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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

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DEDICATION

TO:

I dedicate this work, especially to God, for giving me life and allowing me to have reached this significant moment in my professional training. To my parents for being the essential pillar and always showing me their love and unconditional support. Likewise, I am infinitely grateful to my brothers, who encourage me to continue forward with their words and example. My nephews and sister-in-law motivated me daily during my college career. To my friends who were in the wrong and good times. I carry all of you in my heart

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TITLE: "Verbal-Linguistic Intelligence and speaking skill"

AUTHOR: Rebeca Alexandra Vargas Pérez

TUTOR: Mg. Parra Gavilánez Lorena Fernanda

ABSTRACT

The research problem establishes the limited awareness of verbal-linguistic intelligence to develop speech skills; the research objective is to analyze the influence of verbal-linguistic intelligence on speech development in the third semester of the career "Pedagogy of National Languages and Foreigners" of the Technical University of Ambato. The study methodology is quasi-experimental, with a quantitative approach. The sample was represented by 37 students of the third semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" of the Universidad Técnica de Ambato. A survey was used to identify the students' opinions and perceptions about verbal-linguistic intelligence and the ability to speak. The verbal-linguistic intelligence activities were applied with work sessions in three weeks, twice a week. The pretest and posttest were used to obtain the data based on the Cambridge Criteria. The pretest results establish that the students got a medium-low level in evaluating grammar and vocabulary, discourse management, pronunciation, and interactive communication skills. On the other hand, students present a medium level in the posttest, which shows improvements with the application of the activities. Also, the survey shows that most students agree that verbal-linguistic intelligence favors speech development. To conclude, verbal-linguistic intelligence activities influence the ability to communicate, pronounce words more appropriately, and understand grammar and vocabulary to facilitate understanding of the English language.

Keywords: Multiple intelligence, verbal-linguistic intelligence, activities, speaking skill.

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RESUMEN

El problema de investigación establece la limitada conciencia de la inteligencia lingüística verbal para desarrollar las habilidades del habla, el objetivo de esta investigación es analizar la influencia de la inteligencia lingüística-verbal en el desarrollo del habla del tercer semestre de la carrera "Pedagogía de los Idiomas Nacionales y Extranjeros" de la Universidad Técnica de Ambato. La metodología del estudio es cuasi - experimental, con enfoque cuantitativo, la muestra estuvo representada por 37 estudiantes del tercer semestre de "Pedagogía de los Idiomas Nacionales y Extranjeros" de la Universidad Técnica de Ambato. La encuesta fue usada como técnica para identificar la opinión y percepción de los estudiantes sobre la inteligencia verbal-lingüística y la habilidad para hablar. En las actividades de inteligencia verbal-lingüística se ha aplicado una intervención con sesiones de trabajo en tres semanas, dos veces por semana. Para la obtención de los datos se aplicó un pretest y un posttest con fundamento en los Criterios de Cambridge. Los resultados del pretest establecen que los estudiantes obtuvieron un nivel medio bajo en la evaluación de las habilidades de gramática y vocabulario, gestión del discurso, pronunciación y comunicación interactiva; en cambio, en el posttest presentan un nivel medio, lo cual demuestra mejoras gracias a la aplicación de las actividades. Además, la encuesta evidencia que la mayor parte de estudiantes están de acuerdo que la inteligencia verbal lingüística favorece al desarrollo del habla. Se concluye que las actividades de inteligencia verbal-lingüística influyen en la capacidad de comunicarse, de pronunciar las palabras de manera más adecuada, de comprender la gramática y el vocabulario para facilitan la comprensión del idioma inglés.

Palabras clave: Inteligencia múltiple, inteligente verbal-lingüística, actividades, habilidad del habla,

CHAPTER I
THEORETICAL FRAMEWORK

1.1. Investigative background

1.1.1. Contextualization

Proficiency in English is a valued skill throughout Latin America, but many schools face obstacles in preparing students with developmentally fluent speech. These include low English fluency levels among teachers, the high cost of many English language programs, and the difficulty of providing high-quality English instruction to overcrowded urban or remote rural schools. Learning English has become an essential strategic issue throughout the Latin American region. Countries have developed national strategies, created programs, and made significant investments to expand access to English learning opportunities (Yasin, 2022).

A well-developed policy framework is vital to guide the teaching and learning of English. An evaluation of the policy frameworks of ten Latin American countries demonstrates progress and gaps and bottlenecks in improving the Mastery of English. The dream way to assess proficiency levels (in the general Population or among school-age children and youth) would be to systematically apply nationally representative and internationally comparable tests. Unfortunately, the available international assessments suffer from many limitations. Notably, none of these assessments are based on random samples of participants and may be significantly based as a result (Cronquist & Fiszbein, 2017).

Latin America performs under the world average in all age groups. By contrast, Europe and Asia almost always perform above and always better than Latin America. Perhaps more revealing are the gaps between the different age groups. For Latin America, the most significant disparity is found in the 18-20 age group, where the region is below the world average by 3.8 points. Of particular concern are the declining scores from 2014 to 2015. Indeed, the most recent scores indicate a decline in nine of the fourteen

Latin American countries covered, with three countries (Ecuador, Guatemala, and Peru) showing a drop of more than two points (Carreño, 2016).

A different assessment, the Business English Index, assesses proficiency in English for the workplace. The fourteen ranked Latin American countries fall into the two lowest categories of beginner and basic, most in the lowest category. Beginners cannot communicate or understand the information in an environment, although they can read and speak in simple sentences. Primary users can understand and express problems and solutions but cannot play a significant role in discussions and complex tasks (Pearson, 2013).

Only 1,000 of the 15,000 public schools had teachers to teach English in Ecuador. Public universities in Ecuador also have an English exit requirement for undergraduate students. To finish their studies, students must have at least a B1 proficiency level in English. However, it is not clear how universities assess the English levels of their students. The circumstantial evidence suggests that public universities in Ecuador allow their students to meet this requirement by taking some classes in English (British Council, 2015).

The Universidad Técnica de Ambato has developed the professional skills for the students of the Language Career. Still, the initial semesters have difficulties developing speech, mainly because secondary learning is very elementary, fundamental, and limited (Ortega & Fernández, 2017). Therefore, the skills of linguistic verbal intelligence present weaknesses, which teachers must deal with through activities and strategies that favor the teaching-learning processes.

1.1.2. Critical Analysis

The problem identified is the limited awareness of verbal-linguistic intelligence to develop speech skills. One of the causes is the insufficient use of activities related to verbal-linguistic intelligence that negatively influences the reduction of the level of oral production in the acquisition of the English language.

Oral expression activities are not related to the natural environment of the students, which motivates a greater interest and motivation in the student. Therefore, there is inadequate development of speaking skills. Finally, there is little knowledge about the importance of verbal-linguistic intelligence due to teachers' poor training in multiple intelligences, which results in less interest in improving the language. The causes and consequences presented are presented in Annex 5.

1.1.3. Research Background

Several works do base to perform the background of this research.

There is interest in an evaluation of the variables. Hali (2017) analyzed the deficiency in the development of verbal-linguistic intelligence. The study aims to build a literary learning model based on linguistic intelligence. The study's methodology is the documentary, descriptive that allows analyzing the qualitative field's problem, with the bibliographic review technique. The results establish that when using a narrative learning model (storytelling) based mainly on verbal-linguistic intelligence composed of five steps: arguing, discussing, interpreting, speaking, and writing, better speaking skills are presented. The author builds a learning style model that offers definitions, characteristics, teaching strategies, expected learning outcomes, and the characters who carry out their jobs. In addition, the author suggests that schools should be persistent in updating the verbal-linguistic learning model since this model stimulates children's intellect and allows the development of new linguistic skills. In fact, the present investigation allowed the researcher to know if the practice of activities based on verbal-linguistic intelligence to facilitate the development of speaking skills.

Another research that refers to the variables is the one developed by Hasanudin and Fitrianingsih (2019). The problem identified by the author is the adequate level of the student's linguistic skills. The objective is to describe the seven indicators of verbal-linguistic intelligence of the students in the reading subject. The methodology used is descriptive, qualitative, and field. The technique is the test that refers to the indicators of the verbal-linguistic intelligence category developed by Armstrong (2009). The

information was collected from 30 students who underwent a verbal-linguistic intelligence test. Only seven were selected for an interview as their verbal-linguistic intelligence was superior. The researchers used test results and interview triangulation for data interpretation and validation. This study lasted six months. The results show that each student has a different level of intelligence; therefore, the teaching process must be adequate for each one of them. It is concluded that teachers must understand their students' intelligence and the promising and successful activities that will allow them to perform better in reading or foreign language. Considering that the level of linguistic verbal intelligence varies and influences the development of communication skills in different ways. In fact, the present investigation allowed the researcher to know if there was the possibility of focusing only on one type of intelligence to increase oral skills in students.

The main objective of Erlina et al. (2019) is to explore and describe the linguistic intelligence of undergraduate EFL students. The problem is the poor speech development of the students. The methodology used is the qualitative research design. Data were collected through observation of daily activities in the classroom (17 meetings), survey (18 questions), and interview (semi-structured). The study subjects were 28 university students of English as a foreign language; they were chosen because their activities were about language skills. It was also a small group, and they were not satisfied with their language ability (purposive sampling). Triangulation and member checking were used to check the validity of the data. The results established that the students found four aspects of linguistic intelligence: rhetorical, mnemonic, explanatory, and metalinguistic. On the other hand, factors that affect linguistic intelligence such as anxiety, self-confidence, motivation, and biological endowment were also found. It is concluded that future English teachers must promote linguistic intelligence to improve in English, and we must also take into account that each student is different. It can be stated that this study allowed the researcher to select verbal-linguistic intelligence activities to apply in class and improve the speaking skill.

A study developed by Shakouri et al. (2017) affirmed deficiencies in linguistic intelligence. The objective is to investigate the relationship between linguistic intelligence and the recall of lexical items in SLA. The authors propose the following

research question: Is there a statistically significant relationship between participants' linguistic brilliance and memory of L2 lexical items? The research methodology is descriptive, and it involved 40 participants from 16 to 23 years old. The tools used are the Mckenzie questionnaire to measure their linguistic intelligence scores, the recall test, and Cronbach's alpha. At the end, the participants performed a post-test to verify the null hypothesis. The results establish that students with high linguistic intelligence mostly use comprehension, metacognitive and practical strategies. In addition, the null hypothesis was rejected since there is a relationship between remembering elements (vocabulary) and linguistic intelligence. It was concluded that educators and students could understand that there are multiple ways to learn through their favorite teaching styles. Also, the author said verbal-linguistic intelligence helps acquire a second language; therefore, the oral expression will be a fundamental part. This study contributed to the current research project with important information about verbal-linguistic intelligence and whether or not it influences communication skills.

Finally, a publication by Muxamatjonova and Xoshimova (2020) stated that the problems related to speaking come from the school since there was not an excellent learning process and there are many deficiencies. The objective is to analyze the speaking abilities of the students. The methodology used was a documentary study, with the application of a bibliographic review. The results obtained highlight that the limited vocabulary that students have does not collaborate with the ability to speak because the learners do not understand and often get lost when the teacher gives the instructions. Therefore, the author concludes that practicing speaking English inside and outside the classroom could help effectively, using modern social networks to communicate in English and express the feelings and needs of students. It can be said that this research contributed to the present study to find out if the application of the activities during the experiment were suitable for the development of speech.

In the end, the author concluded that both variables are closely related. Scientific articles supported that verbal-linguistic intelligence in the classroom allows students to develop communication skills in a better way.

1.1.4. Theoretical Framework

The fundamental categories of the variables are based on the relationship with the fields of research of a general and universal nature. The themes and sub-themes considered were obtained from the analysis of the fundamental categories (Annex 6), developed from the initial documentary review and the selection of empirical content while consulting the different scientific journals.

1.1.4.1. Independent Variable

Multiple Intelligences Theory

Multiple Intelligences does fund the work of Howard Gardner (1993) of the Harvard Graduate School of Education. He argues that all humans have this intelligence, but people differ in the strengths and combination of intelligence, and also believes that all can be enhanced through practice. Garden notes that traditional IQ tests measure only logic and language, yet the brain has other equally important types of intelligence. It contributes to cognitive science (Richards & Rodgers, 2001). Also, Gardner suggested that intelligence has more to do with the faculty for solving problems and exemplifies products in a context-rich and naturalistic setting (Armstrong, 2009).

Hajhashemi (2018) analyzed that the theory of multiple intelligences is significantly associated with the learning experience since the students face a situation or a challenge that they must solve, without forgetting that these problems direct reference to real contexts. On the other hand, Gardner (1993) emphasized that students can succeed through different paths from the point of view of multiple intelligences, thanks to the more developed skills of each person. This philosophical theory is essential in education in general, especially in language teaching, because it prioritizes concepts and adds value to teaching practice. The teacher must consider the differences in multiple intelligences of each student and motivate their use; it is recommended that the different bits of intelligence be involved in maximizing the quality of learning (Hasanudin & Fitrianingsih, 2019).

Types of multiple intelligence

Multiple intelligences, proposed by Howard Gardner, recognize the diversity of abilities and specific capacities each individual possesses. The predominant intelligence is eight:

- ✓ Verbal-linguistic intelligence is the ability to employ language in all its expressions and manifestations. This intelligence covers the cap potential to address the syntax or the way words are related between them, the phonology or phonic production of language, the semantics or sense of language, and the realistic makes to use of language (Armstrong, 2009).
- ✓ Logical-mathematical intelligence can solve mathematical calculations and put logical reasoning into practice. This intelligence includes esthesia to logical patterns and relationships, statements and propositions, functions, and related abstractions (Armstrong, 2009).
- ✓ Spatial intelligence is the ability to sense the visual and spatial environment to transform it, as architects, sculptors, and painters. According to Arulselvi (2018), visual-spatial intelligence deals with shapes, patterns, designs, and the entire spectrum of colors and the placement and relationship of objects in space, including distance and direction.
- ✓ Bodily-kinesthetic intelligence: The ability to express ideas and feelings with the body. The persons with this skill like movement, making things, touching objects while learning. Generally, they do physical activities such as sports or dance and build things.
- ✓ Musical intelligence is the ability to produce and appreciate rhythm, pitch, and forms of musical timbre. Also, perceive the forms of musical expressiveness as a singer and compositor. Some of these individuals may study better with music in the background (Lunenburg & Lunenburg, 2014).
- ✓ Interpersonal intelligence is the ability to relate to others, taking as empathy and social interaction. They understand the needs of others. Thus, this may be the linchpin that holds together the qualities of a good leader (Martin, 2000).
- ✓ Intrapersonal intelligence: It is the ability to develop a deep knowledge of oneself and apply one's talent successfully. They know to have insight into their feelings, goals, ethics, and abilities (Martin, 2000).

- ✓ Naturalist intelligence is the ability to observe and study the elements that make up nature (objects, animals, and plants). Also, it includes susceptibility to other natural phenomena and, in the case of those progress in an urban environment, the capacity to distinguish among lifeless objects (Armstrong, 2009).

Language Use

According to Sapir (2012), language is an own human and non-instinctive method people use to communicate ideas, emotions, and desires employing a system of voluntarily produced symbols. Speech is not a simple activity carried on by one or more organs biologically adapted to the purpose. It is a highly complex and ever-shifting network of adjustments - in the brain, the nervous system, and the articulating and auditory organs - tending towards the desired end of the communication. Also, they get involved in aspects ranging from the semantic interpretation or social meaning of sentences in specific linguistic contexts, where written and spoken variations are routinely employed by their speakers.

Verbal-linguistic intelligence

Linguistic intelligence encompasses all abilities related to language. Therefore, it refers to human communicative capacity, both written and oral. Likewise, the different domains or levels of the word are included: morphological, syntactic, and semantic. This intelligence involves understanding the functions of language, language learning, communication of ideas, sensitivity to oral and written language, etc. This type of intelligence is also related to thinking and introspection, allowing more excellent reflection about ideas and knowledge. It is associated with advertising, translation, writing and poetry, teaching, acting, social communication, and law.

Verbal-Linguistic intelligence is used in everyday activities where children could develop it. This intelligence has a relationship with the ability to execute and understand the information and communications of the interlocutors, orally or in

writing (Halil, 2017). Verbal-Linguistic intelligence must be prepared and chosen in the most effective way possible to facilitate childhood development because it allows the children to think logically (Setyorini et al., 2019). In this way, a linguistically competent child can have good language and communicate effectively. Also, the style of language, speech, verbal movement, the correct expression when speaking is related to verbal-linguistic intelligence (Yuliyanto et al., 2020). Thus, the style of language, speech, verbal movement, the correct expression when speaking is related to verbal-linguistic intelligence (Yuliyanto et al., 2020). Also, it is associated with using the mother tongue or other languages.

Students who have developed verbal-linguistic intelligence can easily influence others because they can use words well. They are usually very good at writing stories, memorizing information, and reading. Among the characteristics that define it, the most important are: remember written and spoken communication, enjoy reading and writing, can debate or give persuasive speeches, can explain things well, and even use humor when telling stories (Cherry & Susan, 2021).

Gardner's theory, developed during the 1960s, helps to adjust his teaching styles to suit the needs of different types of students. It helps to understand that not all students learn in the same way and that it is required to understand the types of intelligence to design activities in the classroom. Verbal-linguistic learning style is the student's ability to reason, solve problems, and learn with increased use of the second language because much of the curriculum is taught verbally, verbal-linguistic learners do well in school (Logsdon, 2020).

Activities of verbal-linguistic intelligence

Students with verbal-linguistic learning styles love language, enjoy learning new words, and explore using language creatively, such as poetry, writing projects, speech and drama classes, debate, language classes, and journalism. They also develop and improve their ability to memorize tongue twisters, word games, and creative reading (Logsdon, 2020).

Debate (Discussing)

Rubiati (2010) mentioned that debates can present opportunities for students to use vast chunks of language for a purpose: expressing opinions and defending one's point of view of an issue. This cooperative activity stimulates oral language skills and the capacity to synthesize and organize ideas, improving critical thinking. Also, debates and group discussions are linguistic intelligence activities that can enhance intelligence, the ability to communicate with others, the purpose of creating spaces in which students freely express their opinion, to share their ideas and thoughts about a specific topic (Villanueva & Santos, 2019).

Read a text or story aloud.

Reading aloud is a social activity that allows giving life and meaning to a written text; through intonation, pronunciation, diction, fluency, rhythm, and volume of the voice. In addition, they enhance observation, concentration, comprehension, listening, and student attention. To Villanueva and Santos (2019), this activity encourages critical and creative thinking; because it stimulates the mind. Even plain speaking, reading, and writing tasks allow you to develop verbal-linguistic intelligence; students can read books they like and learn to speak with better pronunciation.

Invent a story

Inventing tales is a thrilling tool that permits innovative deployment and develops intelligence. Since it enables us to think about logical answers for every situation, hold the coherence raised, and devise possible issues and explanations. Also, this pastime stimulates orality due to the fact storytelling is likewise a manner of placing into exercise our capacity to talk verbally.

Roleplay

Role-playing is the best way to develop the skills of initiative, communication, problem-solving, self-awareness, and working cooperatively in teams (Craciun, 2010). It is a study in which participants act specific roles through saying and doing. Students develop their motivation and self-confidence through this activity. Dorathy and Mahalakshmi (2011) claimed that “role play is a technique in which students show as

a real or an artificial environment, and they are exposed to some case or situation, and they need to exhibit the same in the form of roles (Altun, 2015).

Definitively, these activities allow people to function better with the second language because they relate to that language's environment and develop security, self-esteem, and autonomy. Nevertheless, they have disadvantages because they may have problems interpreting a visual presentation of information. They may poorly understand graph reading, graph interpretation, or understanding a mind map (Kurniawan & Indrawati, 2016).

1.1.4.2. Dependent Variable

Productive skill

Productive skills, also knew active skills mean transmitting information that a language user produces in either spoken or written form. These are an essential part of the learning process at any stage of its development (Golkovaa & Hubackovab, 2014). Thus, it is the domain of productive language skills necessary for communicating. Also, it is a way to show linguistic progress since speaking, and writing skills have a reciprocal relationship.

These skills are essential because learners need to articulate words and write to produce language. Speaking evidence is one of the primary purposes when learning a language. However, writing skills are equally important because they are effectively reinforcers what they have already been studying. The productive skills are an excellent way to practice grammar, find new vocabulary, or learn punctuation rules. moreover, the students demonstrate a level of understanding when they train these skills

1.2.6 Speaking skill

Of the four language skills, speaking is considered the most essential in learning a second or foreign language. Speaking includes all other skills to know that language. It is likewise via the usage of verbal and non-verbal symbols in a collection of contexts (Bahadorfar & Omidvar, 2014). It is the ability to produce meaningful, relevant, and complete oral messages. Includes interactive communication in conversations, in

which listening and speaking alternate. Its most significant complication lies in the immediacy and pronunciation. Unlike written language, Khalil et al. (2019) stated language involves paralinguistic and prosodic features. These features include voice qualities, speed, loudness, facial and bodily gestures, intonation, the correct pronunciation of sounds, stress, rhythm, and pausing. Speaking involves using speech to communicate meanings, ask something, or give information. For this reason, you use grammar, vocabulary, and functions. On the other hand, you include body language such as gestures, eye contact, or facial expressions to clarify the message (Spratt et al., 2011).

In general, speaking can be elucidated as conveying one's intentions (ideas, thoughts, heart's content) to others through spoken language to understand them. The purpose is to communicate clear messages so that what is being conveyed can be understood by others, with a simple conclusion that speaking is the ability to say words to speak or express intentions, ideas, ideas, thoughts, and feelings that are collected and developed according to the needs of the hearer so that what is transmitted can be understood by the listener (Puspitasari, 2021).

Brown (2004) defined this ability as the productive capacity that can be observed directly and empirically; those observations are invariably colored by the accuracy and effectiveness of the listening skill, which will influence the reliability and validity of the understanding of the message. He determines speech as an interactive process of constructing meanings related to the production, reception, and processing of speech sounds like the main instrument. Thornbury (2005) believed it is an interactive process and requires students to cooperate to participate using their ability to communicate with spoken language. Torky (2006) considered it an interactional skill that involves making communication decisions. This is regarded as a top-down view of speech. Even Thornbury (2004) emphasized that talking is an integral part of daily life taken for granted.

Therefore, the above statements allow us to consider that the ability to speak is a productive skill that is part of daily life and is difficult to evaluate reliably, that it needs to be developed early to present fewer difficulties, and that the teacher must generate strategies and activities. that help the student to motivate the development of clear language for good communication.

Speaking sub-skill

The trouble of learning a new language is present in the range and type of sub-skills involved in the oral production of L2. According to Harris (1969), five speaking sub-skills need to be assessed (Soomro & Farooq, 2018).

Fluency

Fluency is the ability to speak at a natural speed without stopping, repeating, or self-correcting. Activities focused on fluency allow learners are encouraged to communicate meaning and ideas (Cambridge Assessment English, 2019). Azeez and Bajalani (2018) said the learner participates in meaningful interaction despite limitations in their communicative competence. The lack of fluency is due to the limited vocabulary and grammatical structures that the student does not master. The teacher's objective is to increase the fluency of the learner. In consequence, it is recommendable not to interrupt several times during their participation. Taking into account that making mistakes while learning a second language is a good sign.

Pronunciation

Pronunciation is the way of producing words or sounds. Although before, it was not considered essential while learning a language. Nowadays, pronunciation is a fundamental part of speaking skills in the target language. There is a threshold level of pronunciation for non-native speakers of English (Atli & Bergil, 2012).

Grammar

Grammar is the way we order words to create appropriate sentences or phrases. Controlling grammar allows you to master both writing and speaking skills, as it helps understand the context—the use of different grammatical structures when speaking reflects the performance and evolution of the learner. Likewise, Thornbury states that grammar is the study of what forms (sounds, words, sentences, texts) are possible in a language and the study of the meanings these forms convey (Thornbury, 1999).

Vocabulary

Vocabulary is a group of words that are part of a language. It is one of the essential elements to develop communication, which consists of the knowledge of terms and

concepts. The acquisition, consolidation, and development of vocabulary never ends because language is a living organism that adapts to new realities. Alqahtani (2015) believed that vocabulary is the total number of words people need to express their ideas and communicate. Know that vocabulary is considered a fundamental tool for students of a second language since it complements gramma.

Comprehension

Cambridge Assessment English (2019) defined comprehension as understanding something spoken or written. For example, teachers give learners comprehension tasks to help them listen and read texts or assess understanding. While Munawarah et al. (2018) said comprehension in speaking refers to the knowledge by the speaker of the information conveyed in what they say. The awareness of a speaker to the subject that they are speaking about is critical to avoid providing misinformation to their listeners.

Importance of speaking skill

In today's global world, communication is a communication tool that plays an essential role in achieving success in various fields, both professionally and personally. Therefore, it is necessary to handle a language to communicate worldwide and more if this is considered a lingua franca, as is English. Afterward, communication skills allow us to express effectively and clearly what people think, feel, and want. Communication is a fundamental pillar in our life because it provides social interaction.

Speaking skill is one of the most important skills while learning a second language. That is why applying it correctly in the classroom would reflect several positive aspects. It is also a crucial part of learning and teaching a second language; it is an art of communication and one of the four productive skills which must be mastered in learning a foreign language. This skill aids in everyday interaction, and most often, a person's first impression is based on their ability to speak fluently and understand (Bahadorfar & Omidvar, 2014). Unfortunately, in the educational context that the country is in, the teaching of English is closely linked to memorization and repetition without taking into account the context of the language itself (RAO, 2019).

Teaching oral expression using exercises or memorizing dialogues has been underestimated for many years. However, today's world demands that teaching speaking improve students' communication skills. Students can only express themselves and learn to follow the appropriate social and cultural rules in each communicative circumstance (Bahadorfar & Omidvar, 2014).

1.2. Objectives

1.3.1. General Objective

- To analyze the influence of verbal-linguistic intelligence in speaking skill from the third semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" program at Universidad Técnica de Ambato.

1.3.2. Specific Objectives

- To define the importance of speaking skills in the English class.
- To diagnose verbal-linguistic intelligence activities focused on speaking skills.
- To describe the students' perception of verbal-linguistic intelligence activities to develop speaking skills.

The current research aims to analyze the influence of verbal-linguistic intelligence in speaking skill from the third semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" program at Universidad Técnica de Ambato. To do this, the researcher started to define the importance of speaking skills in the English class; to diagnose verbal-linguistic intelligence activities focused on speaking skills; to describe the students' perception of verbal-linguistic intelligence activities to develop speaking skills.

First, a survey was applied to the students that measured their opinion and knowledge about the study variables; PET speaking test was carried out for the speaking skill measurements. Using Pearson's correlational coefficient, statistical analysis was made

to determine the relationship between the variables mentioned. The correlational degree was 0,7 means that the collection instrument is reliable.

Second, it was necessary to search for literature related to verbal-linguistic intelligence and speaking skills to complement the research with the results obtained. To define the importance of speaking ability, a documentary review was done.

To conclude, it was determined that there is a strong correlation between verbal-linguistic intelligence and the ability to speak, as presented in the results obtained through Pearson's correlational coefficient.

CHAPTER II

METHODOLOGY

2.1. Resources

2.1.1. Population

In this research, the participants involved were 37 students in total, 29 women and 8 men. They were in the third semester of the 'Pedagogy of National and Foreign Languages' career at the Technical University of Ambato. This research lasted three weeks and six sessions through the Zoom platform, where the participants received instructions and carried out the proposed activities. The population was selected randomly by the researcher's decision based on the problem previously identified before starting with the present investigative work.

Table 1. Population

Sex	Number	%
Women	29	78%
Men	8	22%
Total	37	100%

Source: Students' list
Elaborated by: Vargas, R. (2022)

2.1.2. Instruments

The research was carried out thanks to the technological teaching tools that have been implemented; for students to interact and share ideas, interests, and proposals. These specialized instruments facilitated the activities carried out and allowed the processing, administration, and sharing of information.

- The instruments used for collecting information were an evaluation sheet, based on the Cambridge Criteria, with four speech skills, measuring 1 to 5. The

first represents the lowest and five the highest. A rubric was used to interpret students' English level in the pretest and posttest phases (Annex 3).

- The survey questionnaire based on selection questions, about the opinion of the students, with questions on a Likert scale, a total of 8 closed questions were raised (Annex 4).
- Google forms to collate the data analysis information. The survey determined what the students believed about verbal-linguistics intelligence activities.
- A WhatsApp group to coordinate the activities of each class with the students also helped to clear doubts before, while, and after each session.
- Zoom was the platform used online due to the complications that arose from the coronavirus. This platform allowed researcher to record all sessions that served as evidence.
- Google Docs helped verify that students participated in the activities because each group was distributed.
- Jamboard allowed to carry out an activity where the students said and wrote a sentence to create a story.

2.1.3 Techniques

Survey

One of the techniques used to analyze the problem is the survey applied to the students that measure their opinion and knowledge about the study variables. Applying a Likert scale helped the analysis and processing of the information through the statistics tables, which summarize the data obtained from the answers given by the students in the developed surveys. Statements have a logical relationship between variables (Hernández et al., 2014).

Evaluation

The PET speaking test was applied to analyze the level of skills for speech development. This information collection technique provides a grade to the students for the answers obtained from the evaluated items. The PET speaking test was applied to analyze the level of skills for speech development. This information collection technique provides a grade to the students for the answers obtained from the evaluated

items. The instrument was an evaluation questionnaire applied to start and end the experiment. The first is called the pre-test developed before the intervention, and the post-test was used after implementing the activities. For processing the information, each skill was evaluated using a measurable value, establishing a scale that helps the measurement and determination of the levels in which the students are to develop a comparative analysis. The scale was presented in table 2.

Table 2. Scale of measurement

Scale quantitative	Scale qualitative
5	High
4	High-medium
3	Medium
2	Low-medium
1	Low

Source: Scale of Liker
Prepared by: Vargas, R. (2022)

The IBM SPSS 20 program was used, which helped to measure the data. To represent the results in tables of frequencies and percentages, the descriptive statistics that show the values of the mean of the survey affirmations, the pretest, and the posttest served to understand the levels at which the students are concerning spoken language. Finally, the data obtained were presented in grades, the maximum value is 20, and the minimum is 1; the first represents the highest level and the second the lowest. With this information, the t-test was applied, which allowed testing the research hypothesis with the notes obtained from the pretest and posttest.

2.1.4. Validity and reliability of research instruments

For validity, a reliability analysis of the student survey was developed, with the Cronbach's Alpha that measures the reliability of the questions and the selected scale;

in the sample of 37 students and 8 questions, an alpha of 0.974 is established. Thus, the instrument is applicable in collecting information on the variables. Table 3 represents the valid cases of the selected sample; the information reveals that there were no excluded data. It shows the value reached, being more significant than 0.7 means that the collection instrument is reliable and can be applied without errors in the results, thus there are meaningful relationships between the questions and the scale selected for the information collection process.

Table 3. Summary of survey case processing

		N	%
Cases	Validus	37	100,0
	Exclusions	0	,0
	Total	37	100,0

Source: Students' surveys
Prepared by: Vargas, R. (2022)

Table 4. Survey Confidence Statistics

Cronbach's Alpha	N. of elements
,974	8

Source: Students' surveys
Prepared by: Vargas, R. (2022)

Table 5. Statistics of survey

	Average of the scale if the element is removed	Scale variance if the component is removed	Corrected item-total correlation	Cronbach's alpha if the part is removed
1. You believe verbal-linguistic activities (debates, invent stories, read aloud, interviews, or role-plays) allow you to develop your speaking skills.	16,0270	11,249	,896	,971
2. You consider that verbal-linguistic activities encourage	16,0270	11,249	,896	,971

learning new vocabulary.				
3. You consider that using debates increase discourse management.	16,0541	11,497	,830	,974
4. You think you can verbally describe images or situations without problems.	16,1622	11,362	,947	,968
5. You believe that inventing stories allow you to develop your grammar and fluency orally.	16,1622	11,362	,947	,968
6. You consider that reading aloud improves pronunciation and intonation.	16,1622	11,362	,947	,968
7. You believe that you use appropriate vocabulary and grammar to give and exchange views.	16,1892	11,213	,913	,970
8. You believe that interviews help create good interactive communication between participants.	16,2432	12,078	,801	,976

Source: Students' surveys
Prepared by: Vargas, R. (2022)

Table 4 represents the values of Cronbach's Alpha obtained from the relation exists of the questions of the survey, to verify its reliability that detail if the questions presented will respond to the needs and objectives of research. Reliability analysis of the questions was also worked out separately with Cronbach's Alpha. The data establishes a statistic greater than 0.9, close to 1, which determines the reliability of the questions applied and their scale, for which they are individually feasible.

The reliability analysis of the rubric applied to the students for the pretest and posttest establishes its reliability because the Cronbach's Alpha index obtained was 7.97 in the four dimensions evaluated during the exercises developed. The data obtained from table 6 present the excluded and validated values that establish the number of people in the sample who participated in the information collection process, while in table 7

shows the Cronbach's Alpha value that demonstrates validity, applied to consider whether the skills are consistent with the needs and objectives of the research.

Table 6. Summary of the processing of the cases of the rubric

		N	%
Cases	Validus	37	100,0
	Excludes	0	,0
	Total	37	100,0

Source: PET Speaking Assessment Criteria
Prepared by: Vargas, R. (2022)

Table 7. Rubric Confidence Statistics

Cronbach's Alpha	N of elements
,797	4

Source: PET Speaking Assessment Criteria
Prepared by: Vargas, R. (2022)

When considering the values of each skill, evaluating the cards obtain values higher than 0.7, which establishes the reliability of the card and the level measurement scale.

Table 8. Statistics of rubric

	Average of the scale if the element is removed	Scale variance if the element is removed	Corrected item-total correlation	Cronbach's alpha if the element is removed
Grammar and vocabulary	9,2162	2,896	,646	,726
Discourse management	9,4324	3,530	,567	,769
Pronunciation	8,9189	3,243	,706	,710
Interactive communication	9,0000	2,722	,576	,779

Source: PET Speaking Assessment Criteria
Prepared by: Vargas, R. (2022)

2.1.4. Procedure

In the first class, the researcher introduced herself and introduced the research topic. Then, the break-out rooms were created to take the placement test for each of the students, and this activity had a time of 1 hour and 50 minutes since it was an individual activity.

In the second class, the researcher proceeded to take the pre-test to determine the students' level of speaking ability, lasting 10 minutes per pair. The couples were formed according to the level of the students that could be identified with the placement test. In the next class, the teacher applied the first activity (debate); before starting, he provided the students with a list of phrases usually used in discussions. After drawing each group's themes, the teacher began with the intervention and chose the modeler. At the end of the class, the teacher and the students talked about the activity carried out and its benefits.

In the fourth class, the teacher started with a game of tongue twisters where the winner had the opportunity to be the first participant in the next activity. At the end of the warm-up, the teacher explained how inventing a story would be executed. It allowed clearing the doubts of the students. Next, the teacher began the story with a sentence, and then she chose which student continues with the story; when the time was up, one student from each group read the complete story and checked if it was correct and had consistency. The winning group had the opportunity to put a penance on the group that lost. Finally, a discussion was carried out based on the activity.

The fifth class started with a song for the students to de-stress. After the teacher explained the importance of reading aloud, to begin with, the activity, the teacher provided the students with the first chapter of the Sherlock Holmes book. Starting the reading activity, students responded to questions about the book; during the activity, the teacher checked the pronunciation of some words, and the meaning of others was corrected. At the end of the action, questions were also asked about the read chapter. As in all the activities, the teacher and students discussed the benefits of reading aloud. Students had to practice activities involving the speaking activity for the post-test as homework.

Finally, the researcher gave instructions about the test in the last class, as in the pre-test; this activity was done in pairs. Before the end of the hour, the researcher thanked the students and the teacher for collaborating with the experiment.

2.2. METHODS

Mixed approach

The focus of this research work is quantitative and qualitative. It involves collecting both types of data at roughly the same time. Qualitative because it allows an interpretive and naturalistic approach to the subject of study, trying to make sense of the phenomenon under investigation. Quantitative because they collect the information in a precise numerical way with the help of the instruments (Brannen, 2016). The Mixed Approach was used in a single study to obtain a complete and deep understanding to evaluate each research detail. Hence the analysis of the variables, both with a description of reality in the context of the problem and presented statistical data that evidence the problem. The mixed approach was used in the present researcher to understand the context of the problem, during the development of the critical analysis, with the description through observation, later evaluating in a quantified way the students' abilities before and after the development of the activities. It was finally using the criteria of other researchers to develop a comparative analysis and discussion (Bazeley, 2004).

Quasi-Experimental research

A quasi-experimental design is defined by Gopalan et al. (2020), as an experimental variation, with greater emphasis on the independent variable, imitating the experimental conditions. It is characterized by being descriptive; it consists of observing the behavior of individuals and the different social variables for the registration of data qualitative and quantitative. It is located between experimental and observational research but does not have control of the variables or elements that intervene in the context of the research subject. The present research was applied to act with a specific group of students through the selected activities but without

influencing and controlling the variables, but rather establishing the benefits of the application of the intervention through the pre-test and post-test.

Bibliographic or documentary research

Bibliographic research is a process that allows collecting information or concepts to obtain systematic knowledge, and there is a connection between learning and communication since the data obtained is processed to create understanding and transform it into new information (Méndez & Astudillo, 2008). This is essential to know more about the problem of the study and the two variables: verbal-linguistic intelligence (independent variable) and speaking skill (dependent variable). Through this information, the investigation can be started since fundamentals are needed.

Type Of Research

Exploratory level

According to Hernández et al. (2014), exploratory studies familiarize us with relatively unknown phenomena and obtain information on the possibility of carrying out a complete investigation. It allowed making the first approach where the object of study was addressed, to be able to collect general information such as characteristics, behavior, appearance, or factors that intervene with the research. The data obtained contribute to the introduction of the subject to development. It facilitated the collection of information related to verbal-linguistic intelligence activities and speaking skills.

Descriptive level

Descriptive research is based on factual registration, and there is no quest to explain why reality is showing itself this way. It provides the detail to the most important features related to the proposed topic, the contribution to the familiarization with the subject of study, and its linkage through the analysis of theories, focusing on data collection and analysis. Descriptive research also is objective or neutral when you describe how reality is. The descriptive study contributed to analyzing each variable in this investigation (Hernández et al., 2014).

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

This chapter discusses the results and findings obtained for three weeks: before, and after the intervention. Every discovery has tables and figures to represent the data and make it more understandable. Also, there is a written report to explain more details.

The research began with a placement test to identify the level of the students. Next, the experiment continued with the pre-test, the post-test, and the survey. The experiment was developed with 37 students of the 3rd semester "A" who were studying the subject of pedagogy part of the "Pedagogía de los Idiomas Nacionales y Extranjeros" program at the Universidad Técnica de Ambato in online modality.

The outcomes students' scores on the pre-test and post-test PET speaking section were designed by Cambridge Assessment English were detailed analyzed to demonstrate whether the treatment using Verbal-linguistics intelligence activities to develop speaking skills worked or not. The rubric has five bands and four criteria (Grammar and vocabulary, Discourse management, Pronunciation, Interactive communication.). PET speaking test was used because it evaluates the skills required for the development of speaking in English, which represents the basis for the teaching-learning process, conditioned to the needs of the students and, when adapted by levels of quantitative evaluation, to establish the deficiencies present in the students before and after the intervention.

Additionally, a survey was applied to identify students' perception of verbal-linguistic intelligence and speaking skills. The survey used was validated by the tutor and two experts. The statistical data (percentages) were subtracted from google forms to continue the analyses.

Finally, the data obtained were analyzed using the SPSS program and the statistical of t-test for a paired sample to corroborate the established hypothesis.

3.2. Data interpretation

3.2.1. Pre-test and post-test individual grades

A pre-test and post-test evaluation were applied for the research development; the pre-test was used before the intervention with the proposed activities and the post-test later. The evaluation criteria were the following: grammar and vocabulary, discourse management, pronunciation, and interactive communication. To determine the results, it was graded from 1 to 20, and it was reinterpreted to adapt to the University grades that represent academic grades. For quantification, the information was interpreted by statistical levels. The qualifications for the statistical analysis are in annex 9.

3.2.2. Analysis of the evaluation rubric

3.2.2.1. Pretest

Table 9. Rubric of pretest

	High		**High-medium**		**Medium**		**Low-medium**		**Low**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Grammar and vocabulary	0	0	2	5,4	16	43,2	16	43,2	3	8,1
Discourse management	0	0	0	0	9	24,3	23	62,2	5	13,5
Pronunciation	0	0	2	5,4	29	78,4	4	10,8	2	5,4
Interactive communication	0	0	0	0	18	48,6	17	45,9	2	5,4

Source: PET Speaking Assessment Criteria
Prepared by: Vargas, R. (2022)

Analysis and Interpretation

The evaluation of the pre-test carried out before the intervention process shows that 43.2% obtain a medium level and 43.2% a low-medium range in the Grammar and vocabulary skill, constituting the second group the one that needs to improve their abilities and skills. Linguistic, due to the deficiencies present in the development of speech. On the other hand, the Discourse management skill qualifies with a medium-low level with 62.2%, which is deficient in most of the students evaluated, who show difficulties in understanding speech. In the third ability pronunciation, 78.4% obtain a medium level, constituting the best qualified in the research group. Finally, interactive communication is located at a medium level with 48.6% and a medium-low level with 45.9%, which shows deficiencies in the ability to communicate with the other people who share the classroom, with problems in understanding the message during oral presentations. The results presented establish that the students have deficiencies in the development of speech, which constitute a problem for the comprehension of English and its learning. According to Farley (2020) these deficiencies vary from person to person and range from low to medium. Students may have difficulty speaking because of their "expressive language" or understanding, "receptive language." They may also have problems expressing themselves in the language due to their difficulty understanding it.

3.2.2.2. Posttest

Table 10. Rubric of pretest

	High		**High-medium**		**Medium**		**Low-medium**		**Low**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Grammar and vocabulary	0	0	8	21,6	22	59,5	5	13,5	2	5,4
Discourse management	0	0	3	8,1	22	59,5	12	32,4	0	0

Pronunciation	0	0	13	35,1	21	56,8	3	8,1	0	0
Interactive communication	1	2,7	14	37,8	14	37,8	7	18,9	1	2,7

Source: PET Speaking Assessment Criteria
Prepared by: Vargas, R. (2022)

Analysis and Interpretation

The post-test evaluation carried out after the intervention process with activities for the development of linguistic intelligence shows that 59.5% obtain a medium level and 26.6% a medium-high range in the Grammar and vocabulary skill. It establishes significant improvements towards more acceptable levels that emphasize understanding expressions during speech. On the other hand, the Discourse management skill also qualifies with an average level of 59.5%, more than half improve their abilities in spoken discourse because they understand the message. However, there is still 32.4% with a low average level to strengthen their speech development skills. In the third skill, pronunciation, 56.8% obtain a medium level, but 35.1% present a medium-high range, which demonstrates more excellent abilities of the students because they have a greater understanding of the words and phrases used during the activities. Finally, interactive communication is located at a medium level with 37.8% and medium-low with 37.8%. There is the strengthening of expressive communication skills that influence student participation.

To understand the importance of linguistic verbal intelligence activities and the results obtained, this is supported according to Halil (2017) in Gardner, who formulated a literary learning model based on verbal-linguistic intelligence through a narrative learning model with five steps: argue, discuss, interpret, speak and write about literary works. In summary, the writer concludes that learning-based models of verbal-linguistic intelligence can be thoughtfully designed into five components, namely (1) definition, (2) characteristics, (3) strategy of teaching, (4) final learning outcomes, and (5) figures.

3.2.3. Pre-test and Post-test average

Descriptive statistics of the Rubric

The descriptive statistics of the pretest determined that the students are located at a medium-low level, except for pronunciation, which is medium; it determined deficiencies in the language and skills selected for evaluation. Table 10 represents the descriptive statistics with the mean, minimum and maximum values that summarize the results obtained to determine the levels of highest prevalence according to the statistics obtained. In this regard, Yuliyanto et al. (2020) mentioned the importance of improving oral expressiveness, stating that verbal-linguistic intelligence plays a role in developing students' linguistic skills. Linguistic intelligence is the ability to use words effectively. This intelligence consists of the capacity to mold language structure, the phonology or system of language sounds, the semantics or linguistic interpretation, and the quotidian use of language. Still, students have problems with a second language.

Table 11. Pretest descriptive statistics.

	N	Mini	Maxi	Mean*	SD
Grammar and vocabulary	37	1,00	4,00	2,4595	,73009
Discourse management	37	1,00	3,00	2,1081	,61390
Pronunciation	37	1,00	4,00	2,8378	,60155
Interactive communication	37	1,00	3,00	2,4324	,60280

Source: PET Speaking Assessment Criteria (Pretest)
Prepared by: Vargas, R. (2022)

On the other hand, the post-test establishes a significant average with a medium level, which demonstrates improvements in the students' communication skills due to having a greater understanding and capacity with the application of the proposed intervention activities.

Table 12. Posttest descriptive statistics.

	No.	Mini	Maxi	Mean*	S. D.
Grammar and vocabulary	37	1,00	4,00	2,9730	,76327
Discourse management	37	2,00	4,00	2,7568	,59654
Pronunciation	37	2,00	4,00	3,2703	,60776
Interactive communication	37	1,00	5,00	3,1892	,87679

Source: PET Speaking Assessment Criteria (Pretest)
Prepared by: Vargas, R. (2022)

In table 12 represents the descriptive statistics of the results of the post-test. It allowed obtaining information on the mean values, which represent the level of most significant influence on the results obtained among the population studied, to identify the students' ability to develop speech.

When considering the significant differences, the table is obtained that develops a comparison between the pretest and posttest mean. The index obtained establishes differences from 0.5135 to 0.7568. Students build their linguistic verbal intelligence with the activities designed by the teacher in the classroom as part of the intervention developed. When comparing the results of Hasanudin et al. (2018) showed that the implementation of activities improves students' verbal-linguistic intelligence and can be classified in the medium category, similar to the data obtained.

During the post-test application of verbal-linguistic intelligence activities, better levels of grammar and vocabulary, discourse management, pronunciation, and interactive communication skills are manifested. However, the significant differences range from 0.5 to 0.7. According to the descriptive statistics and the mean value, more frequent work sessions are required, already adapted to the needs of the students. A study by Muhammad (2022) agreed with what has been stated, which implies that the verbal-linguistic intelligence and the self-efficacy of the students influence the ability to speak. According to the findings and conclusions of this study, verbal-linguistic

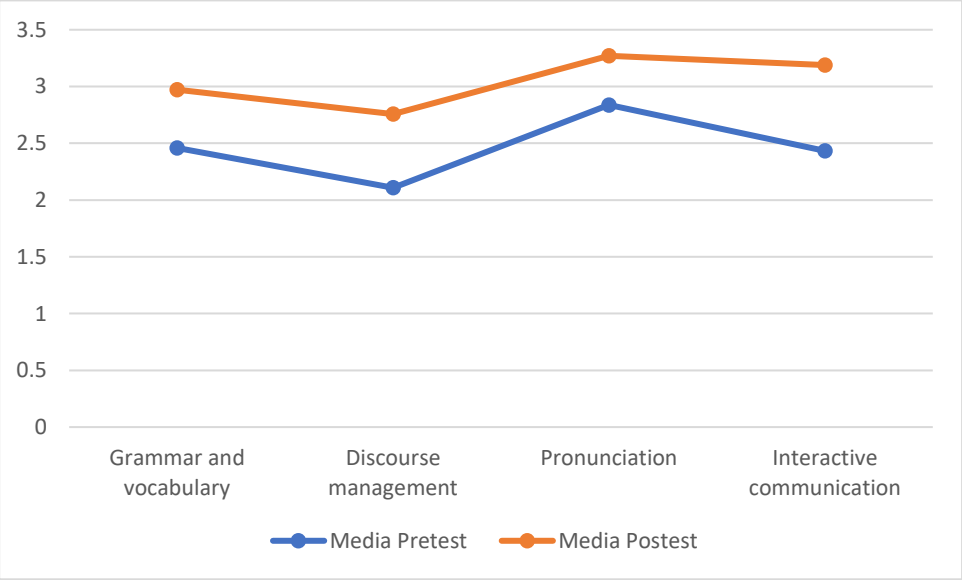
intelligence and self-efficacy have a positive correlation with the ability to talk but do not have significant relationships.

Table 13. Pre-test and Post-test Average and Difference

	Mean* Pretest	Mean* Posttest	Difference
Grammar and vocabulary	2,4595	2,973	0,5135
Discourse management	2,1081	2,7568	0,6487
Pronunciation	2,8378	3,2703	0,4325
Interactive communication	2,4324	3,1892	0,7568
Average	9.8	12.3	2.5

Source: PET Speaking Assessment Criteria (Pretest)
Prepared by: Vargas, R. (2022)

Figure 1. Pre-test and Post-test Average and Difference



Source: PET Speaking Assessment Criteria (means of Pretest& Posttest)
Prepared by: Vargas, R. (2022)

Analysis and Interpretation

According to the results obtained, the graph shows the differences markedly. The means obtained in the posttest establish the benefits of verbal and linguistic intelligence as fundamental for the development of students' speech because their abilities and understanding are developed with minor difficulties. It could be seen that the criteria of pronunciation and interaction of the participants increased thanks to the activities that were applied in the treatment. However, grammar/vocabulary and discourse management criteria remain in the same range, implying that these criteria are developed autonomously**.**

The development of a pre-test and post-test to evaluate the skills related to speech development presents significant benefits for the students in the first phase before applying the linguistic verbal intelligence activities. Most of the students obtain medium-low levels in the abilities considered for the evaluation, such as grammar and vocabulary, discourse management, pronunciation, and interactive communication, which are evidence of the difficulties in understanding the contents and exercises developed in the English class.Valeev et al. (2019) coincides with the statements and results obtained from the initially applied sheet. The author emphasizes that students, when participating in verbal-linguistic intelligence activities, first have excellent knowledge of the initial mention of words, enjoy word games, be entertained, and gladly join in the tongue twister games. Also, explain the meaning of the written and discussed terms, considering that the conversation is read and heard, according to the participant's personal experience.

3.2.4. Survey Results

The following shows the analysis and interpretation of the data collected through a survey using google forms. The data collection was carried out from the third semester of “Pedagogía de los Idiomas Nacionales y Extranjeros” program at Universidad Técnica de Ambato. There are a total of 37 students that represent 100%. The questions were addressed to the students since the students' perceptions will be described.

Table 14. Survey results

Statements	Strongly agree	Agree	Disagree
1. You believe verbal-linguistic activities (debates, invent stories, read aloud, interviews, or role-plays) allow you to develop your speaking skills.	9 (24.3%)	28 (75.7%)	0 (0%)
2. You consider that verbal-linguistic activities encourage learning new vocabulary.	9 (24.3%)	28 (75.7%)	0 (0%)
3. You consider that using debates increase discourse management.	10 (27%)	25 (67.6%)	2 (5.4%)
4. You think you can verbally describe images or situations without problems.	3(8.1%)	31 (83.8%)	3 (8.1%)
5. You believe that inventing stories allow you to develop your grammar and fluency orally.	5 (13.5%)	30 (81.1%)	2 (5.4%)
6. You consider that reading aloud improves pronunciation and intonation.	10 (27%)	25 (67.6%)	2 (5.4%)
7. You believe that you use appropriate vocabulary and grammar to give and exchange views.	7 (18.9%)	27 (73%)	3 (8.1%)
8. You believe that interviews help create good interactive communication between participants.	9 (24.3%)	28 (75.7)	0 (0%)
TOTAL	37 responds (100%)		

Source: Students' surveys
Prepared by: Vargas, R. (2022)

Analysis and Interpretation

The survey results show that the majority of students agree that linguistic verbal intelligence favors the development of students' speech, which is why when using activities and techniques that encourage their growth. There is greater understanding

because of a motivating attitude and an interest in improving pronunciation through tools such as read-aloud, interviews, debates, role-plays; the percentages are between 67.6% and 83.8%.

The application of linguistic verbal activities favors the development of speaking skills related to learning the English language. The information obtained from the application surveys shows that tends the learning of a new vocabulary, speech management, and verbal fluency. A significant percentage of students representing more than 70% agree with the benefits mentioned above. When doing a comparative study, Valeev et al. (2019) note that the development of this type of activity in students is a pedagogical process related to quantitative performance indicators in the appropriate verbal and non-verbal operations sections, which lead to a qualitative transformation, which transform the formation of speech skills.

Table 15. Descriptive statistics of the survey

Statement	N	Mini	Maxi	Mean*	SD
1. You believe verbal-linguistic activities (debates, invent stories, read aloud, interviews, or role-plays) allow you to develop your speaking skills.	37	2,00	3,00	2,2432	,43496
2. You consider that verbal-linguistic activities encourage learning new vocabulary.	37	2,00	3,00	2,2432	,43496
3. You consider that using debates increase discourse management.	37	1,00	3,00	2,2162	,53412
4. You think you can verbally describe images or situations without problems.	37	1,00	3,00	2,0000	,40825
5. You believe that inventing stories allow you to develop your grammar and fluency orally.	37	1,00	3,00	2,0811	,43323

6. You consider that reading aloud improves pronunciation and intonation.	37	1,00	3,00	2,2162	,534 12
7. You believe that you use appropriate vocabulary and grammar to give and exchange views.	37	1,00	3,00	2,1081	,515 52
8. You believe that interviews help create good interactive communication between participants.	37	2,00	3,00	2,2432	,434 96

Source: Students' surveys
Prepared by: Vargas, R. (2022)

The descriptive statistics of the survey establish that the students agree with the questions exposed because the average obtains a level 2, which represents the option of agreement; this determines that they know the benefits of verbal-linguistic intelligence, for which it is fundamental in the development of effective teaching-learning processes.

Some studies differ from those carried out and from the respondents' opinions because they seek to go beyond specific concepts, considering the dimensions of discourse, with greater emphasis on the elements of verbal-linguistic intelligence, unlike the present investigation—focused on skills and benefits in speech development. This study was developed by Erlina et al. (Erlina et al., 2019) , who determined that a small number of students used the language effectively to persuade others, who quickly remembered spoken information, who provided information orally more easily. In general, the author emphasizes that the results will help study programs in English to have a deeper understanding of linguistic intelligence because it is one of the factors that can influence success in language learning.

3.3. Hypothesis verification

T-test was used to corroborate the hypothesis. The degrees of freedom were calculated, and the significance level of 0.05 was estimated, which was acceptable to determine the relationship between the research variables.

3.3.1. Hypothesis statement

Alternative Hypothesis (H1)

Verbal-linguistic intelligence has an effect on the speaking development of students from the third semester of Pedagogía de los Idiomas Nacionales y Extranjeros.

Null hypothesis (H0)

Verbal-linguistic intelligence does not have an effect on the speaking development of students from the third semester of Pedagogía de los Idiomas Nacionales y Extranjeros.

3.3.2. T-test – Paired Samples Statistic

Table 16. Related Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Par 1	Post-test	12,3056	36	2,33996	,38999
	Pre-test	9,8889	36	2,16172	,36029

Source: SPSS program
Prepared by: Vargas, R. (2022)

The difference in means establishes better results in the students when they participate in the proposed activities; the post-test is superior, although it does not approach high values medium values. Thus, the development of work sessions presented significant results for the students. The Pearson correlation obtained from the pre-test and post-test samples establishes that it is perfect since the results are significantly related,

qualified as an excellent positive correlation since the value of 0.945 and p-value of 0.000, which is less than 0.05, are obtained.

Table 17. Related Sample Correlations

		N	Correlation	Sig.
Par 1	Pretest & Posttest	36	,945	,000

Source: SPSS program
Prepared by: Vargas, R. (2022)

Table 18. Paired Sample T-test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	2,41667	,76997	,12833	2,15615	2,67719	18,832	35	,000

Source: SPSS program
Prepared by: Vargas, R. (2022)

According to the degrees of freedom of 35 and a level of significance of 0.05, the value of the distribution table is 1.6896. At the same time, the t calculated from the pretest and posttest is higher with the index of 18.832, which confirms the hypothesis H_1 "Verbal-linguistic intelligence DOES influence the speech development of third-semester students of the career "Pedagogy of National and Foreign Languages" of the Technical University of Ambato." and the H0 "Verbal-linguistic intelligence does NOT influence the speech development of third-semester students of the career "Pedagogy of National and Foreign Languages" of the Technical University of Ambato" is rejected, which supports the present work of research.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

Verbal-linguistic intelligence is part of the multiple intelligences pointed out by Gardner. They are related to the capacity for oral expression, which predominates in some students who stand out in language and languages that allow adequate expression and use (Armstrong, 2009). The main results were obtained to determine that the students presented deficiencies in speaking in English with a medium-low level in the skills evaluated in the pretest. Still, there are significant improvements after the activities, demonstrating the influence of the verbal-linguistic intelligence activities. Its application as part of the teaching-learning process generates interest in learning and strengthening their understanding of the language.

The importance of oral skills in the English class is supported conceptually and statistically since the authors reviewed in state of the art consider it essential to express themselves and communicate with other people in their environment, adapted to the communicative aspects of the language according to their needs. On the other hand, the observation sheet shows that it allows the development of linguistic abilities such as interactive communication and discourse management, located in the pretest at a medium-low level and with improvements when developing the activities proposed by the researcher.

Verbal-linguistic intelligence activities focused on speech development have different characteristics and classifications, focusing on improving language skills, which influence the ability to communicate, pronounce words more appropriately, understand grammar and vocabulary. As shown in the post-test, the development of the speaking skills facilitates adaptation and understanding of the English language.

The students' perception of verbal-linguistic intelligence activities for speaking development is positive, according to an applied survey. Most of the students agree that it has various benefits to improve speaking skills. These include developing linguistic skills, learning new vocabulary, discourse management, visual description of inappropriate images or situations, grammar, oral fluency, pronunciation, intonation, and interactive communication between participants in a conversation.

4.2 Recommendation

It is recommended to implement teaching-learning strategies and techniques based on the development of significant learning that improves students' oral skills in English classes. They could be playful exercises and motivating activities that allow positive results, adaptation, and practical experiences that promote their expressive skills.

Designing a didactic educational guide that describes the procedures and objectives of the verbal-linguistic intelligence activities. Applicable in developing student skills and easy to understand for English teachers, using innovative techniques, collaborative learning, and virtual tools adapted to the needs of students.

Implementing learning self-assessment activities applicable to students to recognize their abilities, determine their strengths and weaknesses in learning the English language, in the development of speech, and in their abilities to communicate with other participants during the activities developed by teachers in the classroom.

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ANNEXES

Annex 1: Approval

CARTA DE COMPROMISO

Ambato, 18 de octubre del 2021

Doctor Marcelo Núñez Presidente

Unidad de titulación

Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación

Yo Mg. Sarah Iza Pazmiño en mi calidad de Coordinadora de la Carrera de Pedagogía delos Idiomas Nacionales y Extranjeros, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: “VERBAL LINGUISTICS INTELLIGENCE AND SPEAKING SKILL" propuesto por la estudiante Rebeca Alexandra Vargas Pérez, portadora de la Cédula de Ciudadanía 1805156450, estudiante de la Carrera de Pedagogía delos 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 electrónicamente por:

SARAH JACQUELINE IZA PAZMINO

….....

Lic. Mg. Sarah Iza Pazmiño, Mg. Cedula N: 0501741060

Celular: 0984060528 Correo: sj.iza@uta.edu.ec

Annex 2: Lesson plans

Lesson plan 1

Teacher: Rebeca Vargas
Level: 3rd semester

Group: 37 students, 29 women, eight men **Date:** December 14th, 2021 **Duration**: 2 hours		
Aims: ● To explain to students the general structure of the class. ● To evaluate the level of the students in the speaking skill using a placement test.		
Time	**Activity**	**Tools and materials**
5 minutes	The teacher introduces herself and explains how to work during this process.	Zoom
115 minutes	The teacher takes the placement test individually.	Zoom National Geographic Learning Placement test

Lesson plan 2

Teacher: Rebeca Vargas
Level: 3rd semester

Group: 37 students, 29 women, 8 men **Date:** January 4th, 2022 **Duration**: 2 hours		
Aims: ● To determine the level of the students' speaking skills using Pre-test.		
Time	**Activity**	**Tools and materials**
5 minutes	The teacher explains how the class will work.	Zoom
115 minutes	The teacher takes the Pre-test in pairs.	Pre-test (PET speaking paper) https://www.cambridgeenglish.org/exams-and-tests/preliminary/preparation/

Lesson plan 3

Teacher: Rebeca Vargas
Level: 3rd semester

Group: 37 students, 29 women, 8 men

Date: January 14th, 2022

Duration: 1 hour

Aims:

- To use verbal-linguistic intelligence activity to develop speaking skills.

  - The students will participate in discussions.
  - The students will express their opinion thoughts.

Time	**Activity**	**Tools and materials**
10 minutes	The teacher explains verbal-linguistic intelligence.	• Zoom • PPP https://docs.google.com/presentation/d/1TZ3Of9T6EN4oNFxusEYTgALdfIScdiv0OZqxprifaoc/edit?usp=sharing
45 minutes	The teacher raffles the discussion topics and then asks each student their opinion about the topic. Students must be used the following list of phrases.	• Zoom • Roulette https://es.piliapp.com/random/wheel/ • List of phrases: https://www.myenglishpages.com/english/communication-lesson-useful-expressions-for-debating.php
5 minutes	The teacher talks with the students about the activity that was carried out.	• Zoom

Lesson plan 4

Teacher: Rebeca Vargas
Level: 3rd semester

Group: 37 students, 29 women, 8 men

Date: January 18th, 2022

Duration: 1 hour

Aims:

- To use verbal-linguistic intelligence activity to develop speaking skills.

  - Students will use their imagination to build a story.
  - Students will use cohesion and coherence correctly.

Time	**Activity**	**Tools and materials**
10 minutes	The teacher starts the class with a game; she gives instructions.	• Zoom • Tongue twister
45 minutes	The teacher divided the class into two groups; each group will create a story. Each of the students will say a sentence to build the story.	• Zoom • Jam board https://jamboard.google.com/d/16toTdi2HbX2Oox3oFgOdhnizvhRgAs-ZI2Ln7lifFdY/edit?usp=sharing
5 minutes	The teacher asks what activities they do to develop speaking skills.	• Zoom

Lesson plan 5

Teacher: Rebeca Vargas
Level: 3rd semester

Group: 37 students, 29 women, 8 men

Date: January 19th, 2022

Duration: 1 hour

Aims:

- To use verbal-linguistic intelligence activity to develop speaking skills.

  - The students will answer questions and give their options.
  - The students will practice their speaking skills through reading aloud.

Time	**Activity**	**Tools and materials**
10 minutes	The teacher introduces the class, explains the activity, and sings a song.	• Zoom • YouTube
45 minutes	The teacher presents a fragment of a book to read aloud. Students should be attentive in reading to answer some questions.	• Zoom • Google docs https://docs.google.com/document/d/1MiZjFHw2y96_box-yUj3dNJo-e3uN6HxEEipEBGxI1s/edit?usp=sharing
5 minutes	Students discuss the activity	• Zoom

Lesson plan 6

Teacher: Rebeca Vargas
Level: 3rd semester

Group: 37 students, 29 women, 8 men

Date: January 21st, 2022

Duration: 2 hours

Aims:

- To determine students' speaking skills after applying the verbal-linguistic intelligence activities.

Time	**Activity**	**Tools and materials**
5 minutes	A short discussion about the activities of verbal-linguistic intelligence	Zoom
110 minutes	The teacher takes the post-test in pairs.	Post-test (PET speaking paper) https://www.greenwichcollege.edu.au/cambridge-pet-speaking-task-1
5 minutes	End of the treatment and farewell	Zoom

Annex 3: Rubric of Pre-test and Post-test

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	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 familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	*Performance shares features of Bands 3 and 5.*			
3	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
2	*Performance shares features of Bands 1 and 3.*			
1	Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics.	Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	*Performance below Band 1.*			

Source: Cambridge Assessment Criteria
Author: Vargas, R. (2022)

Annex 4: Survey Validation

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 Licenciada en Ciencias de la Educación

Mención: Inglés.

THEME:

VERBAL-LINGUISTIC INTELLIGENCE AND SPEAKING SKILL

AUTHOR: VARGAS PÉREZ REBECA ALEXANDRA

TUTOR: Mg. LORENA FERNANDA PARRA GAVILANEZ

Ambato – Ecuador

2022

OPERATIONALIZATION OF THE VARIABLES

Verbal- Linguistic Intelligence

Table 1. Operationalization of the independent variable

Conceptualization	Dimension	Indicator	Items	Techniques and instruments
Verbal-linguistic intelligence is one of the eight bits of intelligence according to Howard Gardner's Theory of **Multiple Intelligences**. It enables people to communicate and express their thoughts through language, either orally or in writing. This intelligence understands the **ability** to manipulate syntax, phonetics, pragmatics, and semantics of the language. Also, verbal-linguistic intelligence is based on one of the pillars of human adaptation: **social interactions.**	1. Multiple Intelligences	Types of multiple intelligences	Verbal-linguistic, Spatial, Logical-mathematical, Bodily-kinesthetic, Musical, Interpersonal, Intrapersonal, and Naturalist intelligences.	Survey
	2. Ability to communicate	Use the language	Express their thoughts, feelings, emotions and opinions.	
	3. Social interactions	Interaction activities to develop verbal- Linguistic Intelligence	**Types of activities:** • **Debate (Discussing)** • **Read a text or story aloud** • **Invents stories** • **Roleplay**	

Elaborated by: Vargas, R. (2021)

Speaking skill

Table 2. Operationalization of the dependent variable

Conceptualization	Dimension	Indicator	Items	Techniques and instruments
Speaking is one of the most frequently use **productions skills**. We can produce meaningful, relevant, and complete oral messages. When the person performs this **action**, he must use the appropriate grammar, vocabulary, and linguistic functions. So, it is considered an **important** part of social interaction to achieve effective communication.	1. Productive skills	Speaking and writing	Transmission of information	Survey Pre-test Post- test
	2. Oral expression	Sub-skills of speaking	Types of sub-skills • Fluency • Pronunciation • Grammar • Vocabulary • Comprehension	
	3. Important	Educational, and personal context	Communication skills allow us to express effectively and clearly in any situation	

Elaborated by: Vargas, R. (2021)

UNIVERSIDAD TÉCNICA DE AMBATO
CARRERA DE PEDAGIOA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

This survey is directed to students

Topic: Verbal-linguistic Intelligence and speaking skill

Objective: To analyze the influence of verbal-linguistic intelligence in speaking skill from the 3rd semester of "Pedagogía de los Idiomas Nacionales y Extranjeros" program at Universidad Técnica de Ambato.

Instruction: Read the questions carefully and choose your answer.

QUESTIONS	ANSWERS
1. You believe verbal-linguistic activities (debates, invent stories, read aloud, interviews, or role plays) allow you to develop your speaking skills.	Strongly Agree Agree Disagree
2. You consider that verbal linguistic activities encourage learning new vocabulary.	Strongly Agree Agree Disagree
3. You consider that using debates increase the discourse management.	Strongly Agree Agree Disagree
4. You think that you can verbally describe images or situations without problems.	Strongly Agree Agree Disagree
5. You believe that inventing stories allow you to develop your grammar and fluency orally.	Strongly Agree Agree Disagree
6. You consider that reading aloud improves pronunciation and intonation.	Strongly Agree Agree Disagree
7. You believe that you use appropriate vocabulary and grammar to give and exchange views.	Strongly Agree Agree Disagree
8. You believe that interviews help to create good interactive communication between participants.	Strongly Agree Agree Disagree

Link of survey: https://forms.gle/uaG2mNwjkjtpFmP6A

THANKS

EXPERT'S GENERAL INFORMATION:

Full Name: WILMA ELIZABETH SUÁREZ MOSQUERA
Profession: English Professor at Universidad Técnica de Ambato
Workplace: Universidad Técnica de Ambato
Degrees Undergraduate: LICENCIADA EN CIENCIAS DE LA EDUCACIÓN, EN LA ESPECIALIDAD DE INGLÉS Institution: UNIVERSIDAD TÉCNICA DE AMBATO Year: 1998 Postgraduate: MÁSTER UNIVERSITARIO EN EDUCACIÓN BILINGÜE Institution: UNIVERSIDAD INTERNACIONAL DE LA RIOJA Year: 2018

EXPERT JUDGMENT EVIDENCE

Mg. Wilma Elizabeth Suárez Mosquera with identity card number: 1802859841, certify that I make the expert judgment on this instrument designed by Rebeca Alexandra Vargas Pérez, with I.D. No. 1805156450 for the Final Degree Project entitled "VERBAL-LINGUISTIC INTELLIGENCE AND SPEAKING SKILL" since it is a fundamental requirement to qualify for the Bachelor's Degree in Educational Sciences; Mention: English, at Universidad Técnica de Ambato.

Ecuador, January 31st, 2022.

Sincerely,

firmado electrónicamente por:
WILMA ELIZABETH
SUAREZ MOSQUERA

WILMA ELIZABETH SUÁREZ MOSQUERA
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Degrees Undergraduate: Licenciada en Ciencias de la Educación Mención Inglés Institution: Universidad Técnica de Ambato Year: 2005 Postgraduate: Magíster en Ciencias de la Educación Institution: Pontificia Universidad Católica del Ecuador Year: 2015

EXPERT JUDGMENT EVIDENCE

Mg. Dorys Cumbe with identity card number: 1803694569 , certify that I make the expert judgment on this instrument designed by Rebeca Alexandra Vargas Pérez, with I.D. No. 1805156450 for the Final Degree Project entitled "VERBAL-LINGUISTIC INTELLIGENCE AND SPEAKING SKILL" since it is a fundamental requirement to qualify for the Bachelor's Degree in Educational Sciences; Mention: English, at Universidad Técnica de Ambato.

Ecuador, January 28th, 2022.

Sincerely,

DORYS MARIBEL CUMBE CORAIZACA

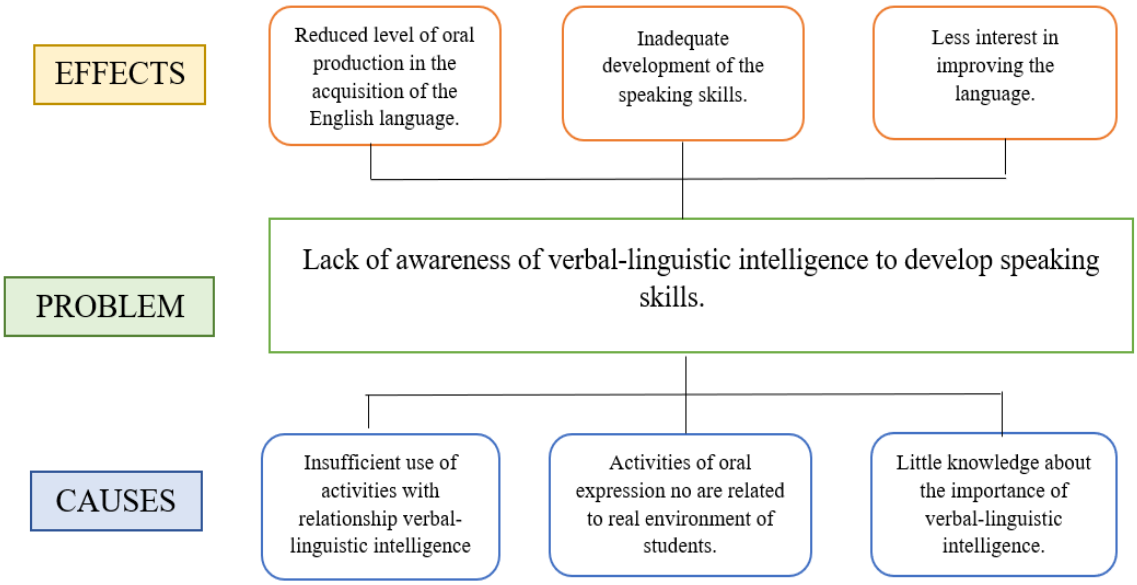
Firmado digitalmente por DORYS MARIBEL CUMBE CORAIZACA
Fecha: 2022.01.31 15:03:48 -05'00'

Mg. Dorys

Cumbe

C.I 1803694569

Annex 5: Problem Tree



Sources: Direct Research

Author: Vargas, R. (2021)

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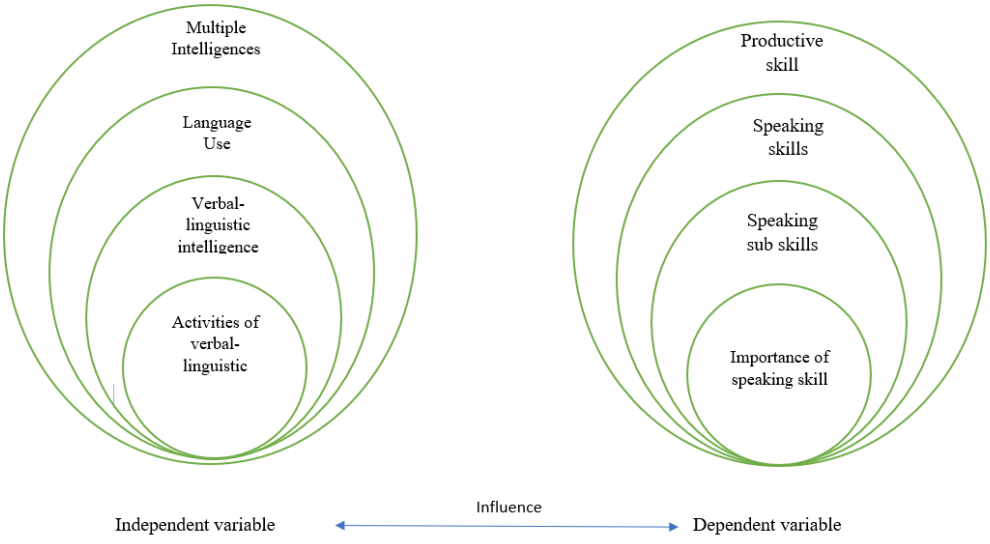
Annex 6: Main categorizes



Annex 7: Oral placement test

#	FIRST NAME	SURNAME	Score
1	EVELYN KAREN	ALLQUI BARRERA	40 (A2)
2	ABI ANAELA	ASANZA BRAVO	53 (B1)
3	DAYANA LICETH	AYALA TIPANLUISA	43 (B1)
4	CARLOS ANDRES	BRAVO ACOSTA	43 (B1)
5	STEFANNY VANESSA	CAJAMARCA TIPANTUÑA	46 (B1)
6	LOURDES MARITZA	CHALUISA CHALUISA	43 (B1)
7	ODALIS DANIELA	CHASI BAQUERO	32 (B1)
8	DIANA ESTEFANIA	CHISAG POAQUIZA	39 (A2)
9	DARWIN ANIBAL	COLCHA NUÑEZ	47 (B1)
10	EUGENIO JOSIAS	CRUZ TORRES	41 (B1)
11	KEVIN ADRIAN	CUYO TOPA	44 (B1)
12	DAYANA MAGDALIA	DIAZ ROBAYO	40 (A2)
13	DOMENICA SARAHI	ESPINOSA RODRIGUEZ	40 (A2)
14	MARIA ELISA	GARCIA CABRERA	39 (A2)
15	LAURA ESTEFANIA	HALLO SALAZAR	42 (B1)
16	ANGIE BELEN	LESCANO ACOSTA	43 (B1)
17	DORIS ISIS	LOPEZ ESPIN	46 (B1)
18	KATHERYN LIZBETH	LOPEZ MORALES	33 (A2)
19	JOHANNA FERNANDA	LOPEZ VILLACIS	45 (B1)
20	DANIELA KARINA	MELO PEREZ	40 (A2)
21	LIZBETH ANDREA	MORALES QUEZADA	41 (B1)
22	CARLOS MAURICIO	NARANJO MAYORGA	38 (A2)
23	DANY ALEXANDER	OÑA ENDARA	43 (B1)
24	KATHERINE VIVIANA	PAUCAR MACHADO	42 (B1)
25	VIVIANA MICHELLE	PEREZ PIÑALOZA	41 (B1)
26	HILARY STEPHANIE	PINTO ABRIL	40 (A2)
27	DEBRA DENISSE	PRECIADO SANCHEZ	42 (B1)
28	CRISTINA MARIUXI	SALAZAR GUAMAN	45 (B1)
29	CRISTINA ALEXANDRA	SALINAS TAMAYO	43 (B1)
30	DANIELA LISBETH	SANCHEZ RODRIGUEZ	43 (B1)
31	DAVID ERNESTO	SANDOVAL OCAÑA	45 (B1)
32	MARIA CRISTINA	TAMAYO BARRIONUEVO	42 (B1)
33	EVELIN LIZBETH	TIVIANO FRANCO	40 (A2)
34	ALISON LILIANA	TOAPANTA NUELA	41 (B1)
35	ESTHELA ELIZABETH	TORRES CORDOVA	43 (B1)
36	IBETH CELENA	TUBON GUAMAN	46 (B1)
37	ALEX VINICIO	VACA COJITAMBO	42 (B1)

Sources: Direct Research
Author: Vargas, R. (2021)

Annex 9. Results pre - test and pos-test

Table 2. Pre-test results

Participants	Score over 10	Score over 20
1	2	4
2	7	14
3	5	10
4	6	12
5	5	10
6	2.5	5
7	5	10
8	5	10
9	6.5	13
10	4	8
11	4.5	9
12	4	8
13	5	10
1	4.5	9
15	4.5	9
16	5.5	11
17	5.5	11
18	3.5	7
19	5	10
20	4.5	9
21	5	10
22	5	10
23	6	12
24	5	10
25	6	12
26	5	10
27	5	10
28	3	6
29	6	12
30	6	12
31	5.5	11
32	6.5	13
33	4	8
34	5	10
35	6	12
36	4.5	9
37	3	6
Average	**4.8**	**9.8**

Source: PET Speaking Assessment Criteria
Author: Vargas, R. (2022

Table 3. Post-test results

Participants	Score over 10	Score over 20
1	3	6
2	8	16
3	5.5	11
4	7	14
5	6.5	13
6	3.5	7
7	6	12
8	6.5	13
9	7	14
10	5	10
11	5	10
12	5.5	11
13	6.5	13
1	5.5	11
15	5.5	11
16	7	14
17	8	16
18	5	10
19	6	12
20	5.5	11
21	6.5	13
22	6.5	13
23	7.5	15
24	6.5	13
25	7	14
26	7	14
27	6.5	13
28	4	8
29	7.5	15
30	7	14
31	6.5	13
32	8	16
33	5	10
34	6	12
35	7.5	15
36	5.5	11
37	5	10
Average	**6.1**	**12.3**

Source: PET Speaking Assessment Criteria
Author: Vargas, R. (2022)

Annex 10: Urkund Report

Curiginal

Document Information

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Submitted by	
Submitter email	rvargas6450@uta.edu.ec
Similarity	10%
Analysis address	lparra.uta@analysis.urkund.com

Sources included in the report

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PARRA GAVILANES

1/23