huston (1997) defined vocabulary as the set of words that people mentally possess, and it can be recalled whenever is necessary to have a meaningful conversation in a given context. The authors stated above agreed that grammar and vocabulary are essential criteria at the moment of evaluating speaking as it provides the examiner the factual knowledge that the speakers have regarding language rules, and the expanded knowledge of varied words.

Pronunciation

It is the way in which letters or words are properly said based on the correct intonation and rhythm in order to avoid misunderstanding of the word that was expressed, so the output given by the speaker is clearly understandable for the person who receives the oral code (Laroy, 1995).

Discourse management

Taking into account the words of Kimura and Fairbrother (2020), discourse management has to deal with the ability to produce coherent, and extended spoken or written texts just like a conversation. Additionally, it is ability of organizing topics and repairing any kind of communication that breakdowns during the exchange of spoken words. Therefore, it involves a proper use, and coordination of a variety of skills such as: being polite, initiating and maintaining topics, taking turns, and responding appropriately to verbal and nonverbal behaviors.

Interactive communication

As it was explained by Goldwasser (2006), interactive communication is simultaneous and continually occurring messages between two or more people having an effect on one another. Consequently, this exchange of ideas, and expressions is a two-way flow information which can be in a verbal and nonverbal way. Furthermore, it is the exchange of communication from the sender to the receiver, and back again, leading into a feedback model.

1.3 Objectives

General objective

- To study the effectiveness of the debate technique and its impact on the development of the speaking skill in the students from seventh semester in “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Universidad Técnica de Ambato.

Specific objectives

- To establish the benefits of the debate technique to enhance the speaking production.
- To identify the speaking level of students before and after applying the debate technique.
- To analyze students' perceptions towards the use of the debate technique.

CHAPTER II

Methodology

2.1 Resources

Population

In order to conduct the current research, a number of 32 students participated. The students were from seventh semester who were divided into 2 groups the experimental and the control group 16 students per each one at Universidad Técnica de Ambato who were taking the module English VII as part of the major of "Pedagogía de los Idiomas Nacionales y Extranjeros" The research lasted approximately 2 months; meanwhile the experiment lasted 2 weeks in which each participant attended to 4 sessions in virtual classes which each one lasted from about 30 minutes.

Instruments

- A pre-test, was used to identify the level of speaking proficiency that students had before applying the treatment. The instrument was an adaptation from the standardized FCE (First Certificate in English) designed by Cambridge Assessment English. Each student that participated in the experiment were assessed by using the rubric that belongs to the speaking section of FCE to determine their current level.

- A post-test was used to determine the speaking level of the students after applying the treatment by making use of the validated instrument from FCE.
- YouTube videos which were carefully selected as part of the treatment for helping the experimental group to reinforce its knowledge about how to debate and improve its interaction, and discourse management while debating. The videos involved topics that were taught in class.
- A survey that helped the researcher to analyze and corroborate students' perceptions towards the use of the debate technique. It consisted of 6 statements with multiple choice options by making use of the Likert scale to know their level of agreement. The 6 statements were validated by an expert that evaluated the validity and consistency of the instrument that was used.
- Google forms was used to apply the survey.
- Zoom was used as well as their tools to record students' participation, as well as WhatsApp.
- WhatsApp to keep in touch with the students' group if it is required

Procedure

For data collection, the researcher chose the whole group class consisting of 32 students in order to apply the experiment. The class were divided into the control group and the experimental group consisting each one of 16 students. The process consisted of a period of 2 weeks in which the participants attended to 4 interventions in virtual modality through zoom platform. The virtual sessions lasted 1 hour and they were conducted through zoom. The students were taught about the debate technique and how to debate appropriately as well as some useful words to debate. In addition, learners were encouraged to work autonomously at home. For this, the students were assigned to watch videos about how to debate in a correct manner.

The first class the researcher conducted a communicative approach class in which he introduced himself to the class and asked the students to do the same, which helped the researcher to know how fluent the students were. The first step that was followed was asking the students to look at the virtual whiteboard, he wrote the following question ¿Do you think that students enjoy virtual classes? Secondly. the researcher selected two students and ask them to debate about it. It is vital to mention that one student was selected to be in favor and other will be against. The interventions lasted

4 minutes per pair. The whole class participated by using the same question. This activity lasted approximately 1 hour. The researcher did this as part of the pre-test. While the students were debating he was collecting data by using the adapted FCE speaking pre-test. After the pretest was done, the researcher applied the survey to analyze students' perceptions towards the use of the debate technique. Finally, as homework the students were asked to watch a YouTube video about how to debate in order to teach them what is debate technique and how to perform it. The link was sent through WhatsApp. No assessment was used in the first intervention.

Link for task 1st session <https://www.youtube.com/watch?v=XLY7bPBSUm4>

The first intervention started with a discussion which helped the students to clarify the doubts or misunderstanding about the video that was sent as task. Then, the researcher sent a link to the students to read some useful phrases to debate. Afterwards, the teacher wrote a question on the virtual whiteboard ¿Do you think that technology is beneficial for humankind? The teacher organized the class in groups and he asked 1 group to be in favor and the other to be against. Each student participated. As students debated, the researcher was taking notes for further feedback at the end of the activity. Finally, the researcher sent a link for the students to know how to debate in groups.

Link useful phrases: <https://www.myenglishpages.com/english/communication-lesson-useful-expressions-for-debating.php>

Link how to debate in groups: <https://www.youtube.com/watch?v=X-nbZXVnlHw>

In the second intervention the researcher asked the students about the video that they were assigned to watch. The students provided their points of view and they asked for clarifications if it is necessary. Then the researcher wrote another question on the whiteboard to be debated. ¿is technology affecting the proper functioning of human's brain? As in the second session, the students were divided in 2 groups. They had to use the useful expressions to debate and the correct manner of debating in groups as they watched in the video sent as homework. The researcher was taking notes while students debate to provide feedback at the end of the debate. At the end the researcher explained the students how the post-test would be carried out and asked for possible doubts that students may have.

The third intervention the teacher started the class by asking the students what do they think about a controversial topic in this case abortion. The students stated their thoughts. The teacher created a brain storming about the topic. Afterwards the teacher divided the class in groups of two people each one and he asked them to debate by using linking words used in the previous intervention. The topic to be debate was abortion. The students had to state their opinions and to reach a conclusion. At the end the teacher provided feedback to the students.

The fourth intervention the teacher asked the students to raise their thumbs if they agreed with the statements mention by him. The students followed instructions. Afterwards the teacher divided the class in groups of two people each one and he will ask them to debate by specific vocabulary about the pandemic situation The topic to be debate was Covid-19. The teacher posed the question Covid 19 was created in a lab or it is natural? The students had to state their opinions and to reach a conclusion. At the end the teacher provided feedback to the students.

The final session, the researcher and the students had a final discussion to remember the information previously taught. After that the post-test took place and it lasted for about 1 hour. It was in pairs a with a question to be debated.

2.2 Methods

The current research project was based on the following research's types.

Quasi-experimental research

Taking into account the word of Sampieri et al. (2013) the quasi-experimental research is connected with quantitative methods; it means that at least one of the variables was manipulated to observe the effects, consequences, and relation that one variable will cause on the other. In the present research, the variable debate technique affected the speaking skill. Additionally, it is a quasi-experimental research as it worked with a control and experimental group sample.

Bibliographic research

As Méndez and Astudillo (2008) mention, this kind of research requires a significant amount of scientific knowledge as it intended to have a solid data base of information

about the object of study through academic papers, academic essays, scientific articles, books, and thesis. That is vital to acquire crucial information about the two variables as well as the problem of study. As a matter of fact, this will be the first step to conduct the current research.

Field research

According to Arias (1999) this sort of investigation consists on gathering data directly from the main source where the real events take place. Consequently, it will help the researcher to know in depth the real facts that arise at Universidad Técnica de Ambato in the PINE program approaching the reality in which the students from fifth semester will take part. In this way, relevant data will be gathered regarding the object of study.

Type of research

Exploratory level

Arias (1999) states that this level of research is carried on when there is not a previous research about a topic or the topic to be investigated is not well-known. This study will begin at this level with the purpose of having a clear idea of the problem that will be investigated. Additionally, it is an exploratory research as the idea of applying the debate technique to improve the speaking skill will be innovative, and no previous research at Universidad Técnica de Ambato has been made yet.

Hypothesis

Hypothesis Alternative: “Debate technique” does enhance the speaking skill in the students of seventh semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Universidad Técnica de Ambato.

Null hypothesis: “Debate technique” does not enhance the speaking skill in the students of seventh semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Universidad Técnica de Ambato.

Variable identification

Independent: Debate technique.

Dependent: Speaking skill

CHAPTER III

Results and discussion

3.1 Analysis and discussion of the results

The current section contains a detailed interpretation of the statistical information that was gathered from the survey applied to the seventh level ´students from Pedagogía de los Idiomas Nacionales y Extranjeros program concerning debate technique as a practical tool to enhance the speaking skill as well as the data obtained from the pre and post-tests. Finally, for the hypothesis verification it was applied the T-student’s test.

Students´ survey results and analysis

Item 1: Debate is used in class as a technique to improve speaking.

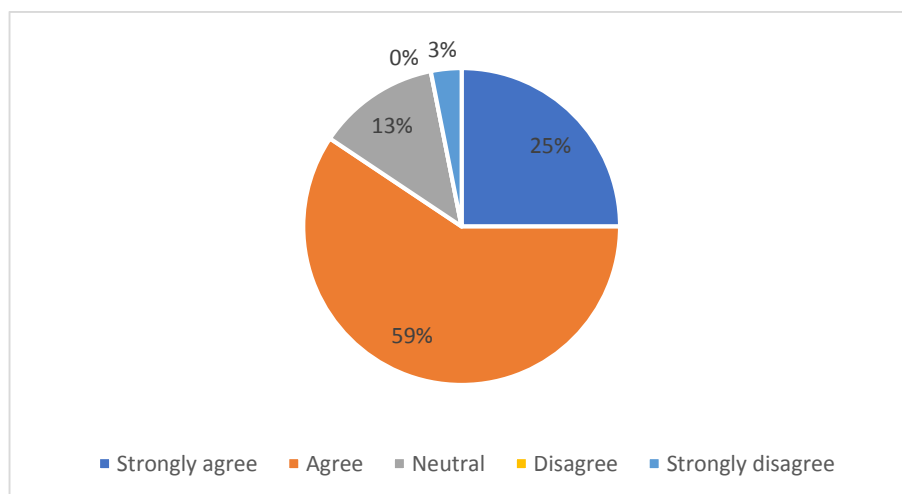
Table 1: Debate technique to improve speaking.

Fequency	Students	Percentage
Strongly agree	8	25%
Agree	19	59%
Neutral	4	13%
Disagree	0	0%
Strongly disagree	1	3%
TOTAL	32	100%

Source: Student´s survey directed to seventh level PINE-UTA

Author: Sánchez M. (2022)

Figure 1: Debate technique to improve speaking.



Source: Student´s survey directed to seventh level PINE-UTA

Author: Sánchez M. (2022)

Analysis and interpretation

Based on the data that was obtained through the survey, and represented in the table, 8 students which represent 25% strongly agree that debate is used in class as a technique to improve speaking, 19 students which represent 59% said that they agree with the statement that debate enhance speaking, 4 students that represent the 13% mentioned their neutral opinion, and only 1 student who represents the 3% strongly disagrees that debate can be used in class as a technique to improve speaking.

According to the data that was gathered, it can be concluded that the majority of students agree that debate can be used in class as a technique to improve their speaking. This technique may encourage the students to practice and master their speaking production as they feel comfortable while debating.

Item 2: Debate technique is applied regularly in class.

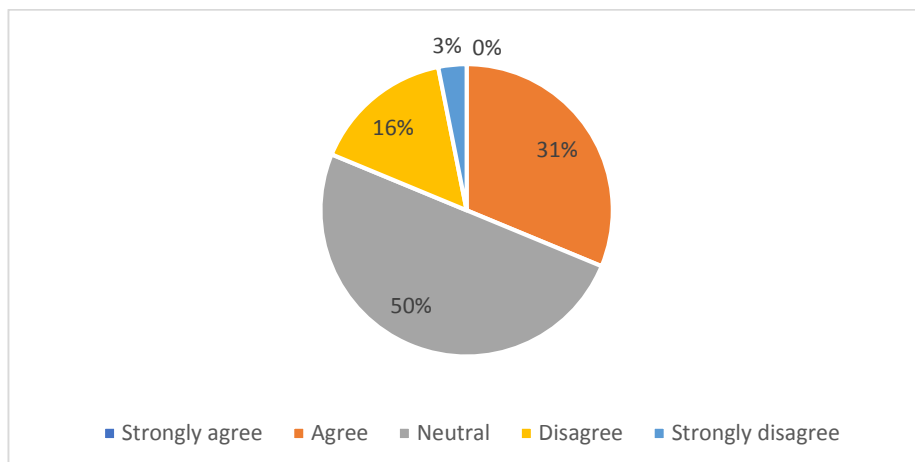
Table 2: Use of the debate technique in class.

Fequency	Students	Percentage
Strongly agree	0	0%
Agree	10	31%
Neutral	16	50%
Disagree	5	16%
Strongly disagree	1	3%
TOTAL	32	100%

Source: Student´s survey directed to seventh level PINE-UTA

Author: Sánchez M. (2022)

Figure 2: Use of the debate technique in class.



Source: Student's survey directed to seventh level PINE-UTA

Author: Sánchez M. (2022)

Analysis and interpretation

Based on the data obtained, 10 students which represent 31% agree that debate technique is applied regularly in class, 16 students that represent 50% mentioned their neutral opinion about the implementation of debate technique in class, 5 students that represent 16% disagree with the statement stated above about debate in class, and 1 student which represents 3% strongly disagrees that debate technique is applied regularly in class.

These results demonstrate that most of the students have debated in class as this technique has been applied sometimes in some point of their lives in the classroom. On the other a few students haven't had the opportunity to debate as this technique hasn't been applied in their classes.

Item 3: Debate technique allows the students to establish their thoughts and feelings.

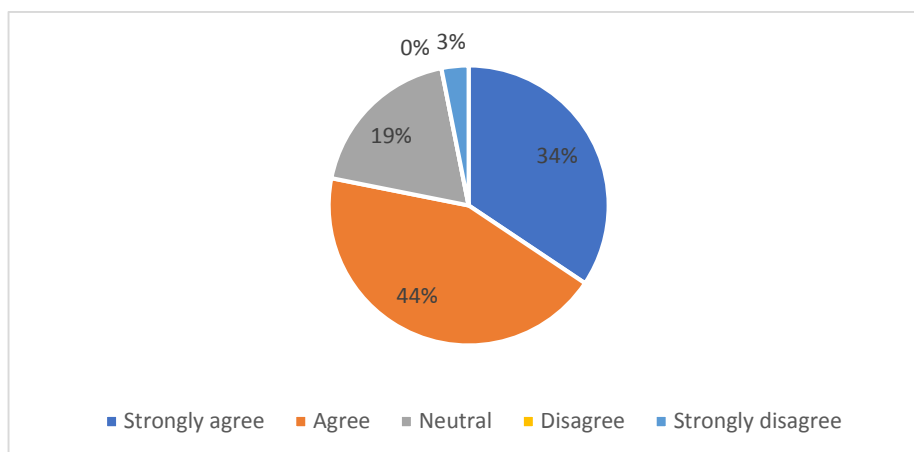
Table 3: Debate technique to establish thoughts and feelings.

Fequency	Students	Percentage
Strongly agree	11	34%
Agree	14	44%
Neutral	6	19%
Disagree	0	0%
Strongly disagree	1	3%
TOTAL	32	100%

Source: Student's survey directed to seventh level PINE-UTA

Author: Sánchez M. (2022)

Figure 3: Debate technique to establish thoughts and feelings



Source: Student’s survey directed to seventh level PINE-UTA

Author: Sánchez M. (2022)

Analysis and interpretation

According to the data obtained, 11 students that represent 34% strongly agree that debate technique allows them to establish their thoughts and feelings, 14 students that represent 44% agree with the previous statement, 6 students which represent 19% are neutral, and only 1 student that represents the 3% strongly disagrees with the statement that debate technique allows him to establish his thoughts and feelings.

According to these results, most of the students agree with the idea that debate technique allows them to express, and establish their thoughts and feelings. Therefore, they feel motivated to speak in class as they see an opportunity to produce the spoken foreign language in order to share their feelings.

Item 4: The speaking skill is developed in class through interactive activities like debating.

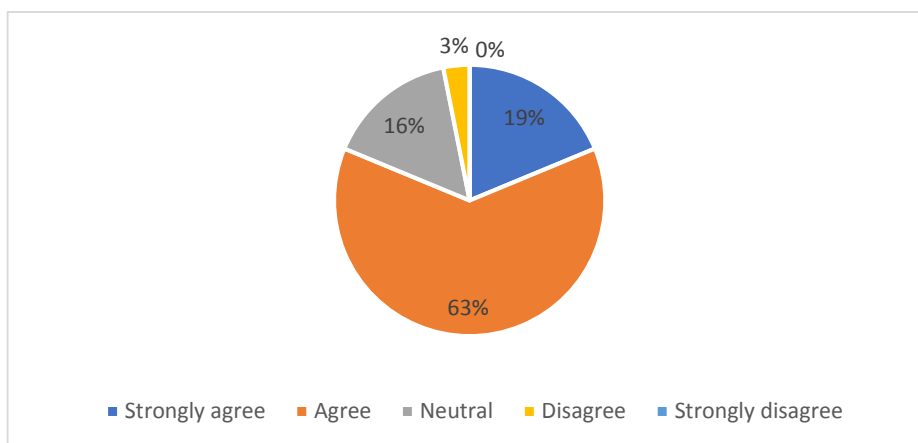
Table 4: The speaking skill and its development through debating.

Fequency	Students	Percentage
Strongly agree	6	19%
Agree	20	63%
Neutral	5	16%
Disagree	1	3%
Strongly disagree	0	0%
TOTAL	32	100%

Source: Student’s survey directed to seventh level PINE-UTA

Author: Sánchez M. (2022)

Figure 4: The speaking skill and its development through debating.



Source: Student’s survey directed to seventh level PINE-UTA

Author: Sánchez M. (2022)

Analysis and interpretation

The data obtained demonstrates that 6 students which represent 19% strongly agree that the speaking skill is developed in class through interactive activities like debating, 20 students that represent 63% agree with the statement mentioned above, 5 students that represent 16% are neutral, and 1 student representing 3% disagrees that the oral productive skill is developed in class through debating.

It is evidenced that the majority of learners agree that the oral productive skill can be developed through interactive activities like debating. This means that the more they debate, the better they will get in the speaking skill. As a matter of fact, debate can help them to enhance their speaking skill.

Item 5: Speaking production is achieved through debating in class.

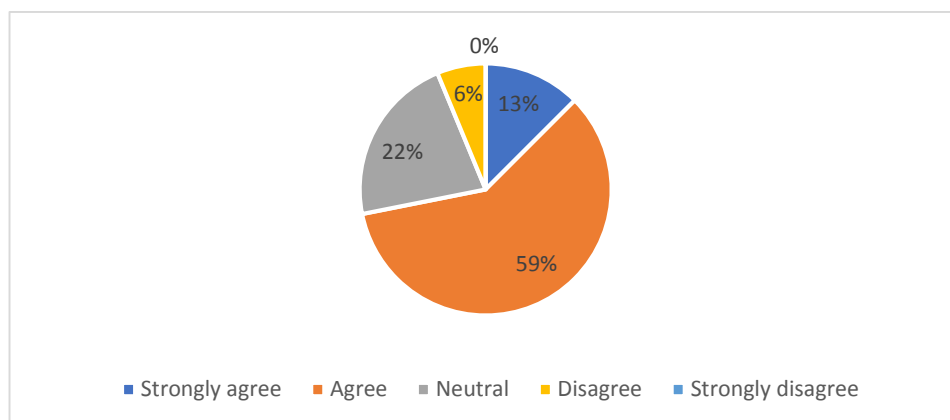
Table 5: Speaking production and its achievement while debating.

Fequency	Students	Percentage
Strongly agree	4	13%
Agree	19	59%
Neutral	7	22%
Disagree	2	6%
Strongly disagree	0	0%
TOTAL	32	100%

Source: Student’s survey directed to seventh level PINE-UTA

Author: Sánchez M. (2022)

Figure 5: Speaking production and its achievement while debating.



Source: Student´s survey directed to seventh level PINE-UTA

Author: Sánchez M. (2022)

Analysis and interpretation

Based on the data obtained, 4 students which represent 13% strongly agree that the speaking production is achieved through debating in class, 19 students that represent 59% mentioned that they agree that debating is a vehicle to achieve speaking production, 7 students that represent 22% are neutral, and 2 students which represent 6% said that they disagree about the achievement of speaking production through debating.

The data shows that most of the students agree with the statement that establishes that the speaking production is achieved through debating in class. Henceforth, the use of this technique encourages the learners to produce the language in a spoken way, helping them to make use of their speaking skill when it is required.

Item 6: Debate technique is a fun activity that motivates students to speak in class.

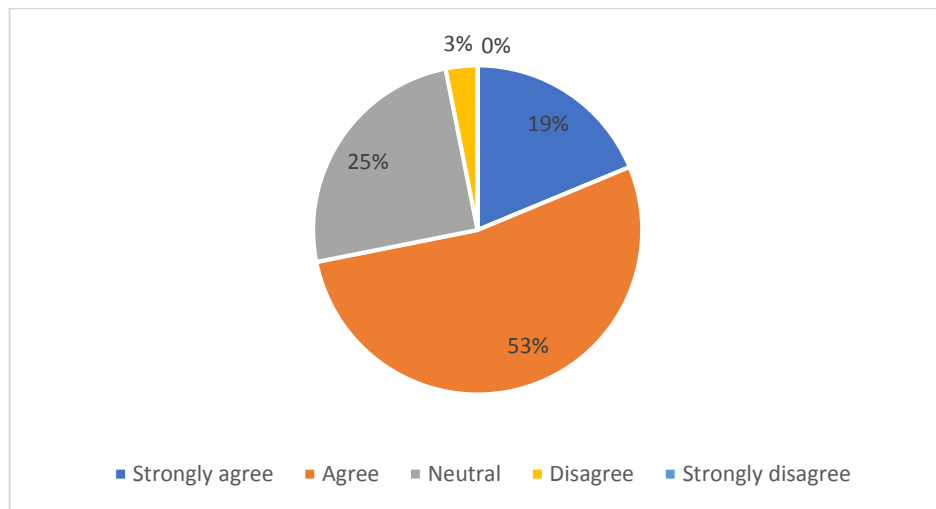
Table 6: Debate technique encourages students to speak.

Fequency	Students	Percentage
Strongly agree	6	19%
Agree	17	53%
Neutral	8	25%
Disagree	1	3%
Strongly disagree	0	0%
TOTAL	32	100%

Source: Student´s survey directed to seventh level PINE-UTA

Author: Sánchez M. (2022)

Figure 6: Debate technique encourages students to speak.



Source: Student's survey directed to seventh level PINE-UTA

Author: Sánchez M. (2022)

Analysis and interpretation

According to the data that was gathered through the survey, 6 students that represent 19% said that debate technique encourages students to speak, 17 students which represent 53% mentioned that they agree with the idea that debate is an activity that encourages them to speak in class, 8 students that represent 25% are neutral about the ideas establishes above, and 1 student that represents 3% disagrees that debate technique encourages learners to speak in class.

As detailed, the majority of the students agree with the idea that debate technique is a fun activity that encourages them to speak inside and outside the classroom. Hence, it can be used as an applicable activity for all the learners in order to create a speaking environment where they can make use of the oral productive skill to share what they know or want to say.

Results pre-test

Concerning to the administration of the speaking pre-test, 32 students from seventh level of Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato were assessed based on 4 speaking subskills: Grammar and vocabulary, Discourse management, Pronunciation, Interactive communication. The table below

describes the whole class average over 2.5 regarding each assessment criteria. The pre-test consisted on debating a question for about 1 minute where a student was in favor and the other was against. The test was based on the FCE's discussion material that was given to the students where they could express their thoughts and points of view.

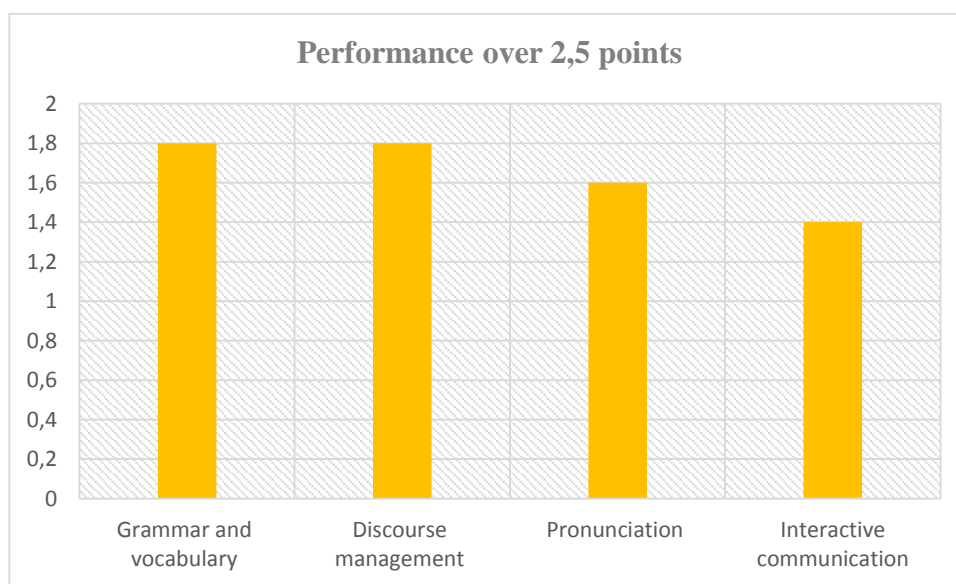
Table 7: Results pre-test

Speaking Rubric Criteria	Performance over 2,5 points
Grammar and vocabulary	1,8
Discourse management	1,8
Pronunciation	1,6
Interactive communication	1,4
Total	6,6

Source: FCE speaking Pre-test

Author: Sánchez M. (2022)

Figure 7: Results pre-test



Source: FCE speaking Pre-test

Author: Sánchez M. (2022)

As it is demonstrated in the table, and the figure above, the overall grade that the whole class got before the application of the treatment to the experimental groups was 6,6/10 points which clearly shows that learners were struggling with the speaking skill. According to the average obtained in grammar and grammar and vocabulary use was

1,8 over 2,5 which shows that students didn't have enough vocabulary and grammar to express their ideas.

Regarding Discourse management, the average was 1,8 over 2,5. This demonstrate that students were lacking some discourse markers, as well as cohesive devices that could help them to convey accurate ideas. What it is more, there was a lot of hesitation at the moment of speaking.

Concerning to pronunciation, the total average was 1,6 which shows that students didn't have an appropriate intonation at the moment of speaking. In addition, they were stressing in an inappropriate way some words. The pre-test served as a means to uncover that learners weren't pronouncing in an accurate way some words, something that complicates the understanding of the message given by them,

Last but not least in the interactive communication average it was obtained a grade of 1,4 over 2,5 that clearly demonstrates that students were lacking the ability to interact with their partners at the moment of debating. Unfortunately, they didn't have the skills to promote interaction while conveying messages to create a fluent conversation.

Results post-test

In the speaking post-test, 32 students participated. Fortunately, thanks to the treatment those students who were part of the experimental group helped to increase the overall performance of the class, showing some improvements on the speaking subskills that were evaluated. The post-test consisted on debating a question for about 1 minute based on the FCE's discussion material where one student had to be against of the statement and the other had to be in favor.

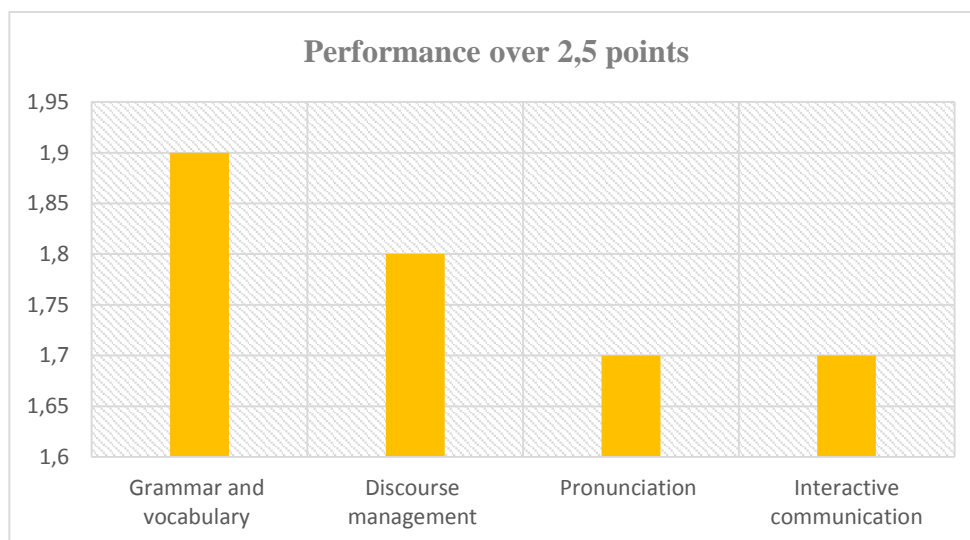
Table 8: Results post-test

Speaking rubric criteria	Performance over 2,5 points
Grammar and vocabulary	1,9
Discourse management	1,8
Pronunciation	1,7
Interactive communication	1,7
Total	7,1

Source: FCE speaking Post-test

Author: Sánchez M. (2022)

Figure 8: Results post-test



Source: FCE speaking Post-test

Author: Sánchez M. (2022)

The results interpreted in the table and the figure demonstrate the improvements that the whole class got after the application of the post-test. The score of grammar and vocabulary obtained by the students was 1,9/2,5. The students got 1,8 on the discourse management, 1,7/2,5 was obtained regarding pronunciation, and finally learners got 1,7/2,5 in the interactive communication criteria. It can be noticed that the scores based on the criteria of grammar and vocabulary and interactive communication increased, showing the improvement of students.

The following table and figure shows a detailed explanation and comparison of the improvement that the experimental group got after applying the treatment.

Detailed comparison between pre-test and post-test in the control group

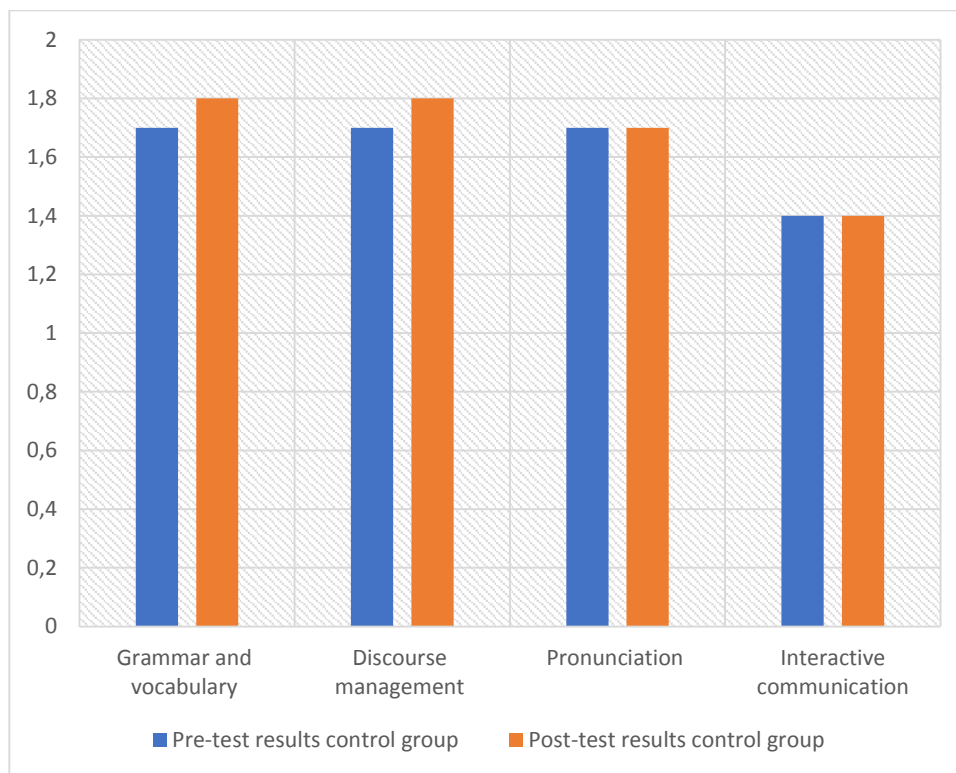
Table 9: Comparison pre and post test

Speaking rubric criteria	Pre-test results control group	Post-test results control group
Grammar and vocabulary	1,7	1,8
Discourse management	1,7	1,8
Pronunciation	1,7	1,7
Interactive communication	1,4	1,4
Total	6,5	6,7

Source: FCE speaking pre and post-test

Author: Sánchez M. (2022)

Figure 9: Comparison pre and post test



Source: FCE speaking pre and post-test

Author: Sánchez M. (2022)

Detailed comparison between pre-test and post-test in the experimental group

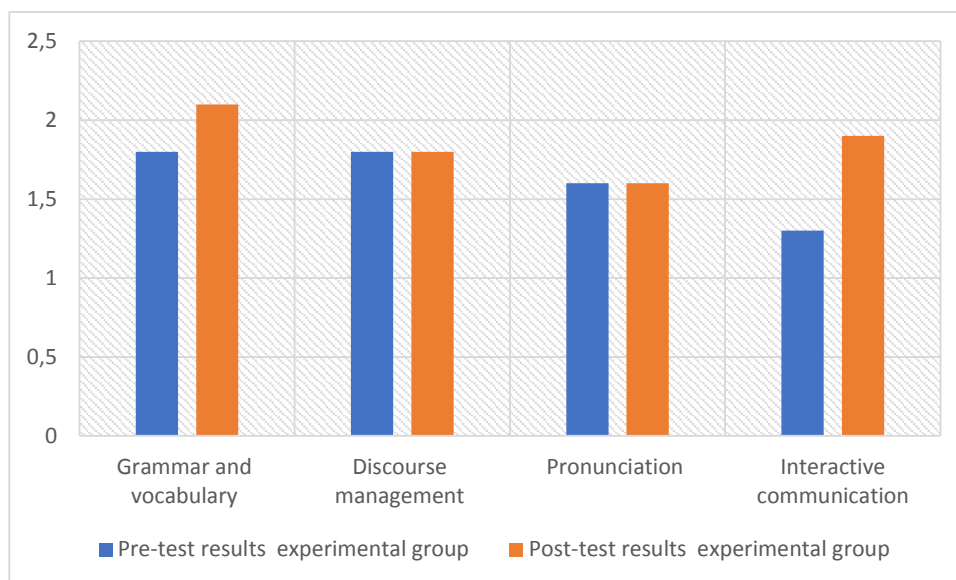
Table 10: Comparison pre and post test

Speaking rubric criteria	Pre-test results experimental group	Post-test results experimental group
Grammar and vocabulary	1,8	2,1
Discourse management	1,8	1,8
Pronunciation	1,6	1,6
Interactive communication	1,3	1,9
Total	6,5	7,4

Source: FCE speaking pre and post-test

Author: Sánchez M. (2022)

Figure 10: Comparison pre and post test



Source: FCE speaking pre and post-test

Author: Sánchez M. (2022)

3.1.1 Discussion of results

This research study presents some issues with the students of seventh level from Pedagogía de los idiomas nacionales y extranjeros in their oral productive skill at the moment of using the English language. At the beginning of this research it could be determined students 'deficiencies in speaking. Throughout the administration of the test students were asked to debate a simple question which allowed the researcher to notice that all the learners had some issues concerning to grammar and vocabulary, being grammar mistakes the most common, as well as the limited vocabulary used by them. Furthermore, the results obtained by students showed that they struggled with pronunciation and interactive communication.

After the experiment, the experimental group showed remarkable improvements regarding their speaking skill. First, students showed more confidence at the moment of debating while they were against, or in favor of the topic. In addition, there was a noticeable improvement in the vocabulary used, as well as grammar patterns applied by learners. Each time they had to debate, they started to use new fixed phrases and transitional words to refuse a statement or adding information provided by their opponent. Additionally, the discourse organization improved as well, so students had an accurate organization of their ideas which enhanced their speaking production.

To conclude this discussion, debate is a powerful technique that encourage students to exchange oral ideas as it promotes not only fully speaking practice, but also listening comprehension. Educators can make use of this technique as it also motivates students to state their opinions. As a matter of fact, they keep practicing their speaking skill while defending or refusing different points of view given by their mates.

3.2 Verification of hypotheses

In order to verify the hypothesis, it was used the T-student test as it is valid for the current research study. Based on the statistics, the T-student test was used to dictate whether there is a crucial difference between the means of the control and the experimental group (Sampieri et al., 2013).

Table 11: T-student overall experimental group comparison between pre and post-test

		Mean	N	Sdt. Derivation	Sdt. Error Mean
Par 1	Pretest	6,625	16	,7416	,1864
	Posttest	7,406	16	,8004	,2001

Source: FCE speaking pre and post-test

Author: Sánchez M. (2022)

The data that is described above demonstrates a significant difference between the means of the two samples concerning the experimental group that were analyzed. As it can be visualized, the pre-test has a value of 6,62, meanwhile the average of the post-test is 7,40.

Table 12: T-student test

	Paired Sample Differences			Paired Sample Differences		t	gl	Sig
	Mean	Sdt. Deviation	Sdt. Error Mean	95% confidence interval of the difference				
				Lower	Upper			
Par 1 Pretest-Posttest	-,7812	,5154	,1288	-1,0559	-,5066	-6,063	15	,001

Sig > 005 =Ha

Sig < 005 = H0

In order to decide if the null or alternative hypothesis is accepted, the sig result should be examined. As the result is 0,001, which means that it is less than the significance's level 0,005, the null hypothesis is refused, and the alternative hypothesis is accepted. As a matter of fact, the debate technique does enhance students' speaking skill.

CHAPTER IV.

Conclusions and recommendations

4.1 Conclusions

After analyzing the results from the current research work, it can be stated the following conclusions.

- Based on the investigation that was carried on, the benefits of the debate technique reside in three crucial pillars. First, it promotes active listening as students have to be aware of what their mates are saying, and responding according to the answer given by their opponent. Second, the debate technique fosters motivation as it encourages students to state their points of view according to their preferences. Therefore, they feel comfortable at the moment of debating. Last but not least, it encourages students to use their critical thinking. When debating, the students need to analyze the different perspectives of their opponents, building in this way not only their critical think, but also their ethical character by encouraging students to respect other people's opinion even though they do not share the same idea.
- At the beginning of this research study, it could be noticed in the pre-test that students didn't have an appropriate level concerning their speaking skill. However, at the end of this research and after applying the post-test, the students showed a significant improvement regarding speaking production. This was reflected in the grades obtained in the grammar and vocabulary part increasing 0,3 points in comparison with the pre-test as well as the increment of the interactive communication part of 0,6 points. This can be noticed in the final average of 0.9 points after the treatment, and the administration of the test were applied.
- The survey that was applied to students had as main aim to analyze students' perceptions towards the use of the debate technique. The results showed that students are familiarized with debating in class. In addition, it could be found that they agree that the debate technique enhances the speaking skill. Also, students acknowledge that this technique is not always used in the majority of

classes. Additionally, they agree that the debate technique allows them to establish their thoughts and feelings. Furthermore, learners agree that debate is a vehicle to improve their speaking skill. Finally, it was recognized by the alumni that the debate technique encourages them to speak.

4.2 Recommendations

Based on the conclusions stated above, it can be mentioned some recommendations according to each conclusion.

- It is recommended to make use of the debate technique as much as possible in class as it provides not only active listening, but also other aspects such as fostering motivation, and enhancing of critical think which can help student to give appropriate answers based on certain topic.
- It is recommended to keep applying the debate technique if educators want their students to make use of specific vocabulary or a pre-established grammatical point. In addition, as the debate technique fosters interactive communication, it is an adequate vehicle for students who wants to enhance their speaking production.
- It is recommended to encourage teachers put their students to debate in class as it is a reliable source of speaking practice, where learners can express their thoughts and ideas in a comfortable way allowing others to know their different points of view.

C. REFERENCE MATERIALS

Bibliographic references

- Arias, F. G. (1999). *El proyecto de investigación* (3rd ed.). Caracas: Episteme. Retrieved from <https://informaticapdm.files.wordpress.com/2012/06/proyecto-de-investigacion-fidias-arias.pdf>
- Arias, F. G. (1999). *El proyecto de investigación* (3rd ed.). Caracas: Episteme. Retrieved from <https://informaticapdm.files.wordpress.com/2012/06/proyecto-de-investigacion-fidias-arias.pdf>
- Balcer, C. L., & Seabury, H. F. (1965). *Teaching Speech in Today's Secondary Schools*. (I. Holt, Rinehart and Winston, Ed.). New York.
- Brindley, S. (1994). *Teaching English*. Routledge. Retrieved from https://books.google.com.ec/books?id=XpgAEAAAQBAJ&printsec=frontcover&dq=debate+in+teaching+english&hl=en&sa=X&ved=2ahUKEwiS387JvIPxAhXbSzABHQg_Cb0Q6AEwAnoECAYQAg#v=onepage&q&f=false
- Brown, H. D. (2006a). *Principles of Language Learning and Teaching* (fourth). Retrieved from http://angol.uni-miskolc.hu/wp-content/media/2016/10/Principles_of_language_learning.pdf
- Brown, H. D. (2006b). *Principles of Language Learning and Teaching* (fourth).
- Cooze, A. (2006). *100 Ideas for Teaching English*. New York: Continuum. Retrieved from https://books.google.com.ec/books?id=wmrUAwAAQBAJ&pg=PA99&dq=debate+in+teaching+english&hl=en&sa=X&ved=2ahUKEwiS387JvIPxAhXbSzABHQg_Cb0Q6AEwBnoECAgQAg#v=onepage&q=debate+in+teaching+english&f=false
- Davies, P., & Pearse, E. (2000). *Success in English Teaching*. Oxford University Press. Retrieved from <https://books.google.com.ec/books?id=1zDlBvHuoYgC&pg=PA74&dq=english+productive+skills&hl=en&sa=X&ved=2ahUKEwiU15Oj94XxAhURTDABHRqWAYYYQ6AEwAXoECAgQAg#v=onepage&q=english+productive+skills&f=false>
- Dody Firmansyah, E. E. V. V. (2019). IMPROVING THE STUDENTS' SPEAKING SKILL THROUGH DEBATE TECHNIQUE. *Project*, 2. Retrieved from https://www.researchgate.net/publication/337249689_Improving_the_Students'_Speaking_Skill_through_Debate_Technique
- Emi Elmiyati. (2018). Improving Students Speaking Ability Through Debate in the Classroom (A Case Study for Students at Second Years Students's of SMAN 3 Kota Bima in Academic Year 2017/2018). *International Journal of Multicultural and Multireligious Understanding*, 6, 219. Retrieved from

<https://ijmmu.com/index.php/ijmmu/article/view/561/369>

- Ewbank, H. L., & Auer, J. J. (1941). *Discussion and Debate: Tools of a Democracy*. New York: F.S. Crofts & Co., Inc.
- Fedrizzi, Mariann and Ellis, R. (2008). *Debate*. Cambridge: Cambridge University Press.
- Garrett, M. F. (1982). *Production of Speech: Observation from Normal and Pathological Language Use*. London: Academic press.
- Goldwasser, I. (2006). *Interactive Communication: A Guide to Effective Communication*. Pearson Education Australia.
- Goro Kimura, L. F. (2020). *A Language Mangament Approach To Language Problems*. JOHN BEMJAMINS PUBLISING COMPANY. Retrieved from <https://books.google.com.ec/books?id=5d3eDwAAQBAJ&pg=PA43&dq=Discourse+management&hl=en&sa=X&ved=2ahUKEwiSkYypqMb2AhWXVTABHSYgBi0Q6AF6BAgKEAI#v=onepage&q=Discourse%20management&f=false>
- Hammer, J. (2001). *The practice of English Language Teaching*. Pearson Education Limited. Retrieved from https://coljour.files.wordpress.com/2018/09/jeremy_harmer_the_practice_of_english_language_teaching_4th_edition_longman_handbooks_for_language_teachers.pdf
- Karyl A. Davis, M., Zorwick, L. W., Roland, J., & Wade, M. M. (2016). *Using Debate in the Classroom: Encouraging Critical Thinking, Communication, and Collaboration*. (Routledge, Ed.). New York. Retrieved from <https://books.google.com.ec/books?id=e8lJDAQAQBAJ&printsec=frontcover&dq=debate+in+teaching&hl=en&sa=X&ved=2ahUKEwjW9KnprIPxAhXkRjABHVkbDBsQ6AEwAHoECACQAg#v=onepage&q=debate in teaching&f=false>
- Kruger, A. N. (1960). *Modern Debate: Its Logic and Strategy*. New York: McGrawHill Book Company.
- Laroy, C. (1995). *Pronunciation*. Oxford University Press. Retrieved from https://books.google.com.ec/books?id=kEkUBIWkLJcC&printsec=frontcover&dq=pronunciation&hl=en&sa=X&redir_esc=y#v=onepage&q=pronunciation&f=false
- Lumbangaol, R. R., & Mazali, M. R. (2020). IMPROVING STUDENTS' SPEAKING ABILITY THROUGH DEBATE TECHNIQUE. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, 7. Retrieved from https://ejournal.umm.ac.id/index.php/celtic/article/view/13674/pdf_1
- Méndez, A., & Astudillo, M. (2008). *La investigación en la era de la información*. Mexico: Editorial Trillas. Retrieved from <http://www.economia.unam.mx/academia/inae/pdf/inae1/u115.pdf>
- Michael H. Lubetsky. (2007). *Make Your Point!: Debate for ESL/EFL Students*. Retrieved from <https://books.google.com.ec/books?id=GWAdBAAAQBAJ&printsec=frontcov>

er&dq=debate+procedure+esl&hl=en&sa=X&redir_esc=y#v=onepage&q&f=false

- Mullany, L., & Stockwell, P. (2015). *Introducing English Language: A Resource Book for Students*. Routledge. Retrieved from https://books.google.com.ec/books?id=DaFGCgAAQBAJ&printsec=frontcover&dq=what+is+english+language&hl=en&sa=X&ved=2ahUKEwjIn-O_44XxAhU6QTABHWWQCIQAQ6AEwAHoECACQAg#v=onepage&q=what+is+english+language&f=false
- Nainggolan, M. P. (2017). IMPROVING STUDENTS' SPEAKING SKILL THROUGH DEBATE TECHNIQUE AT SMK SWASTA DHARMA BAKTI MEDAN. *KAIROS ELT JOURNAL*, 1. Retrieved from http://webcache.googleusercontent.com/search?q=cache:cyfXt0AjS_4J:www.ejournal.ust.ac.id/index.php/KAIROS/article/download/502/pdfvc+&cd=13&hl=en&ct=clnk&gl=ec
- Pawlak, M., Waniek-Klimczak, E., & Majer, J. (2011). *Speaking and Instructed Foreign Language Acquisition*. Channel View Publications. Retrieved from <https://ebookcentral.proquest.com/lib/uta-ebooks/reader.action?docID=837797&query=speaking+skill#>
- Richards, J., & Rodgers, T. (2014). *Approaches and Methods in Language Teaching*.
- Sampieri, R. H., Carlos Fernández Collado, & Lucio, M. del P. B. (2013). *METODOLOGÍA de la investigación* (Quinta). Mexico. Retrieved from <https://www.icmujeres.gob.mx/wp-content/uploads/2020/05/Sampieri.Met.Inv.pdf>
- Shastri, P. D. (2009). *Communicative approach to the teaching of english as a second language*. Global Media. Retrieved from <https://ebookcentral.proquest.com/lib/uta-ebooks/reader.action?docID=3011323&query=Communicative+approach+to+the+teaching+of+english+as+a+second+language>
- Solano, D. O. A., & Padilla, A. K. P. (2017). *Improving Speaking Skills Using Debate Activities*. UNIVERSIDAD DE CUENCA. Retrieved from [https://dspace.ucuenca.edu.ec/bitstream/123456789/27419/1/Trabajo de Titulación.pdf](https://dspace.ucuenca.edu.ec/bitstream/123456789/27419/1/Trabajo+de+Titulaci3n.pdf)
- Susan Hunston, G. F. (1997). *Grammar and vocabulary: showing the connections*.
- Tainame, M., Usman, B., & Muslem, A. (2018). The Implementation of Debate Technique to Enhance the Students' Speaking Skill. *English Education Journal*. Retrieved from <http://www.jurnal.unsyiah.ac.id/EEJ/article/view/11923/10492>
- Thornbury, S. (2005). *How To Teach Speaking*.
- Titik Lina Widyaningsih. (2017). *ENHANCING STUDENTS' SPEAKING SKILL THROUGH DEBATE TECHNIQUE*. Retrieved from

<https://core.ac.uk/download/pdf/328198338.pdf>

- Wahyuni, S., Qamariah, H., A.Gani, S., Yusuf, Y. Q., & Syahputra, M. (2018). Critical Thinking Skills: British Parliamentary Debate System to Improve English as Foreign Language (EFL) Students' Critical Speaking. *BIRCI Journal*. Retrieved from <https://pdfs.semanticscholar.org/1371/a227188a75a222da40dfe305a8bc94fcc89a.pdf>
- Watampone, S. T. A. I. N. (STAIN). (2017). THE EFFECTIVENESS OF DEBATE METHOD TO IMPROVE STUDENTS' SPEAKING SKILL. *Jurnal Kependidikan, 11*. Retrieved from <https://webcache.googleusercontent.com/search?q=cache:5Z3YJVMYUNgJ:https://jurnal.iain-bone.ac.id/index.php/didaktika/article/download/167/96+&cd=3&hl=en&ct=clnk&gl=ec>
- William Littlewood. (1981). *Communicative Language Teaching*. Cambridge University Press. Retrieved from https://books.google.com.ec/books?id=LRataYhTQ3gC&printsec=frontcover&dq=communicative+language+teaching&hl=en&sa=X&redir_esc=y#v=onepage&q=communicative language teaching&f=false
- Yurika Novalia, Akhmad Sutiyono, S. W. (2018). THE INFLUENCE OF CRITICAL DEBATE TECHNIQUE TOWARDS STUDENTS SPEAKING ABILITY AT THE ELEVENTH GRADE OF SMA N 5 BANDAR LAMPUNG IN 2018/2019. *Jurnal Ilmiah Mahasiswa Pendidikan Bahasa Inggris STKIP PGRI Bandar Lampung*. Retrieved from <http://www.stkipgribl.ac.id/eskripsi/index.php/jees/article/view/26/15>

Annexes

CARTA DE COMPROMISO

Ambato, 18/10/2021

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

Lic. Mg. Sarah Iza Pazmiño en mi calidad de Coordinadora de la Carrera de Pedagogía de los idiomas nacionales y extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "**Debate technique and the speaking skill**" propuesto por el estudiante Sánchez Galindo Mauricio José, portador de la Cédula de Ciudadanía 1804368999, 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.



Firmado digitalmente por:
SARAH
JACQUELINE
IZA PAZMINO

.....
Lic. Sarah Iza Pazmiño, Mg.
0501741060
0984060528
sj.iza@uta.edu.ec

Annex 1: Lesson plans

First intervention

Topic: technology in class		Date: 09-12-2021
Grade: 7th semester	Participants: 16	Duration: 1 hour
Objectives: General: <ul style="list-style-type: none">• To debate about pro and cons about using technology by using phrasal verbs Specific: <ul style="list-style-type: none">• Exchange different points of view• Accept or decline opinions• Talk about technological advances		
Materials/Weblinks/Citations <ul style="list-style-type: none">- / <i>Whiteboard/markers</i>- (<i>Laptop / zoom app / zoom's tools</i>)		
Procedure. - Warm up: <ul style="list-style-type: none">- The teacher will apply the warm up activity Thumbs up- He will mention some statements about technology- He will ask the students to raise their thumb if they agree or support the statement (use virtual thumb if there is a virtual class)- The students will follow the rules Body: <ul style="list-style-type: none">- The teacher will ask the students to mention any doubt that they could have about the video- The students will mention doubts- The teacher will clarify them- The teacher will send a link about useful phrases to debate- The students will click on the link sent and will read the phrases- The teacher will divide the class in 2 groups- The students will join to their teams- The teacher will pose a question to debate and he will ask the students to take a moment to reflect about it- The students will follow the teacher's commands- The teacher will ask the students to start debating by asking the group in favor to mention why do they think that technology is beneficial for humankind?- The students will mention their arguments- Then the teacher will ask the group against to mention why do they think that technology is not beneficial for humankind?- The students will have to exchange points of view in an organized way- Once the debate has finished the teacher will provide feedback- The students will take notes about the teacher's feedback Wrap up: <ul style="list-style-type: none">- The teacher will pose questions to random students to know what they have learned about		

their classmates

Assessment:

Watch the youtube video about how to debate in groups

Source: <https://www.youtube.com/watch?v=X-nbZXVnlHw>

Useful phrases to debate: <https://www.myenglishpages.com/english/communication-lesson-useful-expressions-for-debating.php>

To keep in mind, the teacher will clarify any doubt of the student at any moment.

Second intervention

Topic: Virtual classes and human development		Date: 10-11-2021
Grade: 7th semester	Participants: 16	Duration: 1 hour
Objectives: General: <ul style="list-style-type: none">• Talk about how technology affects to human beings through using linking words Specific: <ul style="list-style-type: none">• Discuss about the negative effects of technology in people• Express opinions about the misuse of technology• Explain the consequences of over usage of electronic devices		
Materials/Weblinks/Citations <ul style="list-style-type: none">- / <i>Whiteboard/markers</i>- (<i>Laptop / zoom app / zoom's tools</i>)		
Procedure. - Warm up: <ul style="list-style-type: none">- The teacher will ask the students to mention doubts about the video that they were asked to watch.- The teacher will create a brain storm with the crucial points mentioned by the students. Body: <ul style="list-style-type: none">- The teacher will divide the class in 2 groups.- Each group will be assigned to be in favor or against.- The teacher will write a statement in the white board to be debate.- The teacher will ask the students to debate appropriately.- The students will debate.- The teacher will collect data.- Wrap up <ul style="list-style-type: none">- The teacher will provide feedback regarding the students' participation. Resources: Linking words to debate: https://esldebates.com/linking-words-for-debates/		
To keep in mind, the teacher will clarify any doubt of the student at any moment.		

Third intervention

Topic: Abortion		Date: 08-11-2021
Grade: 7th semester	Participants: 16	Duration: 1 hour
Objectives: General: <ul style="list-style-type: none"> • Talk about abortion by using linking words Specific: <ul style="list-style-type: none"> • Debate about pros and cons about abortion • Express thoughts regarding abortion • Discuss about the benefits of legal abortion 		
Materials/Weblinks/Citations <ul style="list-style-type: none"> - / <i>Whiteboard/markers</i> - (<i>Laptop / zoom app / zoom's tools</i>) 		
Procedure. – Warm up: <ul style="list-style-type: none"> - The teacher will start the class by asking the students what do they think about a controversial topic in this case abortion. - The students will state their thoughts. - The teacher will create a brain storming about the topic. Body: <ul style="list-style-type: none"> - The teacher will divide the class in groups of two people each one - He will ask them to debate by using linking words used in the previous intervention. - The topic to be debate is abortion. - The students will have to state their opinions and to reach a conclusion. Wrap up: <ul style="list-style-type: none"> - At the end the teacher will provide feedback to the students. Resource linking words: https://valanglia.blogspot.com/2016/01/connectors-and-transitional-words.html		
<p>To keep in mind, the teacher will clarify any doubt of the student at any moment.</p>		

Final intervention

Topic: Covid-19		Date: 08-11-2021
Grade: 7th semester	Participants: 32	Duration: 1 hour
Objectives: General: <ul style="list-style-type: none"> • Talk about Covid-19 situation by using debate words Specific: <ul style="list-style-type: none"> • Compare life before and after Covid-19 		

- **Describe a pandemic**
- **Discuss about lock down due to a pandemic situation**

Materials/Weblinks/Citations

- / *Whiteboard/markers*
- (*Laptop / zoom app / zoom's tools*)

Procedure. –

Warm up:

- The teacher will ask the students to raise their thumbs if they agree with the statements mention by him.
- The students will follow instructions.

Body:

- The teacher will divide the class in groups of two people each one and he will ask them to debate by specific vocabulary about the pandemic situation.
- The topic to be debate is Covid-19. The teacher will pose the question Covid 19 was created in a lab or it is natural?
- The students will have to state their opinions and to reach a conclusion.

Wrap up

- The teacher will provide feedback regarding the students' participation.

Resource: https://www.era-comm.eu/interactive_language_training/kiosk/pdf/117DT09/117DT09_Pupstiene_vocabulary.pdf

To keep in mind, the teacher will clarify any doubt of the student at any moment.

Annex 2: Students' survey

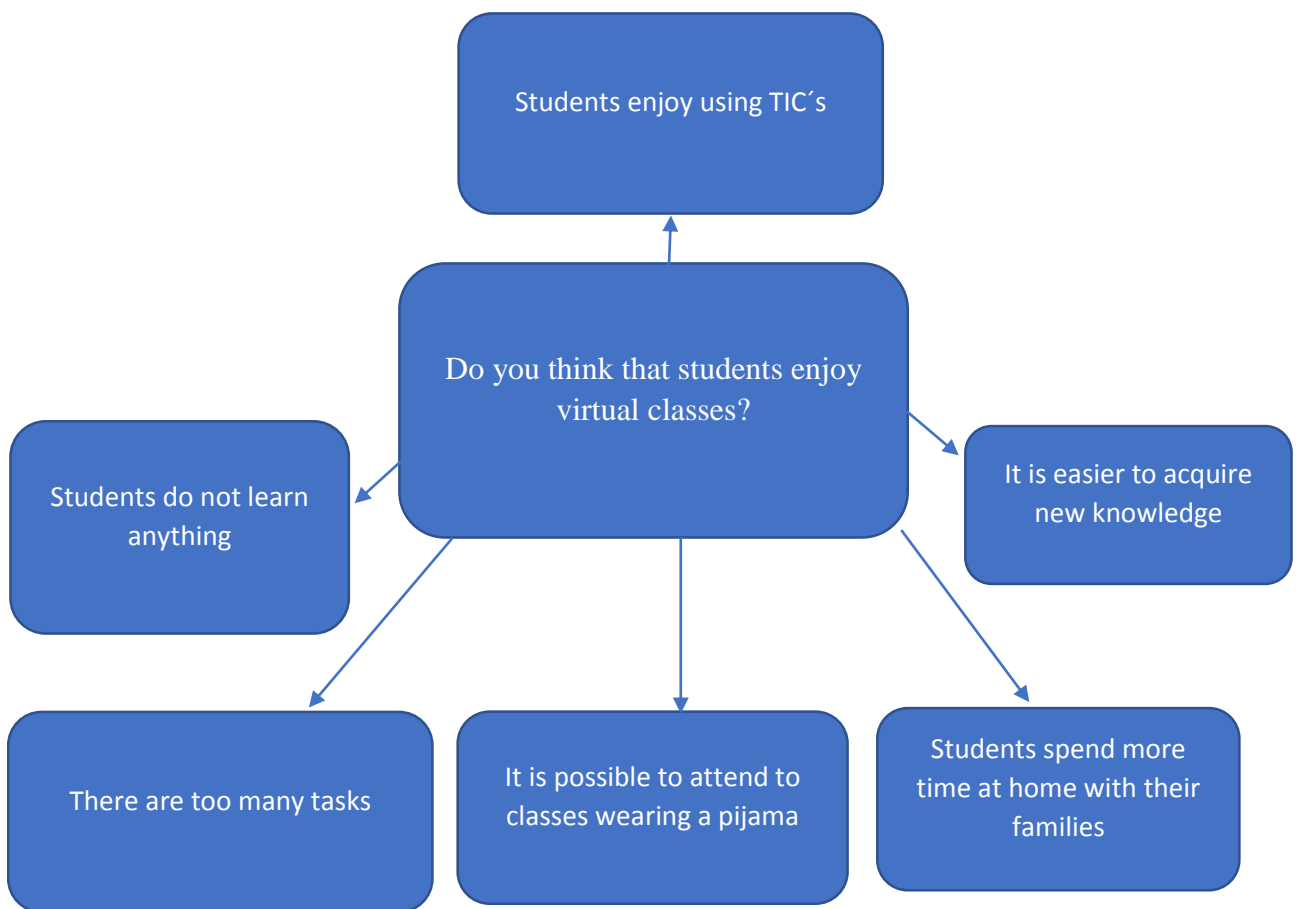
Topic: Debate technique and the speaking skill.					
Objective: To analyze students' perceptions towards the use of the debate technique.					
Instructions: Select the option that best fits for you					
Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. Debate is used in class as a technique to improve speaking.					
2. Debate technique is applied regularly in class.					
3. Debate technique allows the students to establish their thoughts and feelings.					
4. The speaking skill is developed in class through interactive activities like debating.					
5. Speaking production is achieved through debating in class.					
6. Debate technique is a fun activity that motivates students to speak in class.					

Annex 3: Pre-test

1ST session

I would like you to debate about this question: Do you think that students enjoy virtual classes? One student will be in favor and the other against. You will have 1 minute each to mention and support their arguments. At the end you may refute your classmate's arguments by giving appropriate arguments. Here you have some ideas that you can use

Pre-test: Enjoyment of virtual classes



Source: Adapted FCE speaking part pre-test

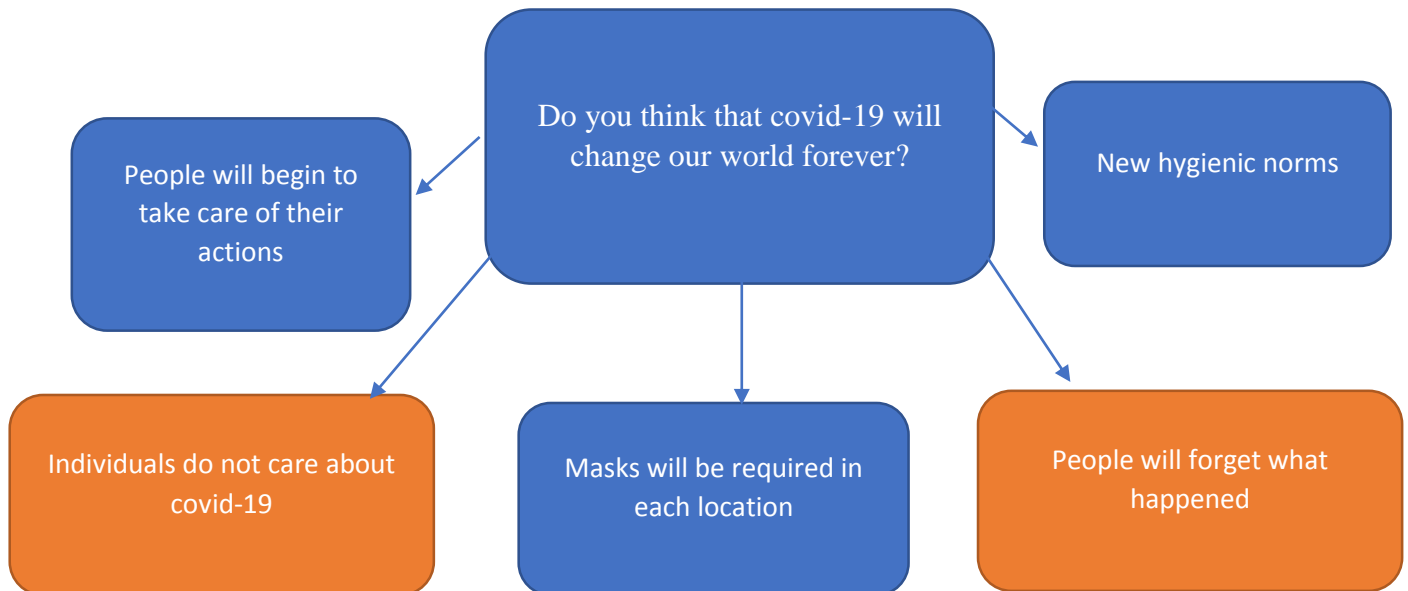
Author: Sánchez M. (2022)

Annex 4: Post-test

6TH session

I would like you to debate about this question: Do you think that covid-19 will change our world forever? One student will be in favor and the other against. You will have 1 minute each to mention and support their arguments. At the end you may refute your classmate's arguments by giving appropriate arguments. Here you have some ideas that you can use

Post-test: changes made by the Covid-19



Source: Adapted FCE speaking part post-test

Author: Sánchez M. (2022)

Annex 5: Pre-test results

Nº	NAMES:	Grammar and Vocabulary	Discourse management	Pronunciation	Interactive communication	Total
1	Acosta Acosta Veronica Vanessa	1,5	2	2	1,5	7
2	Acuña Checa Victoria Anabel	2	1,5	1,5	1,5	6,5
3	Aviles Brito Stephanie Belén	2	2	2	1	7
4	Becerra Coba Karen Mabel	1,5	1,5	1,5	1	5,5
5	Bocancho Tonato Jenny Paola	2	1,5	2	1,5	7
6	Cahuana Arcos Maria Alexandra	1,5	2	2	1,5	7
7	Caicedo Alvarez Karina Isabel	1,5	1,5	1	1	5
8	Cajamarca Sailema Alexandra Jazmine	2	2	1,5	2	7,5
9	Carrillo Burbano Alexis Ronaldo	1,5	2	2	2	7,5
10	Cando Criollo Sonia Odalis	2,5	1	2	1,5	7
11	Castillo García Martín Alejandro	1,5	1	1,5	1	5
12	Criollo Villegas Adriana Lucia	2	2	1,5	1,5	7
13	Gaona Vicente Lucia Francisca	1,5	1,5	2	1	6
14	Heredia Gallegos Oscar Sebastián	2	2	2,5	2	8,5
15	Juna Manotoa Jessenia Estefania	2	2	1,5	1	6,5
16	Luna Rodríguez Katherine Alejandra	2	2	1	1,5	6,5
17	Lara Freire Andrea Daniela	2	2	1,5	1,5	7
18	Mejía Coronel Jason Steve	2	2	2	1,5	7,5
19	Miranda Mesías María José	2	2	1,5	1	6,5
20	Monje Gualpa Maria Consuelo	2	2	1,5	1	6,5
21	Nuñez Lescano Romina Betsabe	1,5	2	1,5	1,5	6,5
22	Ortiz Leon Javier Patricio	2	2	1,5	1,5	7
23	Pilla Masaquiza Katherin Lizeth	2	1,5	2	1,5	7
24	Sailema Moyolema Lizbeth Valeria	1,5	1,5	1,5	1,5	6
25	Sánchez López Juan Daniel	1,5	2	1,5	1	6
26	Soto Aldas Andrea Paola	2	2	1,5	2	7,5
27	Tenecota Cando Esteban Andrés	1	1,5	1,5	1	5
28	Toapanta Lozano Luisa Jacqueline	1,5	2	1,5	1	6
29	Vayas Velastegui Tatiana Victoria	2	1,5	2	1,5	7
30	Villacres Barreno Paola Jacqueline	2	1,5	1,5	1,5	6,5
31	Villacres Rojano Patricia Paola	1,5	2	1,5	1	6
32	Villegas Paredes Andrea Michelle	2	2	2	2	8

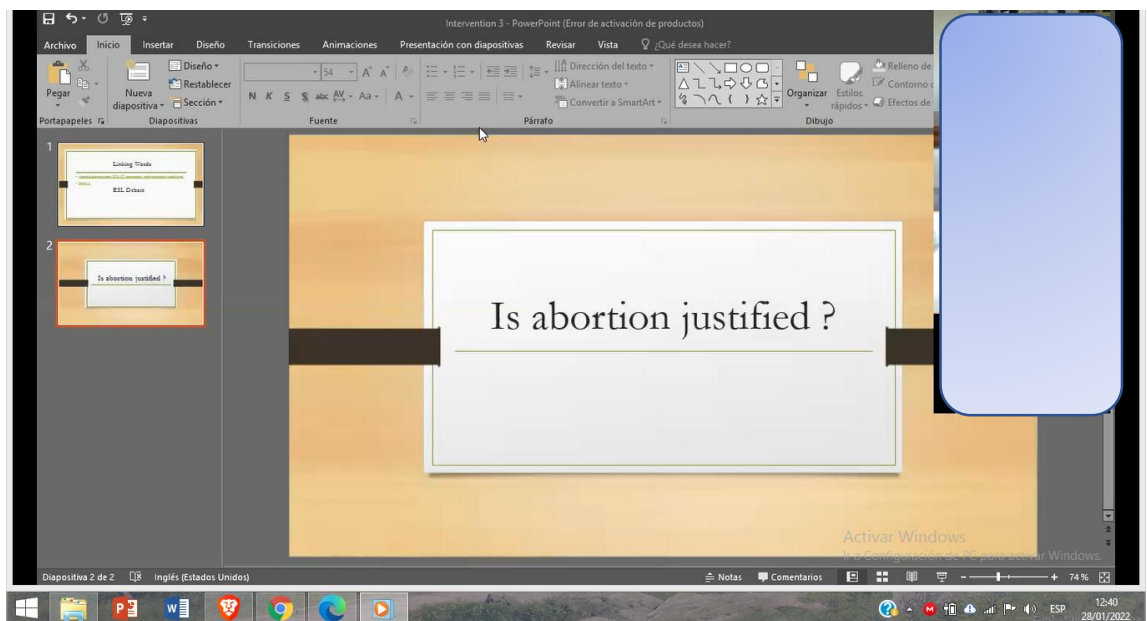
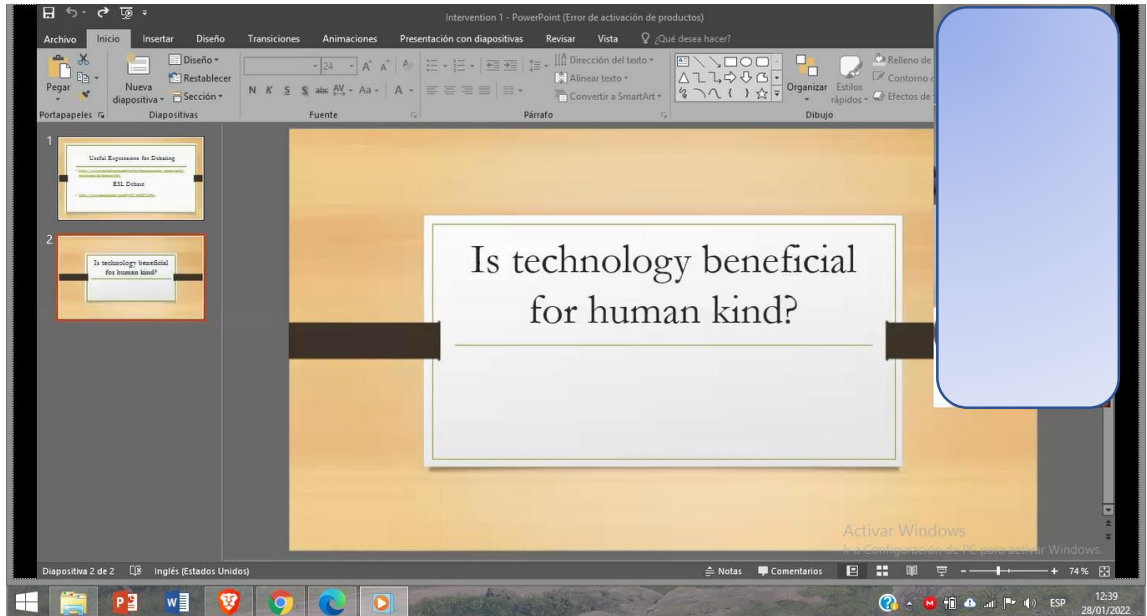
Annex 6: Post-test results

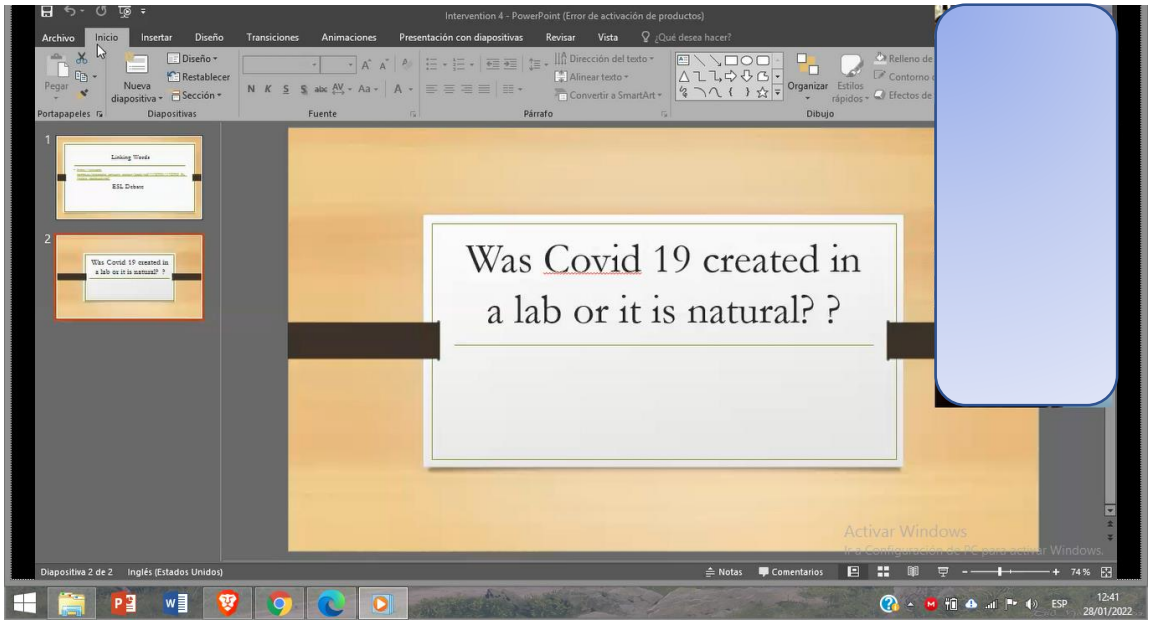
N°	NAMES:	Grammar and Vocabulary	Discourse management	Pronunciation	Interactive communication	Total
1	Acosta Acosta Veronica Vanessa	1,5	2	2	1,5	7
2	Acuña Checa Victoria Anabel	2	2	1,5	1,5	7
3	Aviles Brito Stephanie Belén	2	2	2	1	7
4	Becerra Coba Karen Mabel	1,5	2	2	1,5	7
5	Bocancho Tonato Jenny Paola	2	1,5	2	1,5	7
6	Cahuana Arcos Maria Alexandra	2	2	2	1,5	7,5
7	Caicedo Alvarez Karina Isabel	1	1,5	1	1	4,5
8	Cajamarca Sailema Alexandra Jazmine	2	2	1,5	2	7,5
9	Carrillo Burbano Alexis Ronaldo	1	2	2	2	7
10	Cando Criollo Sonia Odalis	2,5	1	2	1,5	7
11	Castillo García Martín Alejandro	1,5	1,5	1,5	1	5,5
12	Criollo Villegas Adriana Lucia	2	2	1,5	1,5	7
13	Gaona Vicente Lucia Francisca	1,5	1,5	2	1	6
14	Heredia Gallegos Oscar Sebastián	2	2	2,5	2	8,5
15	Juna Manotoa Jessenia Estefania	2	2	1,5	1	6,5
16	Luna Rodríguez Katherine Alejandra	2,5	2	1	2	7,5
17	Lara Freire Andrea Daniela	2	2	1,5	2	7,5
18	Mejía Coronel Jason Steve	2	2	2	2	8
19	Miranda Mesías María José	2,5	2	1,5	1,5	7,5
20	Monje Gualpa Maria Consuelo	2	2	1,5	2	7,5
21	Núñez Lescano Romina Betsabe	2	2	1,5	2	7,5
22	Ortiz Leon Javier Patricio	2,5	2	1,5	2	8
23	Pilla Masaquiza Katherin Lizeth	2	1,5	2	2	7,5
24	Sailema Moyolema Lizbeth Valeria	2	1,5	1,5	2	7
25	Sánchez López Juan Daniel	2	2	1,5	1,5	7
26	Soto Aldas Andrea Paola	2,5	2	1,5	2,5	8,5
27	Tenecota Cando Esteban Andrés	1,5	1,5	1,5	1,5	6
28	Toapanta Lozano Luisa Jacqueline	2	2	1,5	1,5	7
29	Vayas Velastegui Tatiana Victoria	2,5	1,5	2	2	8
30	Villacres Barreno Paola Jacqueline	2	1,5	1,5	2	7
31	Villacres Rojano Patricia Paola	2	2	1,5	1,5	7
32	Villegas Paredes Andrea Michelle	2,5	2	2	2,5	9

Annex 7: FCE speaking rubric

	B2	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
2.5	5	<ul style="list-style-type: none"> Shows a good degree of control of a range of simple and some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics. 	<ul style="list-style-type: none"> Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers. 	<ul style="list-style-type: none"> Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
2	4	<i>Performance shares features of Bands 3 and 5.</i>			
1.5	3	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a range of familiar topics. 	<ul style="list-style-type: none"> Produces extended stretches of language despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices. 	<ul style="list-style-type: none"> Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
1	2	<i>Performance shares features of Bands 1 and 3.</i>			
0.5	1	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations. 	<ul style="list-style-type: none"> Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, despite some repetition. Uses basic cohesive devices. 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
0.25	0	<i>Performance below Band 1.</i>			

Annex 8: Screenshots





Annex 9: Urkund report

Urkund analysis

Original

Document Information

Analyzed document	Urkund Sánchez Galindo Mauricio José.docx (D125408822)
Submitted	2022-01-18T16:40:00.0000000
Submitted by	
Submitter email	msanchez8999@uta.edu.ec
Similarity	3%
Analysis address	eisamchimboc.uta@analysis.orkund.com

Sources included in the report

SA	UNIVERSIDAD TECNICA DE AMBATO / TESIS VERONICA ALEXANDRA COLCHA CALDAS.pdf Document TESIS VERONICA ALEXANDRA COLCHA CALDAS pdf (D124639398) Submitted by: virocolcha77@gmail.com Receiver: eisamchimboc.uta@analysis.orkund.com	 9
W	URL: https://jurnal.iain-bone.ac.id/index.php/didaktika/article/download/167/96+&cd=3&hl=en&ct=clnk&gl=ec William Fetched: 2022-01-18T16:40:00.0000000	 2
W	URL: https://ijmmu.com/index.php/ijmmu/article/view/561/369Ewbank . Fetched: 2022-01-18T16:40:00.0000000	 1
W	URL: http://www.jurnal.unsyiah.ac.id/EEJ/article/view/11923/10492Thornbury . Fetched: 2022-01-18T16:40:00.0000000	 1
W	URL: https://pdfs.semanticscholar.org/1371/a227188a75a222da40dfe305a8bc94fcc89a.pdf Watampone. Fetched: 2022-01-18T16:40:00.0000000	 1



Escaneado electrónicamente por:
**ELSA MAYORIE
CHIMBO CÁCERES**

Dra. Mg. Mayorie Chimbo Cáceres
TUTOR TRABAJO TITULACIÓN