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"ORAL PARAPHRASING AND SPEAKING SKILL"

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I declare this undergraduate dissertation entitled: “ORAL PARAPHRASING AND SPEAKING SKILL” is the result of the author's investigation and has reached the conclusions and recommendations described in the current study.

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DEDICATION

To God for allowing me to get to this point and giving me health and wisdom to achieve my goals, in addition to his infinite goodness and love.

To my parents who with their love, patience, and effort have helped me to fulfill one more dream today, thank you for instilling in me the example of effort, perseverance, and courage, of not fearing adversity because God is always with me. My eternal love and thanks to you.

To my brothers Carlos and José for their love and unconditional support throughout this process, thank you because with your prayers, advice, and words of encouragement you made me a better person to achieve all my dreams and goals.

To my son Mathias, my favorite superhero, for being the one who drives me to be better every day. You are and will be the most important aspect in my life. Today, I take one more step to serve as an example to the person I love the most in this world.

With Love, Patricia.

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CARRERA DE IDIOMAS

TOPIC: “ORAL PARAPHRASING AND SPEAKING SKILL”.

AUTHOR: Patricia Liliana Mejia Paucar

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ABSTRACT

The use of the paraphrasing strategy is one of the most effective and beneficial methods to reinforce the speech of English learners, helping them prosper and evolve in their learning process. Because of that, the objective of the current research was to analyze oral paraphrasing and speaking skill in tenth year students of basic education from the Educational Unit "Dario Guevara". For this purpose, a descriptive and quasi-experimental qualitative-quantitative methodology was used that included 31 students in the tenth year of basic education from the "Dario Guevara", The Cambridge A1 Movers speaking section was used as an information collection tool, which was applied as a pretest and posttest to the group under study. The research development permitted to conclude that once the paraphrase strategies were applied to the students of tenth year of basic education from the "Darío Guevara" Educational Unit, it was determined that they had a positive impact on the development of the speaking ability, because it provided quick answers in the communication, developed knowledge, and expanded ideas, thus developing a more fluid communication.

Key words: paraphrasing, oral paraphrasing, speaking skill.

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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

TEMA: “HABILIDAD PARA HABLAR Y PARAFRASEAR ORAL”.

AUTHOR: Patricia Liliana Mejia Paucar

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RESUMEN

El uso de la estrategia de paráfrasis es uno de los métodos más efectivos y beneficiosos para reforzar el habla de los estudiantes de inglés, ayudándolos a prosperar y evolucionar en su proceso de aprendizaje. Por ello, el objetivo de la presente investigación fue analizar la habilidad de hablar y parafrasear oralmente en estudiantes de décimo año de educación básica de la Unidad Educativa “Darío Guevara”. Para ello se utilizó una metodología cuali-cuantitativa descriptiva y cuasi-experimental que incluyó a 31 estudiantes del décimo año de educación básica del “Dario Guevara”, se utilizó como herramienta de recolección de información la sección de habla Cambridge A1 Movers, que fue aplicado como pretest y postest al grupo en estudio. Una vez aplicadas las estrategias de paráfrasis a los estudiantes de décimo año de educación básica de la Unidad Educativa “Darío Guevara”, se concluyó que las mismas tuvieron un impacto positivo en el desarrollo de la habilidad de hablar, ya que brindó respuestas rápidas en la comunicación, desarrolló conocimientos y amplió ideas, desarrollando así una comunicación más fluida.

Key words: paráfrasis, paráfrasis oral, habilidad para hablar.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative Background

The paraphrasing strategy is booming in the academic field due to its relevance in learning by developing basic processes such as attention, memory, reasoning, creativity, and critical thinking. The above has been demonstrated in several studies of the national and international context, among the most important there are the following:

To start, in the scientific article entitled “Enhancing EFL Learners’ Speaking Skill Through Effective Communicative Activities and Strategies. The Case of First Year EFL students” developed by Kaddour (2016), to identify the most effective communicative activities that can promote the speaking skill of the EFL student, used a case study methodology that was developed at the University of Abou Bakr Belkaid Tlemcen in the department of English language. As a data collection technique, the questionnaire was chosen, concluding that the use of communicative activities containing the paraphrasing strategy is one of the most effective and beneficial methods to reinforce the first-year students’ speaking skill because it helps them thrive and evolve in their learning process.

The contribution of this research was given by the arguments presented, regarding the application and effectiveness of paraphrasing in productive skills in language students.

To continue, there is the article “Paraphrasing in Academic Writing: a Case Study of Vietnamese Learners of English” by Do & Mai (2017) , executed with the aim of exploring English students’ paraphrasing skill as a foreign language in a tertiary institution in Vietnam in order to examine the challenges they faced when paraphrasing. To achieve the objective, a qualitative investigation was developed in which, data was collected from ten second-year students of the English specialty by paraphrasing a given text and attending individual interviews. In this study, it is concluded that the students encountered several difficulties related to language when paraphrasing, such as an inadequate understanding of the original text and a lack of vocabulary to use. Therefore,

is recommended that teachers work with paraphrasing strategies because these allow to enhance the productive skills of students.

This study contributed to the current one because it concluded that paraphrasing is an effective pedagogical strategy in language learning, helping discuss the results.

Another article that addresses the paraphrase is the one by Escudero, Fuentes & López (2018) entitled “Paraphrasing Strategy in EFL Ecuadorian B1 Students and Implications on Reading Comprehension”. This study aimed to analyze the effects of the paraphrase and its implications on the reading comprehension skills in English as a foreign language in B1 students of the Department of Linguistic Competence of the National University of Chimborazo. The research used a quasi-experimental methodology including 50 students who took a pre and posttest, being part of an experimental and a control group. It is concluded that the paraphrasing strategy allowed to improve the learning results in the experimental group after 10 sessions, additionally to that once the students learn the techniques and apply them correctly, they can reach higher levels of understanding and learning.

The main contribution of this study was the experimental design and the results found to guide and support the reports in the current one.

Furthermore, the study entitled “Paraphrasing strategies in higher education” developed by Mariani, Puji & Hidayah (2021) analyzed paraphrasing strategies in higher education for the development of academic writing. The research had a qualitative methodology that included 10 sixth-year students of specialization in English from the Universitas Islam Negeri (UIN) who were subjected to an evaluation regarding their end-of-course research proposals. Concluding that the strategy most used by the students was to use synonyms, change of structure, phrase expansion, clarification, and combination of words and phrases. However, the authors stated that it is necessary to improve students' paraphrasing strategies because currently only basic techniques were used.

This research contributed significantly to the development of the research because it detailed the paraphrasing strategies most used by the students as well as the application contexts, being possible to design the intervention activities.

Moreover, the article “An Analysis of Students Techniques in Paraphrasing at English Department Universitas Negeri Padang” published by Maiyoritsa & Wahyuni (2021) evaluated the techniques used by students to paraphrase, and the level of paraphrasing ability and the problems faced were determined. It took place in the academic writing class of the English Department of the UNP through a descriptive qualitative methodology in which 126 students participated and whose information collection instruments were tests and questionnaires. It is concluded that the most used techniques were using synonyms; these techniques contributed to achieve a good level of academic performance since the effectiveness of the strategy is assumed.

The contribution of this research were the results obtained, regarding the paraphrasing techniques applied, therefore, supporting the current investigation.

The study “Using a translanguaging approach in teaching paraphrasing to enhance reading comprehension in first-year students” developed by Vimbai (2019), had the aim of showing how paraphrasing as a strategy can be combined with a translingual approach to instruct explicitly to students about how to read and understand texts. The investigation used a qualitative method that included a group of students in whom empirical data was extracted from classroom activities. The conclusion was that teachers can help students use translanguage and paraphrase as metacognitive strategies to improve their text comprehension, therefore, using paraphrase strategies students can use their multilingual repertoires to significantly improve learning.

The main contribution of this study were the arguments, regarding paraphrasing as a significant metacognitive strategy for learning. Therefore, implanting the importance of the strategy and raising the topic for the current one.

The research project "The textual paraphrase as a cognitive strategy for reading comprehension" developed by Molina, Ríos & Rivera (2018), was developed to characterize the aspects related to the teaching of reading comprehension, in order to build a pedagogical proposal based on the cognitive strategy of paraphrasing. A qualitative methodology was applied based on semi-structured interviews that were analyzed using the content analysis method. With the development of the research, it is concluded that the teaching of a cognitive strategy such as paraphrasing, optimizes comprehension processes. Furthermore, its use in specific cultural contexts promotes cultural identity.

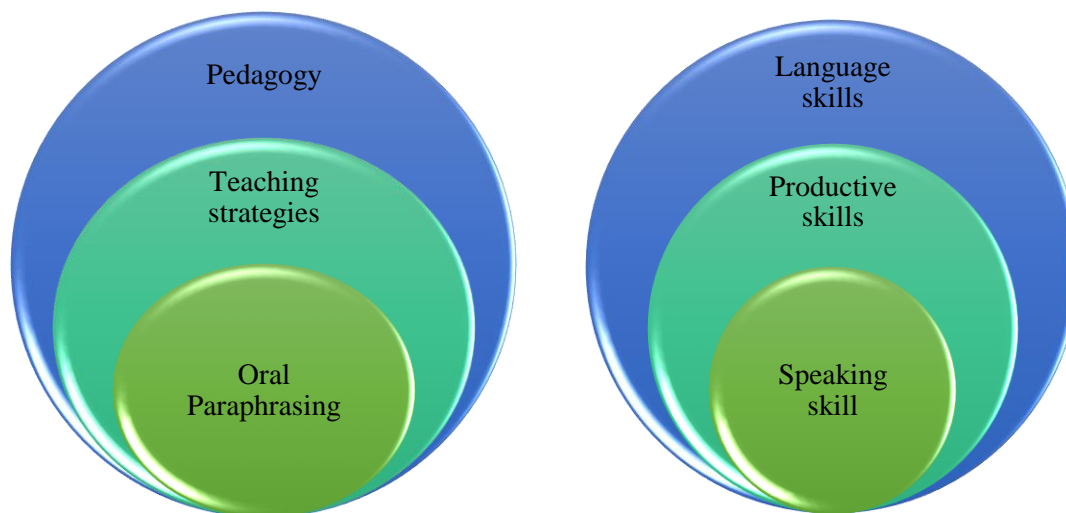
The contribution of this research is given by the theoretical and practical contents regarding paraphrasing as a cognitive strategy that improves students' receptive and productive skills.

Finally, the research report entitled "Paraphrasing as a consequence of reading comprehension" developed by Médez (2017), has the objective to provide the students with paraphrasing strategies and techniques. The methodology used was a quantitative, quasi-experimental type that included 100 students who were subjected to a pretest and posttest. Later, the results were subjected to the "T Student" test. The study concluded that the paraphrasing strategy allowed a 25% of advance in reading comprehension, allowing development of mental processes of analysis, comprehension, and synthesis.

The contribution of this study was the methodology of application for both, the paraphrasing activities and the evaluative tests, and of course, their statistical management that served for the current research development.

1.2 Theoretical Framework

The theoretical foundation was the result of the variables categorization:



Independent Variable

Dependent Variable

Graphic 1 Fundamental Categories
Developed by: The researcher

1.2.1 Independent Variable

Pedagogy

According to O' Connor (2018), Pedagogy is simply defined as the method and practice of teaching that encompasses: teaching styles, teaching theory, and finally, feedback and evaluation. Hence, when speaking of teaching pedagogy, it refers to the way that teachers deliver the content of the curriculum to a class, how they plan a lesson based on their own teaching preferences, experience, and context.

Pedagogy refers to repeated patterns or sets of teaching methods and learning practices that shape the interaction between teachers and students, providing frameworks for the multitude of decisions that teachers make about how they teach. In addition, pedagogy and pedagogical approaches fulfill a several functions, beyond what is achieved through teaching practices because they provide reliable ways of organizing learning; and offer ways to group practices (Peterson, Dumont, & Law, 2018).

Teaching strategies

As stated by Anilkumar (2022), teaching strategies are methods and techniques that a teacher will use to support their students through the learning process. A teacher will choose the most appropriate teaching strategy for the topic being studied, the level of experience of the student, and the stage in their learning journey.

Didactic or educational strategies designate the mode of pedagogical action, in order to achieve predetermined objectives and depending on the scope of the concept, two types of strategies are distinguished: those of a macro type developed for medium and long periods of time and micro type built for short periods of time) (Landoy, Popa, and Repanovici, 2019).

Oral Paraphrasing

Definition

A paraphrase translates the ideas from a source into the speaker's own words, keeping all the details from the original source. For Escudero, Fuertes, & López (2018), paraphrasing is developing the text in the speaker's own words. Which is a task that implies a high level of complexity because new texts must be produced preserving the meaning. It is important to mention that paraphrasing involves improving the student's ability to process the given text and create a result that is more meaningful to him.

Additionally, Paraphrasing is defined as the reformulation of a text, passage or work giving the meaning in another way, that is, expressing something that has been said or written in a different way, using different words, especially to make it easier to understand. This act is mainly related to speaking skills, where students are expected to use their own knowledge of the language to paraphrase.

Components

According to Doun (2018) semantic integrity, lexical difference, and syntactic difference are recognized as the three distinct components of an effective paraphrase, described below:

Semantic completeness: refers to how similar are the meanings between the students' paraphrasing and objective sentence because paraphrases must accurately reflect the

ideas, tone, and emphasis of the source. Even though the speakers use their own words and sentence structure, the reformulated sentences/expressions must be faithful to the original and objectively reflect the ideas or thoughts of the source, not the opinion of the paraphrased.

Lexical difference: refers to the degree to which different words were used in the user's response, regardless of syntax or semantics.

Syntactic difference: refers to the degree to which a different syntax (i.e., parts of speech and sentence structures) is used by the user, regardless of the words used.

Application

The use of the paraphrasing strategy must have the purpose of increasing spontaneity, creativity, and thought to solve day-to-day problems. The application of the paraphrasing strategy must fulfill communicative functions such as: recognition, summary, organization and change of focus. There are three types of paraphrasing in this field.

1. **Short own statements** refer to brief expressions that arise from one's own perspective from active listening using clarifications and emotions to transmit the content.
2. **Information Summary** are expressions added to original texts to make clarifications, emphasize or organize scattered ideas; unite and compare various approaches, etc. This type of paraphrasing is especially useful when several authors are used who address the same topic or when summarizing extensive content.
3. **Change of level** refers to statements that gives a higher or lower level of abstraction to the original text. For this purpose, the listeners first identify the patterns of thought and according to the context, decide to organize it in a simpler or more technical way

Escudero, Fuertes & López (2018), mentioned that paraphrasing is not a simple approach where words are changed or combined, but rather implies a metacognitive structure in which information must be analyzed, synthesized, evaluated, and organized in an appropriate manner to achieve the learning objective. Hence, to paraphrase, cognition and metacognition structures are required to grasp the idea, reformulate, build a new

paragraph, and maintain the lexical and syntactic meaning without changing the main meaning.

In relation to Collage (2018), a paraphrase is a reaffirmation of another author's ideas in their own way, without changing the meaning or removing any information from the original text, therefore the following aspects should be considered:

- Read the passage as many times as necessary to fully understand it.
- Look up the definition of any unknown word.
- Take note of the key concepts received.
- Produce an own version of what was received.
- Compare the own paraphrase with the original to determine similarities and make appropriate changes.
- Respect the original source by referencing.

Once these aspects have been considered, the paraphrase could be developed with the following tips:

- Start from a different point than the original text.
- Use synonyms.
- Change the structure of the sentence (passive vs. active voice).
- Divide long sentences into shorter ones or combine shorter sentences into longer ones.

1.2.2 Dependent Variable

Language skills

Linguistic skills are communication skills that help transmit ideas with clarity, precision and are basic in mastering a language because they allow capturing and expressing specific information through listening, speaking, reading, and writing (Husain, 2015).

Linguistic skills are known as the ways to activate the language. Didactics has classified them according to their mode of transmission in oral and written. Thus, it has established them in number of four: oral expression, written expression, listening comprehension, and reading comprehension (Carrera & Villafuerte, 2015).

It is through language that it is possible to connect with people, not only because of what is said but also because of the way it is understood and related to the world. Communication is more than just the spoken and written word: it is about appreciating other cultures, understanding the different ways of acting, the nuances, connections, and relationships (Schnorr, 2018).

Productive skills

Speaking and writing are called productive skills because while using these skills a learner/user is not only active but also produces sounds when speaking and symbols (letters etc.) when writing. On the other hand, listening and reading are considered receptive skills because here, a learner is generally passive and receives information by listening or reading (Husain, 2015).

Productive skills refer to the skills that enable learners to produce the language in written or spoken form. Productive language skills, speaking and writing, are important because they are the observable evidence of language acquisition; the more the speaker or writer produces appropriate and coherent language, the more evidence there is of progress in the learner's language system (Rhalmi, 2020).

Speaking skill

Definition

Speaking is one of the most complex productive skills to acquire because it requires a lot of practice to use it in daily life. Therefore, speaking skill plays a vital role as it all depends on the way people communicate their messages with others (Parupalli, 2019).

Speaking is operatively defined as the ability to express oneself orally in an appropriate, fluent, and contextualized manner, evolving pronunciation, grammar, vocabulary, and communication skills. (Fattah, 2016).

Speaking is one of the most important linguistic skills because people who learn a language are known as speakers, therefore, it includes an interactive process of giving meaning that includes receiving, processing, and producing information. Hence, this speaking ability has two basic characteristics, which according to Leong and Ahmadi (2017) are the following:

- The first characteristic of oral performance is fluency, which refers to the ability of students to speak in an understandable way to avoid breaking communication because listeners may lose interest. Additionally, fluency is the ability to respond coherently by connecting the words and phrases, pronouncing sounds clearly, and using stress and intonation.
- The second characteristic of oral ability is the precision itself that must be emphasized in the teaching process for an exact, complete, and understandable language focused on aspects such as grammatical structure, vocabulary, and pronunciation; therefore, students must be able to use words and expressions correctly.

Importance

Among the four language skills, speaking intuitively seems the most important and is a crucial part of teaching and learning a foreign language or a second language because speaking is not merely verbally expressing ideas, thoughts but rather a process of constructing and share meaning by using verbal and nonverbal symbols in a variety of contexts (Parupalli, 2018).

According to Shafaat (2017), the ability to speak is important for four main reasons; speaking is the best introduction to other language learning skills because learning by speaking is a natural way of learning a foreign language. Second, speaking is important because it provides the opportunity for the practical use of a foreign language. Third, because speaking brings fluency, correctness, and then accuracy among students of English as a foreign language. Finally, because it allows class time to be used economically and efficiently

Speaking sub-skills

Speaking is one of the skills necessary for effective communication in which the following sub-skills are immersed:

Pronunciation: refers to the way of expressing a language. English pronunciation is not the same as mastering a list of isolated sounds or words, but rather learning and practicing how to make a speaker's thoughts easy to understand and follow. (Fattah, 2016).

Grammar: is the ability of students to manipulate the structure and to distinguish the appropriate grammatical form to use at the right time, the usefulness of grammar to learn the correct way to use a language in oral and written form (Kurniati & Novitri, 2018).

Vocabulary: It is essential for the successful use of the second language because without an extensive vocabulary, effective communication cannot be initiated. Having a wide vocabulary will allow the expression of ideas, feelings, and thoughts both orally and in writing. However, in spoken language, vocabulary tends to be familiar and every day. (Fattah, 2016).

Fluency: is the ability to speak fluently and accurately, signs of fluency include a reasonably fast rate of speech and only few pauses (Kurniati & Novitri, 2018).

Interactive communication: refers to the ability to interact with the interlocutor and others, starting and responding appropriately and with the speed and regularity required according to the context (Fattah, 2016).

Types of speaking

Kurniati & Novitri (2018) affirm that there are basic types of speech among the following:

- 2 **Imitative:** requires repetition skills, imitation. This type of speaking is used for phonetic purposes, involving prosodic, lexical, and grammatical structures.
- 3 **Intensive:** refers to the production of oral language, practicing grammatical, syntactic, lexical, phonological, and communicative structures.
- 4 **Responsive:** used when it is necessary to interact with the environment. In general, it is limited, it includes simple phrases or dialogues such as greetings, requests for help, and comments. This type of speaking is a kind of short, direct, and simple oral production but it is essential to be able to communicate properly.
- 5 **Interactive:** it is like the responsive due to the interactivity, however, its difference remains in the duration and complexity, because the interactive is longer, which requires several exchanges between the participants. The interaction can have two modalities, the first is the transactional one, exchanging specific information; and the second is the interpersonal one that has the purpose of establishing a social relationship.

- 6 **Extensive:** it is the type of speaking where the oral production is more extensive, for example: speech, exposition, performance, etc., but the interaction with the listeners is limited or null.

1.3 Objectives

1.3.1 General objectives

- To analyze oral paraphrasing and speaking skill in tenth year students of basic education from the Educational Unit "Dario Guevara".

1.3.2 Specific Objectives

- To identify the level of students' speaking skills in tenth year students of basic education from the Educational Unit "Dario Guevara".
- To apply the paraphrasing strategy to tenth year students of basic education from the Educational Unit "Dario Guevara" to promote speaking skill.
- To determine the contribution of the paraphrasing strategy on speaking skill in tenth year students of basic education from the "Dario Guevara" Educational Unit.

Description of objective fulfillment

To fulfill the general objective of the research, the three specific objectives were met.

To accomplish the first objective, an evaluation instrument was required and selected according to the age and educational level of the students. The selected instrument was Cambridge A1 Movers, which was applied twice (Pretest-Posttest). The first to determine the initial performance level and the second to determine the final performance achieved by the students after the educational intervention.

To fulfill the second objective, the main paraphrasing techniques were reviewed and then, activities focused on the speaking skill development were designed. Once the activities were designed, each was planned, describing times and resources.

To fulfill the third objective, it was necessary a comparative analysis between pretest and posttest results. The comparison of these results showed the progress of the students in Speaking skill thanks to the use of the paraphrasing strategy.

CHAPTER II

METHODOLOGY

This chapter details the resources, research methods used to develop the study, as well as the population and sample under study, the data collection techniques, the procedure of intervention and data management.

2.1 Sources

The research involved the use of various resources mainly human and material. The human are the researcher, tutor, and students and in the material the institutional, material, technological and bibliographical. The institutional ones are Technical University of Ambato and “Darío Guevara” Educational Unit; and the materials are the desktop, the technological, and the bibliographic ones.

2.2. Methods

2.2.1 Research approach

Mixed approach

The research had a mixed approach that, according to Bernal (2010) uses the qualitative and quantitative method to comprehensively address the problem of study. The qualitative method allows to make interpretations and the quantitative method permits to measure the variables numerically and statistically.

According to Hernández, Fernandez & Baptista (2014), the combination of the qualitative and quantitative method is necessary in most investigations in their different stages. The quantitative approach is probative and serves to analyze the study variables numerically and statistically while the qualitative allows to discover, pose, and answer the research questions.

In the current research, the use of the mixed method allowed the statistical management of the data derived from the information collection technique as well as its respective interpretation, with which it was possible to comprehensively address oral paraphrasing and speaking skill.

2.3 Investigative modality

2.3.1 Bibliographic documentary

Documentary research is one of the qualitative research techniques that is responsible for collecting, compiling, and selecting information from the readings of documents, magazines, books, recordings, filming, newspapers, articles, research results, memories of events, among others. In it, the observation is presented in the data analysis, its identification, selection, and articulation with the study object (Reyes & Carmona, 2020).

In the present investigation, the bibliographic-documentary modality was used because several sources of information were reviewed and analyzed, such as: books, magazines, publications, research papers, technical reports, and documents to theoretically and scientifically support the variables. Thus, guide the development of the study.

2.3.2 Field

The field investigation allows to develop the study where the analyzed problem occurs, this process allows to obtain data from reality, to examine and analyze them as they are presented (Baena, 2017).

The study was also a field study because direct contact was made with the reality of the study: tenth-year basic education students from the "Dario Guevara" Educational Unit, to collect data regarding oral paraphrasing and speaking skill.

2.4 Research Level

2.4.1 Descriptive

Descriptive research details the reality of the study, the problem, the people involved, and the events that occur, permitting a diagnosis to propose hypotheses, select data collection techniques or sources of necessary information, prioritize needs, and structure operational strategies (Escudero & Cortez, 2018).

According to Cabezas, Andrade & Torres (2018), descriptive-type research is characterized by presenting a correct description or interpretation of the facts, requiring clarity and precision to develop an adequate analysis of the study problem.

The present investigation is descriptive because it characterizes and interprets the reality of the study, that is, the problems that the students of the tenth year of basic education from the "Dario Guevara" Educational Unit have regarding speaking skill, which is one of the productive skills where more problems has been observed.

2.5 Research Design

2.5.1 Quasi-experimental

Quasi-experimental designs are used as an alternative to experimental research with a higher degree of security or reliability. On the contrary, in quasi-experimental research, at least one independent variable is manipulated to analyze the causal effect or the relationship existing. In this type of research, the groups are already formed before the research and no pairing of the group is done before the intervention. (Cabezas, Andrade, & Torres, 2018).

Similarly, in accordance with Montano (2018), quasi-experimental research occurs especially in the educational and social field. It is a type of research in which it is intended to find a cause-effect relationship between the independent and dependent variables, but it is not the same as a real experiment, since the subjects are not randomly assigned to the study groups.

In the case, the quasi-experimental design was chosen because an already formed group of students from the "Dario Guevara" Educational Unit was considered, which had a different level of performance around speaking skill.

The quasi-experimental process began with an initial evaluation by applying a pretest (A1 Movers). After that, 6 oral paraphrasing activities were applied to the group of students in the tenth year of basic education, one for each week with a duration of 30 minutes. Finally, the final measurement (posttest) was conducted to determine the impact of the paraphrasing strategy when comparing the initial and final results.

2.6 Population and sample

The population consisted of 31 students in the tenth year of basic education from the "Dario Guevara" Educational Unit in Ambato. The average age of the students is 14-15 years.

Table 1

Population

Population	Number	Percentage
Male	13	42%
Female	18	58%
Total	31	100%

Source: Institutional registration

Developed by: The researcher

Based on the fact that the population was limited and accessible in its entirety, sampling techniques were not applied, and the entire population was considered as a sample, including the participation of 31 students. They participated in both the evaluative and pedagogical activities.

2.7 Techniques and instruments

As a data collection technique, the Cambridge A1 Movers was used, this test contains familiar topics and focuses on finding out the students' basic skills to communicate in English. The application of this questionnaire determines the student's ability to: understand simple spoken dialogues on familiar topics with the help of images, understand simple spoken descriptions about people and objects, express agreement or disagreement with someone using simple and short sentences, answer questions about topics acquaintances with simple phrases or sentences, say simple descriptions of objects, photos and actions, tell a short story with the help of pictures and ask someone how they are feeling and ask simple questions about habits and preferences.

In the research, the speaking section of Cambridge A1 Movers was exclusively applied, which consists of four questions:

First: its objective was for the student to describe differences between images.

The task consists of asking the student to observe two similar images with differences on them. The student must find 4 differences for which he can talk about the color, size, shape, position or activity of people or things.

Second: its objective was for the student to understand the beginning of a story and be able to continue it.

For this second task, the student sees four images that tell a story and there is an explanation about the first image. The student must continue the story and describe the three remaining images. The title of the story and the names of the main characters are provided.

Third: the goal is for the student to point to an image that is different and explain why.

For this third task, the student must see four sets of four images each. In each set of images, one image is different from the others. The student must say which image is different and explain why.

Fourth: its objective is for the student to understand and answer personal questions.

For this last task, the examiner asks the student personal questions (for example, school, weekends, friends, and hobbies).

The Cambridge A1 Movers application lasted approximately 10 minutes.

The Cambridge A1 Movers, a standardized and globally recognized evaluation, was the instrument for collecting information. The evaluation was the same for both pretest and posttest.

2.8 Information collection process

The pedagogical intervention began with the selection of the educational unit, as well as the population to work with, then the evaluation instrument was reviewed and selected considering the level of knowledge of each student: the Cambridge A1 Movers (Annex 1), which is valid enough to be applied in basic education environments.

Afterwards, the research was socialized with the teaching staff and students of the "Dario Guevara" Educational Unit to explain the implications of the research, as well as to coordinate the evaluation and intervention schedules.

The pedagogical intervention lasted two months (8 weeks) in total. In the first week, the level of knowledge of the students was evaluated by applying the pretest, this activity lasted 20 minutes. From the second to the seventh week, the paraphrasing activities were applied, one for each week with a duration of 30 minutes. Each of the activities was planned with a beginning, development, and ending activity. The events were planned in a playful way, including games, dynamics, interaction, and integration of knowledge.
Appendix 2

During the eighth week of intervention, the level of performance in oral ability in the students was evaluated again (posttest application) with the same instrument and requirements for pretest

The results from the evaluations were integrated into a database registering the student number, qualification by sections obtained both in pre-test and post-test. Finally, the statistical management of the data was done in the SPSS program where the hypothesis was verified through the T test.

2.9 Hypothesis

H0: Oral paraphrasing does not contribute to the development of speaking skill in tenth year students of basic education from the "Dario Guevara" Educational Unit.

H1: Oral paraphrasing contributes to the development of speaking skill in tenth year students of basic education from the "Dario Guevara" Educational Unit.

CHAPTER III

RESULTS AND DISCUSSION

This chapter presents in detail the analysis of the results in both pretest and posttest, as well as the discussion and verification of the hypothesis through the "T" test.

3.1. Methods of data analysis

For the analysis of the pretest and posttest data, the descriptive statistical method was used because descriptive statistics were considered to summarize the quantitative data. From this analysis, it was possible to determine the existence of shortcomings in the written production.

3.2 Analysis of results

The current research work used quasi-experimental statistics to show the results from a group of students from the "Darío Guevara" Educational Unit. It began with an initial evaluation through the application of a pretest (A1 Movers), later, 6 oral paraphrase activities were applied to the group of students of the tenth year of basic education, and finally, the posttest was conducted to determine the impact of the paraphrase strategy when comparing the initial and final results.

In this chapter, the results of the pretest and posttest of the study group were presented in the first instance and then a discussion of the results is developed to finally verify the hypotheses proposed.

Pretest results

Table 2

Pretest results

Pretest				
Students	Part 1	Part 2	Part 3	Part 4
1	1	2	1	1
2	2	1	1	1
3	2	1	1	1
4	2	1	1	1
5	2	1	2	1

6	1	1	1	1
7	1	2	2	1
8	1	2	2	1
9	1	2	2	1
10	2	2	2	1
11	1	2	1	1
12	2	2	1	1
13	2	1	1	2
14	2	1	2	2
15	1	1	1	1
16	1	1	1	2
17	1	1	2	1
18	2	2	1	1
19	2	1	1	1
20	2	2	2	1
21	2	1	2	1
22	1	1	2	1
23	1	2	2	1
24	1	2	2	1
25	2	2	2	1
26	1	1	1	2
27	1	1	1	2
28	1	1	1	2
29	2	1	1	1
30	2	1	1	1
	1,50	1,40	1,43	1,20

Source: A1 Movers

Developed by: The researcher

Analysis and interpretation

Once applied the pretest, it was possible to demonstrate the problems in the development of students' oral expression in tenth year of basic education from the "Darío Guevara" Educational Unit because in the four parts that the instrument comprises, the results were insufficient.

The first part, the students must describe the differences between two images, where an average score of 1.50 was obtained. In the second part, the students had to explain the first image based on a story that must continue according to what is requested, obtaining an average value of 1.40. In the third part, which consisted of looking for the differences in a set of images, an average score of 1.43 was reached. Finally, an average of 1.20 was evidenced in part 4.

According to the results, all students had problems in the development of oral expression because the global averages were at level one. In accordance with the evaluation rubric, this level is an area of concern because it indicates that the student tried to make some simple expressions but made basic mistakes, damaging the meaning.

Posttest results

Table 3

Posttest results

Students	Posttest			
	Part 1	Part 2	Part 3	Part 4
1	2	3	2	2
2	2	2	2	2
3	3	2	2	2
4	2	2	2	2
5	2	2	3	2
6	2	2	2	2
7	2	3	3	2
8	3	3	3	2
9	2	3	3	2
10	3	3	3	2
11	2	3	2	2
12	3	3	3	2
13	3	2	2	3
14	3	3	3	3
15	2	2	2	2
16	2	2	2	3
17	2	2	3	2
18	2	3	2	2

19	3	2	2	2
20	3	2	3	2
21	3	3	3	2
22	3	2	3	2
23	2	3	3	2
24	2	3	3	2
25	2	2	3	2
26	2	2	2	2
27	3	2	2	2
28	2	2	2	2
29	3	2	2	2
30	3	2	2	2
	2,43	2,40	2,47	2,10

Source: A1 Movers

Developed by: The researcher

Analysis and interpretation

The second evaluation results were better to the initial, since all of them were above level 2. In the first part, an average value of 2.43 was obtained, in the second of 2.40, in the third of 2.47; and in the fourth part, the average value was 2.10.

These results showed the students' progress because they went from a level of concern or insufficient (level 1) to a regular one (level 2). According to the evaluation rubric, level 2 translates to the need for a specific job; therefore, students can respond appropriately to instructions, questions, and visual cues, requiring support.

These results exhibited that the application of the paraphrase strategy and other support tools could promote the ability to speak in tenth year students of basic education from the "Darío Guevara" Educational Unit.

Comparative analysis

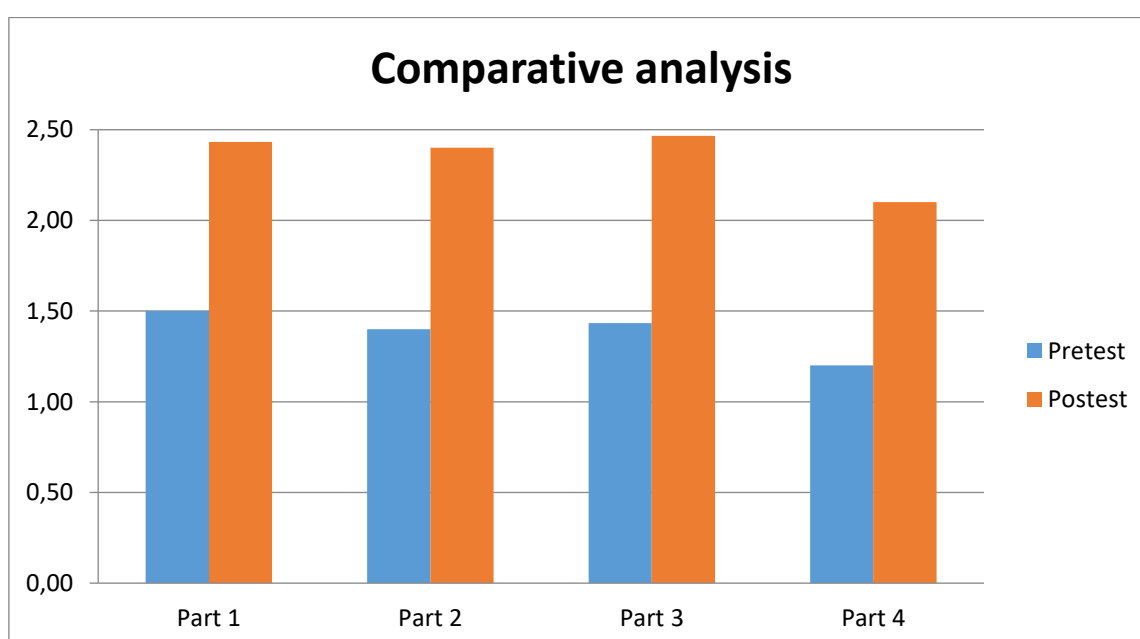
Table 4

Pretest-Posttest comparative analysis

Evaluation	Part 1	Part 2	Part 3	Part 4	Global
Pretest	1,50	1,40	1,43	1,20	1,38
Posttest	2,43	2,40	2,47	2,10	2,35

Source: A1 Movers

Developed by: The researcher



Graphic 2 *Pretest-Posttest comparative analysis*

Source: A1 Movers

Developed by: The researcher

Analysis and interpretation

The initial results showed significant differences with respect to the final results, since the general average of the first was 1.38, while in the posttest, an average of 2.35 was obtained. Demonstrating that the use of the paraphrase strategy improved students' oral expression.

According to the results in the pretest and posttest, after the application of the 6 paraphrasing activities, the level of performance in speaking ability was improved,

because in each of the four sections of the evaluative test, progress is evident. Agreeing to the above, paraphrasing activities improve oral skills because they work and reinforce basic mental processes such as attention, memory, creativity, reasoning, and fluency.

3.3 Discussion of results

In the current investigation, it was possible to verify that paraphrase strategies help the development of speaking skills, when comparing the results of pretests and posttest. In this way, the paraphrase strategy is adequate to achieve the production of dialogues, since it implies a cognitive process that involves essential skills in learning such as attention and memory, as well as reflection, since without these skills no one could change grammatical structures, use synonyms, vary vocabulary, and maintain coherence and communicative function (Vimbai, 2019).

This information is supported by the research by Maiyoritsa & Wahyuni (2021) where the authors mentioned that the implementation of effective paraphrasing strategies contributes to reducing plagiarism issues and increasing the academic standards of students. Paraphrasing does not only include changing the words but also to restate the other ideas in their own way while having to keep the original meaning of the sources.

Even though the results indicated that the level of speaking skill mastering in the students who participated in the study was raised, scores to assume a high mastery for the required learning were not achieved, denoting a lack of pedagogical work in this area. To a certain extent, these results are supported by the research of Do & Mai (2017) who indicated that the reasons why students fail to paraphrase well is the lack of knowledge of the paraphrase method, and that even having a basic knowledge of the different techniques may not produce good narratives or paraphrased conversations in practice because of their limited command of the language.

Another investigation that denotes the difficulty that the use of the paraphrase strategy generates for students is the one developed by Escudero, et al., (2018) where the population that participated in the investigation did not paraphrase appropriately despite the fact that in their English classes they learned how to use synonymous vocabulary to reconstruct dialogues, the most common mistakes during the paraphrasing process being syntactic similarities, plagiarism, and semantic completeness

3.4 Verification of the hypothesis

H0: Oral paraphrasing does not contribute to the development of speaking skill in tenth year students of basic education from the "Dario Guevara" Educational Unit.

H1: Oral paraphrasing contributes to the development of speaking skill in tenth year students of basic education from the "Dario Guevara" Educational Unit.

For evaluating the hypothesis raised in the research, the statistical program SPSS Statistics was used to calculate the T-student test, which allows determining if there is a significant difference between the means of two groups.

Table 5

Single sample statistics

	Media	N	Standard deviation	Mean standard error
Pair 1 PRETEST	1,383	30	,20483	,03740
POSTTEST	2,350	30	,26749	,04884

Source: Test

Developed by: The researcher

As shown in the table above, there is a significant difference between the means of the group in the pretest and the posttest. At the beginning, it had a value of 1.383 and in the posttest an average value of 2.350 was obtained.

Table 6

T-Student

	Corresponding differences					t	gl	Sig. (bilateral)
	Media	Standard deviation	Mean standard error	95% confidence Interval of difference				
				Lower	Higher			
Par 1 PRETEST - POSTTEST	-,96667	,18257	,03333	-1,03484	-,89849	-29,000	29	,000

Source: Test

Developed by: The researcher

After calculating the T-student, the value of p (Sig. (bilateral)) = 0.00 was obtained, which is less than the level of significance $\alpha = 0.05$, which represents that there is a significant

difference between the samples. Therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted:

H1: Oral paraphrasing contributes to the development of speaking skill in tenth year students of basic education from the "Dario Guevara" Educational Unit.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1. Conclusions

According to the objectives, the following conclusions were proposed:

- Oral paraphrasing is a strategy that allowed the development of speaking skills in tenth year students of basic education from the Educational Unit "Dario Guevara". Involving cognitive and metacognitive skills, the strategy granted the student to pay more attention, process information, and be able to express themselves more easily.
- The initial level of oral skills development in the students of the tenth year of basic education from the Educational Unit "Darío Guevara" was insufficient, since in the pretest an average of 1.38 was obtained. However, after the intervention process with the use of paraphrase strategies, an increase in the development of oral skills was perceived, reaching a regular level with an average of 2.35.
- The paraphrase strategies were applied to the students of the tenth year of basic education from the "Darío Guevara" Educational Unit individually and in groups. These strategies were based on the use of synonyms, puns, chains of words with extracts, and creation of unique words. During its application, it was possible to identify that there is a better performance in the use of synonyms and puns, while a lower performance was identified when creating strings of unique words.
- Once the paraphrase strategies were applied to the students of tenth year of basic education from the "Darío Guevara" Educational Unit, it was determined that they had a positive impact on the development of the speaking ability, because it provided quick answers in the communication, developed knowledge, and expanded ideas, thus developing a more fluid communication.

4.2. Recommendations

- To achieve a better performance of oral skills in students, it is necessary for teachers to consider paraphrasing techniques according to the context, level of knowledge, and the resources available to achieve the active learning objective, otherwise students will present difficulties.
- It is important that the teachers from the "Darío Guevara" Educational Unit pay special attention to the development of oral skills, therefore, students can express their ideas in a timely and effective manner, enabling interaction between peers.
- It is important that students know the different paraphrasing techniques and their correct use in the development of oral skills because this methodology allows expressing the ideas obtained from a given text or narration with simpler words.
- It is necessary for English teachers to frequently use paraphrasing strategies with students to achieve the development of cognitive processes; being essential for an adequate learning process.

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ANNEXES

ANNEXES 1: Instrument validation

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
LICENCIATURA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS

INSTRUMENT VALIDATION FORMAT: **“SPEAKING SKILL”** ASSOCIATED TO THE RESEARCH:
“ORAL PARAPHRASING AND SPEAKING SKILL”

AUTHOR:

For each question, mark with ✓ according to your criteria:

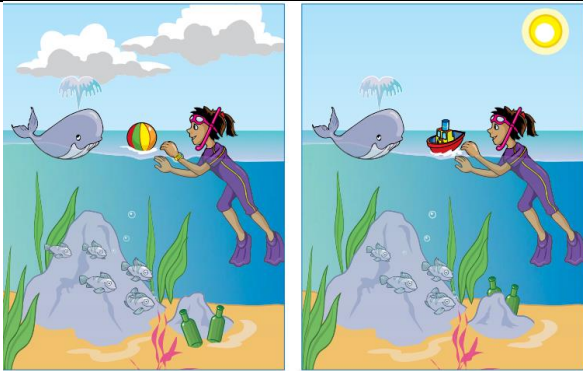
1D- DEFICIENT

2R- REGULAR

3B- GOOD

4O- OPTIMUM

QUESTIONS	PARAMETERS				Relevance of the instrument questions to the objectives				Relevance of the instrument questions with the variables and statements				Technical quality and representativeness				Question composing and language			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O				
Part 1																				
Evaluation Criteria: Responds appropriately to instructions.																				
Instructions: Look at the pictures, pay attention to the details, and mention the differences between them																				

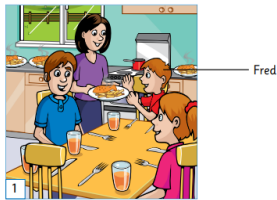



Assessment: The student mentions at least 4 differences between the images

Part 2

Evaluation Criteria: Responds appropriately to instructions.

Instructions: Look at the following pictures about Fred's story. Afterwards, listening to the examples provided by the teacher (Fred loves food, Fred is in the kitchen, Mom is cooking, etc.), and try to continue the story.



<p>Assessment: The student continues with Fred's story according to the events</p>															
<p style="text-align: center;">Part 3</p> <p>Evaluation Criteria: Responds appropriately to instructions. Instructions: Look at the set of images in each row, choose one and describe why it is different from the others.</p> <div style="display: flex; flex-wrap: wrap; justify-content: center; gap: 10px;">  </div> <p>Assessment: The student can choose and describe the different object in each section with enough argument.</p>															
<p style="text-align: center;">Part 4</p> <p>Evaluation Criteria: Responds appropriately to instructions. Instructions: Answer the questions Who do you play with at school? What games do you play at school?</p>															

What do you have for lunch? Assessment: The student can express an appropriate response to the proposed question (3-4 words).																		
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Comments:

Validated by:

CI.

CI.

SCORING RUBRIC FOR SPEAKING SKILL

Student's Name: _____

Score: _____

Date: _____

	Vocabulary and grammar Range Control Extent Cohesion	Pronunciation Individual sounds Stress Intonation	Interaction Reception/Responding Support required Fluency/Promptness
5	-Uses the vocabulary required to deal with all test tasks. -Uses some simple structures correctly but makes some mistakes, although meaning is generally clear. -Responds at word, phrase, or longer utterance level. -Can join ideas with some simple linkers (e.g., and, but, then, when)	-Is mostly intelligible. -Has limited control of word stress and intonation	-Responds appropriately to instructions, questions and visual prompts, and very little support is required. -Is able to ask for support if required. -Almost always responds promptly, although there may be hesitation and some pausing mid-utterance.
4	Some features of 3.0 and some features of 5.0 in approximately equal measure.		
3	-Uses the vocabulary required to deal with most test tasks. -Produces some simple structures but makes some basic mistakes which may obscure meaning. -Generally responds at word or phrase level but may also produce some longer utterances. -Can join ideas with a few simple linkers (e.g. and).	- Is mostly intelligible, although some sounds may be unclear. - Has limited control of word stress.	- Responds appropriately to instructions, questions, and visual prompts, although some support is required. -Is able to ask for support if required. -Often responds promptly, although there may be hesitation and pausing mid-utterance
2	Some features of 3.0 and some features of 1.0 in approximately equal measure.		
1	-Uses the vocabulary required to attempt some test tasks. -Attempts a few simple utterances but makes some basic mistakes which may obscure meaning. -Generally responds at word level but may also produce phrases. -Can join words with simple linkers (e.g. and).	-Sometimes may be difficult to understand	<ul style="list-style-type: none"> • Responds appropriately to some instructions, questions, and visual prompts, although frequent support may be required. • May attempt to ask for support if required. • There is hesitation and pausing mid-utterance; responses may be delayed or halting.
0	Performance does not satisfy the Band 1 descriptor.		

Source: <https://www.speakeasylanguage.it/media/attachments/2019/11/29/starters-movers-and-flyers-handbook-for-teachers-2018.pdf>

SPEAKING SKILL TEST

Objective: To identify the development level of students' speaking skills in tenth year students of basic education from the Educational Unit "Dario Guevara".

Time: 15-20 minutes

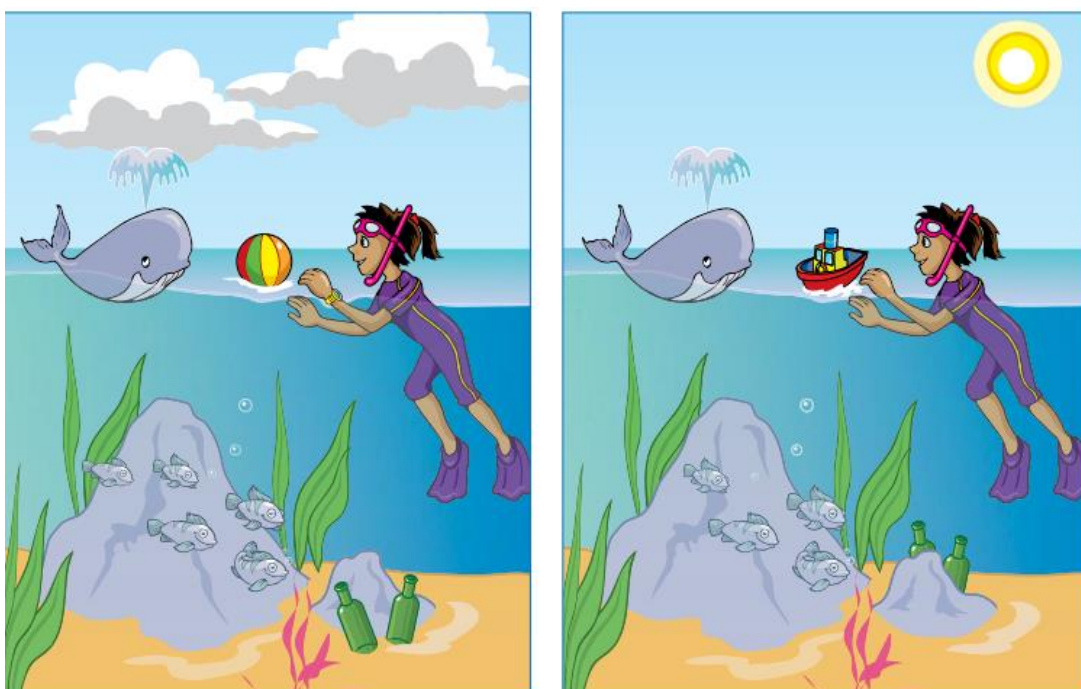
CEF: A1 Test

Level: 3ro EGB

Age: 14-15

Part 1

Look at the pictures, pay attention to the details, and mention the differences between them.



Part 2

Look at the following pictures about Fred's story. Afterwards, listening to the examples provided by the teacher (Fred loves food, Fred is in the kitchen, Mom is cooking, etc.), and try to continue the story.



Fred



Part 3

Look at the set of images in each row, choose one and describe why it is different from the others.



Part 4

Answer the following questions:

Who do you play with at school?

What games do you play at school?


What do you have for lunch?


Source: <https://www.speakeasylanguage.it/media/attachments/2019/11/29/starters-movers-and-flyers-handbook-for-teachers-2018.pdf>

ANNEXES 2: Lesson plans

Planning 1	Informative data	Subject: English Level: 3ro. EBG Course: "A"	
Execution Week: November 22, 2021	Time: 30 minutes	Sources: <ul style="list-style-type: none"> • Computer • Internet • Zoom • Story book • Dictionary 	
Methodology Strategy "Substitution"	Beginning (5min)	Development (10 min)	Closing activity (15 min)
Story "The Condor"	Game ABC The teacher begins by mentioning a word with the letter A and then randomly asks a student to mention another word but with the letter B, in this way he continues with some students, using the letter A, B and C.	The teacher reads and projects on the screen the story of the condor: <i>At the top of the mountain lives the condor and its family. Every day it flies very high looking for food for its chicks.</i> <i>One day, my condor friend saw a wounded lamb calling his mother like a sick child. He wanted to help him, but thinking for a moment, he continued on his way because we all know that condors feed on lambs and it would be very bad for his friends to know that a condor helped a lamb.</i> The teacher asks the students to take notes of the unknown vocabulary to look for it after reading.	Ask students to express verbally: <ol style="list-style-type: none"> 1. A new title 2. A different ending 3. Express your opinion: If you were in the situation of the condor, how would you act?

Planning 2	Informative data	Subject: English Level: 3ro. EBG Course: "A"	
Execution Week: November 29, 2021	Time: 30 minutes	Sources: <ul style="list-style-type: none"> • Computer • Internet • Zoom • Recipe • Dictionary 	
Methodology Strategy "Substitution"	Beginning (5min)	Development (10 min)	Closing activity (15 min)
Preparing Banana Bread	Looking for the movie The teacher begins by giving clues about a movie: characters, phrases, scenes, etc. for students to guess the movie.	The teacher shows the preparation of Banana Bread using the following image and explains it. <div data-bbox="831 778 1485 1270" style="text-align: center;"> </div> <p>Source: https://www.pinterest.com/pin/455496949804911832/</p>	
		Randomly ask students: <ol style="list-style-type: none"> 1. Give the recipe a proper name 2. Create new instructions from the initial instruction sentences without losing the sense of the recipe 	

Planning 3	Informative data	Subject: English Level: 3ro. EBG Course: "A"	
Execution Week: December 6, 2021	Time: 30 minutes	Sources: <ul style="list-style-type: none"> • Computer • Internet • Zoom • Youtube • Dictionary 	
Methodology Strategy "Synonym"	Beginning (5min)	Development (10 min)	Closing activity (15 min)
Describing characters	Looking for the movie The teacher begins by giving clues about a movie: characters, phrases, scenes, etc. for students to guess the movie.	<p>The teacher presents the story "Bear and two friends": https://www.youtube.com/watch?v=nNMkzE5_Rg4</p>  <p>The teacher describes the characters: bear, John, and Ron using basic characteristics such as: physical, personality, actions within the story. Students can take notes.</p>	The teacher chooses the following words and the students must verbally express synonyms. Tall: Short: Fat: Thin: Brave: Fearful: Quiet: Noisy: Nature: Animals:

Planning 4	Informative data	Subject: English Level: 3ro. EBG Curse: “A”	
Execution Week: December 13, 2021	Time: 30 minutes	Sources: <ul style="list-style-type: none"> • Computer • Internet • Zoom 	
Methodology Strategy “Change of perspective”	Beginning (5min)	Development (10 min)	Closing activity (15 min)
My own version	I do it like that The teacher begins the class by singing “I am... and I like to pose like this”, making a characteristic gesture. After that, the teacher will ask other students to repeat the activity, stimulating their creativity and sense of humor.	<p>The teacher reads the following descriptions and projects them on his screen:</p>  <p>Source: https://www.liveworksheets.com/worksheets/en/English_language/Character_description</p>	The student must listen and observe the provided description of the characters. Choose one of the two according to gender and make a new description, changing the personal pronoun.

Planning 5	Informative data	Subject: English Level: 3ro. EBG Course: "A"	
Execution Week: December 20, 2021	Time: 30 minutes	Sources: <ul style="list-style-type: none"> • Computer • Internet • Zoom • Phrases 	
Methodology Strategy "Syntactic rearrangement"	Beginning (5min)	Development (5 min)	Closing activity (20 min)
Creating versions of me	Hanged man The teacher chooses a movie and gives the students clues about it, as the students intervene, the character of the hanged man is formed.	The teacher presents a sentence to the students and explains the activity with the following example: Original text: "Legend says that there were mandarins in ancient China who were put to death because they forgot to put a golden comma in the sacred text" Paraphrase text: Because they forgot to put a golden comma in the sacred text, legend said that there were mandarins in ancient China who were sentenced to death.	The teacher provides simple sentences for the students to reorder the sentence and express it verbally. In these sentences were considered: My name is Mary, I am 23 years old. I study medicine at university. I like to run in the morning, eat fruit for breakfast, go to school, and have lunch with my family. I am tall, I have green eyes, and blonde hair.

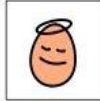
Planning 6	Informative data	Subject: English Level: 3ro. EBG Curse: "A"	
Execution Week: December 27, 2021	Time: 30 minutes	Sources: <ul style="list-style-type: none"> • Computer • Internet • Zoom • Dictionary 	
Methodology Strategy "Amplification or enlargement"	Beginning (5min)	Development (10 min)	Closing activity (15 min)
Looking for a complement	The class begins with the activity of the broken phone. The teacher says a phrase and shares the audio internally with a student, who continues in the same way with another classmate until the group ends. At the end, the phrase must be mentioned to compare it with the initial one.	The teacher presents the following picture and reads it to the group of students.	Students create their own sentences based on the initial sentence with an increase of 3 or 4 extra words but without losing the meaning, at this point, they can use their notes.



Fast Food Time!

by: Sasha Hallogan

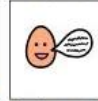
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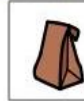
I like eating at fast food restaurants!



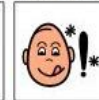
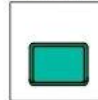
When I walk in, I need to wait in line. I don't push.



When it's my turn, I look at the cashier. I clearly and nicely tell the cashier what I want. I give her the money and wait for my change.



I wait for my food. When they call my food, I take it and say, "thank you." I find a table. I sit down and eat my food.



When I'm done, I clear my tray. It was a yummy meal!


Source: <https://theautismhelper.com/teaching-conversation-skills/>

Students should take note of the basic aspects of each exposed sentence.

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