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

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Theme: GENDER-BASED LEARNING AND THE SPEAKING SKILL

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SUPERVISOR APPROVAL

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I, Mg. Edgar Encalada, holder of the D.I. No. 0501824171, in my capacity as supervisor of the Research Thesis on the subject: "GENDER-BASED LEARNING AND THE SPEAKING SKILL" investigated by Mr.: Gustavo Gabriel Vaca Salazar, with I.D No. 0503501926, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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I declare this undergraduate dissertation entitled "GENDER-BASED LEARNING AND THE SPEAKING SKILL" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study. Comments expressed in this report are the author's responsibility



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DEDICATION

First, I dedicate this research work to my parents Shirley and Gustavo who always supported me during the process of my career, giving me always their advice and encouragement words and their economical support.

To my girlfriend who always give me her support and helped me to keep going forward and finish my studies.

To my family who always are telling me that they feel proud of me, being a fundamental part of my life.

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THEME: "GENDER-BASED LEARNING AND THE SPEAKING SKILL"

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Abstract

The aforementioned research set out to analyze the relationship between gender-based learning and speaking skills. For this purpose, a quantitative type of research was defined with a quasi-experimental design, of a transactional type and exploratory level, in which a questionnaire was used as a data collection technique according to the model of speaking tests Test 1: Eating and Test 2: Holidays according to the University of Cambridge. A sample of 41 students in the first year of BGU of the Juan León Mera Educational Unit "La Salle" was formed. A pre- and post-test evaluation was applied in which speaking ability was measured according to gender, obtaining as a result, differences between the performance of females, slightly above that of males in both the pre- and post-test and showing a high positive correlation in the variables studied.

Key words: learning, students, gender, ability, speaking, ability, speaking

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Resumen

La investigación mencionada se propuso analizar la relación entre el aprendizaje basado en el género y la habilidad de hablar. Para ello se definió una investigación de tipo cuantitativa con un diseño cuasi experimental, de tipo transaccional y nivel exploratorio, en el cual se utilizó como técnica de recolección de datos un cuestionario de acuerdo al modelo de pruebas de expresión oral Prueba 1: Comer y Prueba 2: Vacaciones según la Universidad de Cambridge. Se conformó una muestra de 41 estudiantes de 1º de BGU de la Unidad Educativa Juan León Mera "La Salle". Se aplicó una evaluación pre y post test en la cual se midió la habilidad para hablar de acuerdo al género, obteniendo como resultado, diferencias entre el desempeño de las mujeres, levemente por encima de los varones tanto en el pre como pos- test y evidenciando una correlación alta positiva en las variables estudiadas.

Palabras claves: aprendizaje, estudiantes, género, habilidad, hablar

CHAPTER I

THEORETICAL FRAMEWORK

1.1. Investigative background

Yaghoubi and Farrokh (2022) studied Iranian EFL learners' private speech at all proficiency levels and across genders while performing reading comprehension tasks. The results revealed that there was a statistically significant relationship between the forms of private speech produced by Iranian EFL learners and their foreign language proficiency. However, the results showed no significant correlation with respect to gender and forms of private expression. It can be concluded that private expression is responsible for both regulating mental ability in complex tasks and facilitating the internalization of mental ability. In second/foreign language learning.

According to an investigation carried out by Alotumi (2021) examined the level of self-regulated motivation of first and final year university students to improve their speaking in English as a foreign language. The interaction of students' academic level and gender with their foreign language speaking was examined. The study suggests incorporating motivation regulation training into EFL programs to raise awareness of motivation self-regulation strategies to cultivate students' motivation. It also indicated that there is no significant relationship between students' speaking and their academic performance. However, it showed that students' gender had a small but significant effect, in favour of females, on their speaking ability.

In the same line of work, Sturrock et al. (2020) compared the language and communication skills of 13 females and 13 males (aged 8.11 to 11.06 years). Gender-normative data were also determined for 26 typically developing children matched for age and gender. All children had a typical IQ range. Results show that females outperformed males on pragmatic and semantic tasks and on certain tasks related to emotion language. Males outperformed females on tasks above the sentence level, but not on basic vocabulary or sentence-level tasks. This study highlights the specific language and communication strengths and weaknesses of females, which may help to identify the female autistic phenotype more precisely.

Similarly Artuso, et al. (2021) study the implicit representation of grammatical gender in Italian children with developmental language disorder (DLD), assessed epicene animal names: phonological and/or syntactic. Seventy Italian children with expressive-phonological DLD (mean age: 61.20 months) were compared with a control group of the same size. In general, children with language disorders performed worse than the control group. In addition, participants with language impairment used the phonological index to a significantly lower degree, confirming their specific impairment in phonological word processing.

Kachel et al. (2018) studied the acoustic correlates of sexual orientation and gender identity in German-speaking subjects. The results suggest that gender identity is an important additional factor besides sexual orientation also in adult speakers. They found that, although there were sometimes no differences between lesbians and heterosexual women, within the lesbian group, the first two formants of /i:/ and the mean fundamental frequency varied according to gender role self-concept.

Casco et al. (2017) studied cognitive and behavioral differences in male and female students with autism spectrum syndrome, including their use of language. Some additional symptoms of autism spectrum condition showed different patterns of sex/gender differences in autism spectrum conditions and typically developing groups, including measures of executive function, empathy and systemizing traits, internalizing and externalizing problems, and play behaviors.

In the same vein, different studies have investigated the biological basis for gender differences in the ability to speak, according to gender (Weirich, Fuchs, Simpson, & Winkler, 2016). It is known that the inequalities in average male and female essential frequency are partly due to average differences in vocal fold mass and length, and it has also been suggested that the condition of a croakier voice generally reported to be associated with female voices is due to differences in vocal fold thickness that affect the vocal fold closure mechanism with a permanent airflow between the thinner vocal folds of females.

In this sense, the different levels of skill, aptitude and expectations of individuals must be taken into account when designing learning activities that are coherent with the students' schemas. Likewise, they should consider interests and learning styles with the intention of thinking about academic content from a variety of

perspectives (Martínez N. , 2015). The core of this theory is interlearning, learning together. Studying with more experienced subjects broadens the field of proximal development, because it gives security, which means guaranteeing success. That is why parents should learn together, in order to have enough experience to support their children (Cáceres & Munévar, 2016).

There is a well-recognized tradition of investigating the relationship between children's semantic and syntactic abilities, the mastery of grammatical gender and their sensitivity to different lexical markers has recently become a focus of research. Language learning is facilitated by the regularities of language; one of the most regular aspects of a generative language is grammatical gender. Grammatical gender is an arbitrary categorization system that divides nouns into two (feminine and masculine, like French, Italian or Spanish) or more classes like some Asian languages.

In Germanic languages such as English, grammatical gender is expressed by suffixes. In general, grammatical gender is seen as a system that is functionally independent of semantic and morphological information; in other words, it is independent of other formal and conceptual aspects of language. In fact, the same concept can be referred to by nouns of different gender in different languages.

However, gender classification within a given language can be quite regular, based on salient semantic properties of the referents (such as biological sex) and/or formal features. Semantic regularities correlated with gender are often observed. For example, in Italian, nouns designating plants are usually masculine, while nouns designating fruits are usually feminine; in Latin, on the other hand, nouns designating plants are usually feminine, while nouns designating fruits are usually neuter.

The present research assumes the approach of authors such as Artuso, et al. (2021) who propose the existence of gender differences in the expression of language, due to both morphological and cultural aspects, therefore, the research is carried out based on this current of thought, trying to obtain data that will increase the body of knowledge in the area.

1.2. Theoretical framework

Dependent variable: Gender Based Learning

1.2.1. Learning

Learning is one of the most significant processes for human beings, because it involves obtaining information for its transformation into behavior, knowledge, skills, abilities and values. In people, it is closely associated with personal growth and education; consequently, it is established that the main way to acquire it is through study, research processes, experience, availability of observation, instruction received and reasoning (Elliott, et al., 2016).

During different historical periods, various researchers have put forward their theories about the learning process, which has allowed different classifications to be made about the explanatory models of this process. Thus, we can mention meaningful learning, in which it is stated that knowledge is acquired through the discovery that people develop by interacting when they are in contact with their reality (Ausubel, 2002).

In addition, there are formulations about learning by reception, which has been conceptualized as the capacity of abstraction that students build up, through which they can understand theoretical explanations presented orally, even if they cannot locate them in practice (Watson, 1930).

On the other hand, we can mention the learning of representations, which refers to the criteria, methods and rules that are unchangeably assimilated to solve repeated events.

Along the same lines, learning by trial and error, understood as the personal motivation to try to solve problems by trying different ways until the right one is found.

Nowadays, innovative learning has come to be conceptualized as new discoveries that are developed at a social level and, as a consequence, are regularly anticipated (Arribas, 2017).

Another modality is the so-called social learning, which is conceived as a cognitive process that is acquired through observation or direct instructional activities, beyond the possibility of direct reinforcement, postulated by Vigotsky (1989), who considered that social and cultural aspects are determinant for learning, because each culture communicates its beliefs, values, methods and tools for solving problems or conflicts. Relationships or exchange with others allow children to gain ideas, attitudes and values. Hence, language is considered the most important symbolic system of learning.

This theory considers proactive participation in the environment around people to be fundamental to cognitive development. Learning develops through social interaction. People gain, attitudes, knowledge, ideas and values when they interact with other people (Vigorsky, 1989).

The principles underpinning it are: human consciousness as an object of study; the social genesis of consciousness and behavior; the principle of signification; cultural development of behavior; the four stages in the sign domain; the principle of mediation; the practical character of human activity; the planning function of language; the zone of proximal development and the dialectical method (Vigorsky, 1989).

1.2.2. Language Learning

Language learning has been characterized by an ongoing search for effective methods of teaching second or foreign languages. For several decades this process focused on the development of accuracy and fluency in teaching, the choice of syllabus frameworks in course design, the role of vocabulary in language learning, the teaching of production and reception skills, learning theories and their application in teaching, memorisation and learning, learner motivation, effective learning strategies, teaching techniques for the four skills, and the role of technology and resources (Kover, 2018).

1.2.3. Language learning strategies

The traditional method

The traditional method, also known as the grammar/translation method, has been practiced since the early 16th century and continues to be used today. The main objective is to translate the ancient sacred texts, to master the literary writing. The main objective of language learning is not communication, but rather an intellectual discipline. No interest is given to the spoken language, except in the exercise of reading. Navarro et al., (2015) state that "learning objectives were introduced in a descriptive and declarative way.

The direct method

The direct method, also known as the natural, psychological (or phonetic) method, was used from the second half of the 19th century until the 1950s: it was officially imposed in French school education by the 1901 National Education

Instructions. Unlike the traditional method, the aim is to make the pupil speak. Priority is therefore given to oral expression without recourse to the mother tongue, using gestures, pictures, drawings and the classroom environment. It is considered by this method that a foreign language can be learnt in the same way as a child learns his or her mother tongue, i.e. by imitation (Menks, et al., 2022).

The audio-oral method

The audio-oral method originated in North America, in reaction to the direct method in which Germany played a leading role. It was developed in 1943 in response to a request from the United States Army, following the attack on Pearl Harbour and the Americans' entry into the war. At that time, the US military set up a huge program to meet the needs of the different languages spoken in the territory (Ishaq, et al., 2021).

The Structural and Global Audiovisual Method (SGAV)

The SGAV method, also known as the audio-visual method, was first used in the 1950s, constituting a true renewal in the teaching of modern languages. It arose from France's need to integrate immigrants from colonies seeking independence. Thus, bodies were created to think about and develop methods to spread the French language. The aim is to learn to speak and communicate in everyday situations. Structuralist theory (Saussure) and the Prague circle (Troubetzkoy), which gave importance to acoustic components in the teaching/learning of a foreign language, were used as a basis (Habók, Magyar, & Molnár, 2022).

1.2.4. Gender-based learning

In research on human behavior, it is common to find the gender variable as an indicator of differences in different fields of knowledge, however, in the psychometric field, the interest is no longer so much focused on which tasks there are or are not sexual differences, but on whether or not both sexes use the same skills when solving the same problem (Liao & Wang, 2020). This statement, taken to the field of cognitive psychology, leads us to reflect on the extent of the distinctions in the performance of different tasks in the learning processes for each of the genders. Research linked to aspects of personality and cognitive tasks seems to offer a picture in which males are generally more extroverted, impulsive, with better performance in numerical and spatial tasks, and females in turn more introverted, more emotional and with better

performance in verbal tasks; although a meta-analysis of a large number of investigations provides a greater number of similarities than differences, and that the effect size on variance is very small (Velasco & Cardeñoso, 2020).

1.2.4.1. Gender-based learning activities

Zupan et al. (2018) argue that the stereotype that women are better at "reading" other people has some empirical support. Several studies have reported a female advantage in emotion recognition in typical adults, which begins in childhood and persists throughout life. (Keegan et al., (2017). Differences are generally small (e.g., accounting for <10% of the variance in scores) and are mainly due to threat-related affective displays. Analysis of 14,000 samples of written and spoken language showed that women also used more emotion words (e.g., happy, certainty, nervousness, and hate) than men, and fewer swear words, although again effect sizes were small (MacQueen et al. (2018).

Gender differences in language may be signs of cognitive differences, but they may also themselves be the cause of such differences. Females have a slight language advantage over males, but effect sizes are small and gender explains very little of the variation observed in the normal population (1%-2%). However, males outnumber females in the lowest 10th percentile on language tests (2:1), resulting in males being more frequently diagnosed with developmental disorders, which depend on tests of language development (Wallentin, 2020).

Therefore, gender differences in language are negligible if focusing on the population as a whole, but if focusing on language deficits, gender differences are evident. Differences in speech and word use can be observed between the genders, allowing gender to be predicted from these measures with a high degree of certainty. A subtle finding is that women use more first person pronouns. This is also seen in depression, which is more frequent in women, opening up a potential link. Sex chromosome trisomy's are often accompanied by language deficits, but the causes of this are unknown.

Gender differences in second language acquisition have been studied by van der Slik et al. (2015) who analyzed gender differences between countries of origin and continents, and between mother tongues and language families, using a large-scale database containing information on 27,119 adult learners of Dutch as a second

language. The results showed that female learners consistently outperformed male learners in oral and written proficiency in Dutch as a second language.

This gender gap remained remarkably strong and constant when other learner characteristics were taken into account, such as education, age of arrival, length of residence and hours of Dutch study. For Dutch reading and listening skills, no gender gap was found. In addition, we found an overall gender effect by education for the four Dutch language skills of speaking, writing, reading and listening. Female language learners turned out to benefit more from higher educational training than male learners in adult second language acquisition. These findings do not seem to be in line with parenting-oriented explanatory frameworks based, for example, on a human capital approach or gender-specific acculturation processes. Rather, they seem to corroborate a nature-based gene-environment correlation framework in which language proficiency is a genetically influenced ability that interacts with environmental factors such as motivation, guidance, education and learning strategies that still mediate between endowment and language proficiency acquisition at an adult stage.

With respect to gender differences in the human voice, higher values of formants found in female voices have also been attributed to discrepancies in overall length between the male and female vocal tracts, subtler differences possibly due to the different dimensions of the length of the oral and pharyngeal cavity. However, other research has shown that gender differences within a language are due to behavioral and learning variables, which are extremely important. An example of this was given by Weirich y Simpson (2015) who obtained as a result of their research different patterns in the fundamental frequency, the spectral characteristics of the sibilants, the vowel space and the characteristics of the sibilants were then considered relevant parameters of analysis for the present study of production and perception.

1.2.4.1.1. Role playing

Role playing, also known as role play, is a practical activity in the humanistic psychotherapy model. In this process, participants act as actors whose purpose is to act empathetically with the character they are playing a previously established situation about a real or imaginary event. Usually, this activity is carried out in groups within which the grouping in pairs is defined, with one of the participants representing a person characterized beforehand. In education, it is often used to develop students'

simulations of specific problems or events that will enable them to acquire certain skills, including the ability to put themselves in the other person's place (Corsini, 1966).

1.2.4.1.2. Discussion

Discussion is a learning tool through which two or more participants present their opinions on one or more topics, presenting or defending their ideas, opinions or perspectives. It is one of the communicative activities that allow for the sustained argumentation of ideas and opinions, contrasting or exposing those of each participant in order to finally reach the establishment of agreements or points of conciliation between those involved. Carrying out this activity in the academic environment is complex since it implies that the facilitator summarizes and maintains the focus on the main ideas debated (Checya, 2019).

1.2.4.1.3. Game - broken phone

The game of the broken telephone consists of a group dynamic in which a message is sent to the first participant, who then transmits it to the next participant and so on until the last participant is reached. Then the facilitator exposes the message sent to the first member and each of the participants begins to explain what message they received and sent. Finally, the participants reflect on how the message was distorted as it was delivered, from the beginning to the end.

Independent Variable: Speaking Skill

1.2.5. English Language

English is the most widely used language in the world and, as a result, most educational institutions have incorporated it into their curricula. English as a foreign language involves learning a language other than one's mother tongue, which is often not used in the everyday life of the learner and the environment in which he or she carries out his or her activities. Generally, for most learners, the learning of English as a second language takes place in the classroom, where different controlled activities are planned and executed.

Although this process takes place mostly in the educational setting, learners can achieve a high degree of English language development. That is to say that

students have the opportunity to develop English language learning only during their training, when they are in educational institutions, and rarely in other types of activities, limiting in certain occasions that the student may finally be able to communicate in this language, given that the number of times of language practice outside the classroom is reduced.

1.2.6. English Language Skills

Knowledge of the English language is a complex process in which psychological, linguistic and social aspects come into play. Each of these elements in turn allows for the differentiation of certain dimensions, thus, in the psychological sphere, the cognitive, affective and sensory-motor aspects are described; in the linguistic sphere, graphic, lexical, textual, orthographic, syntactic and pragmatic components are differentiated; and from the social point of view, cultural and interactional aspects are considered.

1.2.7. Productive Skills

Students present throughout their journey different approaches to writing and written production, initially when they are assigned in subjects such as language, science or history, cases in which they must proceed to elaborate a piece of writing as an instrument or activity by means of which they must be able to express the knowledge and mastery they present. In addition, they make use of this technique, while approaching or working with argumentative discourse, be it through reading, analysis and production of writings, using an argument, thesis and conclusions. Also, when reading different essays that make up the literary canon, in which they must evaluate their structure, aesthetic presentation and culture (Pastene et al., 2016).

In correspondence with the above, the argumentative production capacity of students has been studied, as expressed by Gasca and Barriga (2016) who developed a research in which they proposed an instructional model to promote argumentative skills in high school students, through the development of school essays. They used different argumentative theoretical models such as rhetoric, classical and new rhetoric, analytical theory and dialectical pragma. Based on the notion that they facilitate the integration of the structural elements of the essay. The results of this research validated

the hypothesis that the use of an instructional model facilitates the elaboration of argumentative essays in high school students (Pastene, Díaz, & Molina, 2016).

Similarly, Bolaños and Ortega (2018) studied argumentative essay writing in high school students in the province of Nariño. They used a hermeneutic approach, aligned to the qualitative paradigm, in which they used fifteen students and a teacher of language and literature as a work unit. They used different instruments for data collection such as direct observation, diagnostic workshops, the in-depth interview for the teacher and the focus group applied to the students, each of these with their respective instruments.

Bolaños and Ortega (2018) arrived at results in which the students' difficulties in writing argumentative essays were evidenced, mainly in aspects such as the definition of the thesis, structural organization of paragraphs, cohesion, coherence, spelling, elaboration of quotations and contextualization, among others. In addition, the use of few didactic strategies by teachers for teaching essay writing was observed.

On the basis of the above, it can be summarized that the writing process takes place in three stages, as Cassany (2005) puts it, comprising planning, writing and correcting. According to the author, written codes are understood as "a social fact that comprises a group of personal interpretations that make up the collective meaning" (p.5). As part of planning, the formulation of ideas is developed, through which the aim of the text is defined, the objectives, the construction of images about what is intended to be achieved with the text.

The second phase, described by Cassany (2005), comprises the execution of linguistic products, in accordance with mental representations. The writer uses the aspects of the plan and translates them into verbal content, using words. Finally, the revision process takes place, which for some authors is considered to be of greater importance, differentiating even the representation of the text that has been thought out versus the one that has been executed. This last stage involves activities such as: comparing, diagnosing and executing.

1.2.8. Speaking Skills

The language system is highly complex and in the case of a large, diverse and advanced society, it is not possible for any of the speakers to master it. On the other hand, each language is constantly evolving to meet the demands of its use in communication. Most nation-states have tried to define a standard without going into detail. In order to present it, we have used the model of linguistic description in use in education, based on literary texts, as an aid to the study of dead languages.

dead languages.

1.2.9. Speaking Skills

1.2.9.1. Grammatical Resource

It is the knowledge of grammatical resources of the language and the ability to use them. Formally, the grammar of the language can be considered as the set of principles resulting from the combination of marked and defined meaningful elements (sentences). Grammatical competence is the ability to understand and express ideas in well-formed sentences according to these principles, not to memorize them or produce them as elaborate formulae.

In this sense, every language has an extremely complex grammar, a number of competing theories and models exist for the organization of words into sentences. The Cadre Européen Commun de Référence pour les Langues (2022) does not consider making a judgement or promoting the use of any particular model but rather encourages learners to make their own decision more practically oriented.

The scale presented below serves to illustrate grammatical correctness and should be related to the scale presented above (vocabulary scope). As mentioned above, it is not possible to apply a general scale of grammatical structures in all languages.

Table 1
Vocabulary mastery

Vocabulary mastery	
C2	Can consistently maintain a high level of grammatical correctness even when attention is focused on e.g. planning or observing the other's reaction..

C1	Can consistently maintain a high degree of grammatical correctness; errors are rare and difficult to recognize.
B2	Has good grammatical control: there are small grammatical errors, non-systematic errors and small syntactic mistakes, but these are rare and can often be corrected. Has sufficient grammatical control. Does not produce errors that cause misunderstandings.
B1	Communicates with sufficient accuracy in familiar contexts; generally, has good grammatical control despite the influence of the mother tongue. Errors may occur but the general meaning is clear.
A2	Can use simple structures correctly, but still makes elementary mistakes, e.g. confusion of tenses, concordance. However, the general meaning is clear.
A1	Has limited control of syntactic structures and simple grammatical forms from a memorized repertoire.

Source: The Cadre Européen Commun de Référence pour les Langues (2022)

1.2.9.2. Pronunciation

This competence involves knowledge of perception, production and the ability to perceive and produce: the sound units of language (phonemes) and their realization in particular contexts (allophones). Also, to produce the phonetic characteristics which distinguish phonemes (distinctive features such as: sonority, nasality, occlusion, labial). Also, the phonetic composition of words (syllabic structure, sequence of phonemes, word stress, tones). Finally, the prosody or phonetics of the sentence such as accentuation, sentence rhythm and intonation.

Table 2
Mastering Pronunciation

Mastering Pronunciation	
C2	As in level C1
C1	Can vary intonation and place correct stress in order to express shades of meaning.
B2	Clear and natural pronunciation and intonation have been acquired.

-
- | | |
|----|---|
| B1 | Pronunciation is clearly understandable, although a foreign accent and occasional mispronunciations are noticeable. |
| A2 | Pronunciation is clear enough to be understood despite a definite foreign accent. |
| A1 | Pronunciation of a very limited repertoire of memorized expressions and words which can be understood with a little effort by the native speaker. |
-

Source: The Cadre Européen Commun de Référence pour les Langues (2022)

1.2.9.3. Comprehension

Understanding texts represents a key skill for people to access fundamental aspects of reading that are not present at first glance. As a cognitive competence, it could be said that it enables people to function in the knowledge society, since most learning involves reading this type of text, through which causal relationships between the facts of nature and society are obtained. (Arboleda, 2019).

According to different research, comprehension of expository texts currently represents a problem for educational systems at different levels. As Vega points out (2017), Mexican primary school students in Mexico show clear evidence of not possessing this competence, both in terms of comprehension and the ability to reflect on the language, and consequently show below-average performance.

1.3.Objective

1.3.1. General Objective

Analyze the relationship between gender-based learning and the speaking skill.

1.3.2. Specific Objectives:

- To identify the types of gender-based learning activities to apply in English lessons.
- To evaluate the student's speaking skill development.
- To apply gender-based learning activities to improve the speaking skill.

CHAPTER II METHODOLOGY

2.1 Resources

The development of this research required the use of bibliographic, financial, human and material resources, all of which started with the approval of the thesis profile by the Technical University of Ambato, as well as the knowledge imparted on the elaboration of the project.

The human resources involved in carrying out the research included the researcher's tutor, who carried out the study and the members of the educational community who collaborated in the execution of this work, such as the director of the "La Salle" Educational Unit, located in the city of Ambato, the teachers and students of parallel D of the first grade of the General Unified Baccalaureate who showed their willingness to collaborate by supplying data through the application of the instrument designed.

The financial resources involved all the expenses incurred by the researcher to complete the development of the research, considering that the field activities were carried out on the premises of the educational unit, such as the collection of data from the students. (Table 1)

Table 3
Types of resources

Resources	
Human Resources	Research Tutor Researcher Participants
Institutional Resources	Universidad Técnica de Ambato Facultad de Ciencias Humanas y de la Educación Pedagogía de los Idiomas Nacionales y Extranjeros Unidad Educativa Juan León Mera “La Salle”

Materials	Technological Materials
	Rubrics
	Tests
	Board

Note: This table shows the types of resources that were used for the investigation.

Elaborated by: Vaca, G (2022)

2.2 Methods

This study will attempt to determine differences in the production of the speaking skill associated with self-assessed and perceived gender. The production study will focus on identifying variables that change within the same gender, due to differences in self-attributed gender identity ratings (male and female subjects). The speech material will consist of utterances of words extracted from spontaneous speech and the parameters investigated comprise mean fundamental frequency and speaking development.

2.2.1. Approach

2.3. Research modality

This research was carried out under a quasi-experimental design, a research modality in which one of the variables, generally the dependent variable, is deliberately manipulated, differing from pure experiments in that the subjects are not randomly assigned, but rather these groups are already formed, even before the experiment is carried out. (Hernández & Mendoza, 2018).

2.3.1. Level and type of research

With respect to the type of research, it corresponds to a trans-sectional study, which will be carried out by taking data during a specific period of time, which means only accessing reality during a specific period of time (Hernández & Fernández, 2016).

2.3.2. Exploratory level

This research was carried out at an exploratory level, due to the fact that at the national level it represents a subject on which little research has been carried out and, consequently, the information available is limited, so its results represent an approximate vision of the object of study, that is, a first level of data that will facilitate the incursion into the problem studied to obtain future information of greater depth in knowledge (Hernández & Mendoza, 2018).

2.3.3. Correlational level

It corresponds to a correlational research because it attempts to identify the relationship between two variables, in correspondence with the statistical data generated by calculating Cronbach's alpha for hypothesis testing, the data collected were analyzed statistically, in order to establish their relationship and behaviors, in accordance with the model proposed by **Saunders (2009)** the basis of a correlational study is shown graphically.

2.4. Population

According to Hernández et al. (2016) the population corresponds to "the total of the universe under study" (p. 358). Along the same lines, Aria (2012) proposes that it is "a finite or infinite set of elements with similar characteristics" (p.81). Therefore, for the present research, the population comprises the association of elements with the same qualities and which were part of the study, i.e., for the present research, it was made up by:

Table 2
Population

Population	Experimental Group	Total	Percentage
Female	13	13	32%
Male	28	28	68%
Total	41	41	100

Note: This table shows the population of students of Unidad Educativa: Juan León Mera ‘‘La Salle’’
Elaborated by: Vaca, G.

2.5. Techniques and instruments

The techniques to be used in this research correspond to the survey and observation.

Survey: The survey is one of the most useful data collection techniques in the world, due to its practicality and ability to collect volumes of information in a short period of time. Accordingly, this technique will be used by means of a questionnaire-type instrument, which according to Escofet, et al. (2016) is essentially a way of

obtaining information, based on underlying philosophical foundations, and is therefore permitted in different research designs, providing validity and reliability.

2.6. Instruments

The conduct of the present research employed two techniques firstly the use of a standardized test and a checklist to assess learning based on gender and speaking ability. As for the standardized test we took the Examples of Speaking Tests Test 1: Eating and Test 2: Holidays according to Cambridge University (2021), phase 1 involves exemplifying two people meeting in the morning; then a back-up of information is presented, which takes approximately four minutes. In the second phase or example, a conversation between friends is simulated, using the questioning tool.

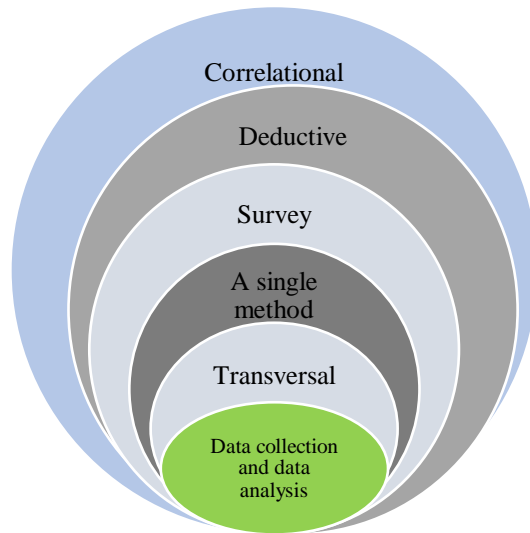
This is followed by the first test, the second part, which lasts approximately 6 minutes, in which a conversation between two people who are having a meal is presented. This is followed by the second test, consisting of two parts, the last of which comprises a series of images to be described in the students' own words (see Annex 1).

Lesson Plan 1 was also used, in which the topic of: Music through time and proceeded to execute a role-play with the students as a provocative dynamic to encourage participation and implementation of the information obtained from the topic presented (see Annex 2).

The instruments were used in the context in which the students regularly develop as was the educational institution, which allowed their consent to be sought and the above-mentioned instruments to be administered in a group setting.

Figure 1

Research process proposed by Saunders



Note: Taken from Saunders (2009)

2.7. Hypothesis

Alternative hypothesis

Gender-Based Learning influences students' speaking skill.

Null Hypothesis

Gender-Based Learning does not influence students' speaking skill.

2.8. Variables

Dependent variable

Gender-based learning

Independent variable

Speaking skill

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of results

Pretest and posttest Result from the female group

This chapter presents the results obtained in the pre-test and post-test administered to 41 students of 1st BGU education at Juan León Mera “La Salle” Educational Unit. The results obtained have been represented through tables and graphs for better understanding.

The pre-test and post-test (adapted from Examples of Speaking Tests Test 1: Eating and Test 2: Holidays according to Cambridge University (2021) were scored out of 10 points. The first table shows the results obtained by the students in the pre-test for the female group, out of 10 points, as well as, the second table shows the results of the pre-test for the male group, after applying the treatment.

Subsequently, the results are compared by gender, on the understanding that performance is being evaluated according to this variable.

Both the null and alternative hypotheses were verified using SPSS software with the T-test statistics.

3.2 Data interpretation

Table 4

Result pretest Female

Pretest Female	Average
Dimensions	
Role- Playing	6,3
Discussion	6,5
Broken Phone	6,5

Source: Direct Research

Elaborated by: Vaca, G. (2022)

Table 5
Result posttest Female

Posttest Female	Average
Dimensions	
Role- Playing	7
Discussion	7,17
Broken Phone	7,12

Source: Direct Research

Elaborated by: Vaca, G. (2022)

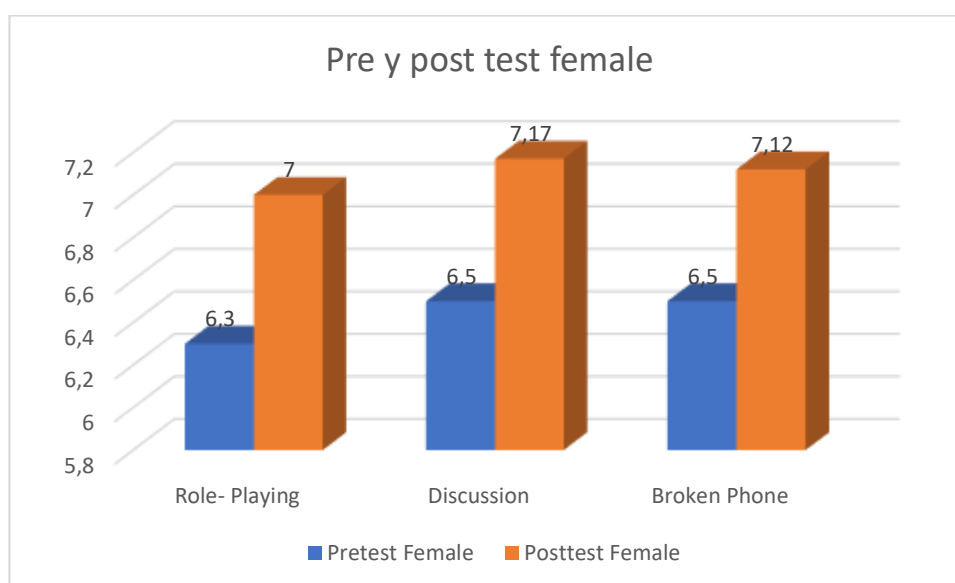


Figure 1 Result pre y post test female

Source: Direct Research

Elaborated by: Vaca, G. (2022)

Analysis and interpretation

The results of the evaluation in the pretest and posttest exposed in tables 4 and 5 and in figure 1 for the activities of role playing, debate and game of the broken telephone showed significantly lower average scores in all the measures taken before the evaluation. execution of the intervention. This is how the scores for debate and game of the broken phone reached the score 6.5, while in role playing it reached 6.3. These

data underwent modifications when measured during the post-test activity, reaching values of 7.17 for the debate, 7.12 in the broken telephone game and 7 in role playing. The data show that the female students showed a better performance in the techniques of debate and the broken telephone game compared to their performance performing a role playing, both in the pre-test and the post-test. These results are understandable because playing the role of someone else represents a complex task that requires rapport, understanding of different aspects of the person and the ability to imitate them adequately.

Pretest and posttest Result from the male group

Table 6
Male Pretest

Male Pretest	Average
Dimensions	
Role- Playing	6,3
Discussion	6,61
Broken Phone	6,55

Source: Direct Research
Elaborated by: Vaca, G. (2022)

Table 7
Male Posttest

Male Posttest	Average
Dimensions	
Role- Playing	7,05
Discussion	7,18
Broken Phone	7,13

Source: Direct Research
Elaborated by: Vaca, G. (2022)

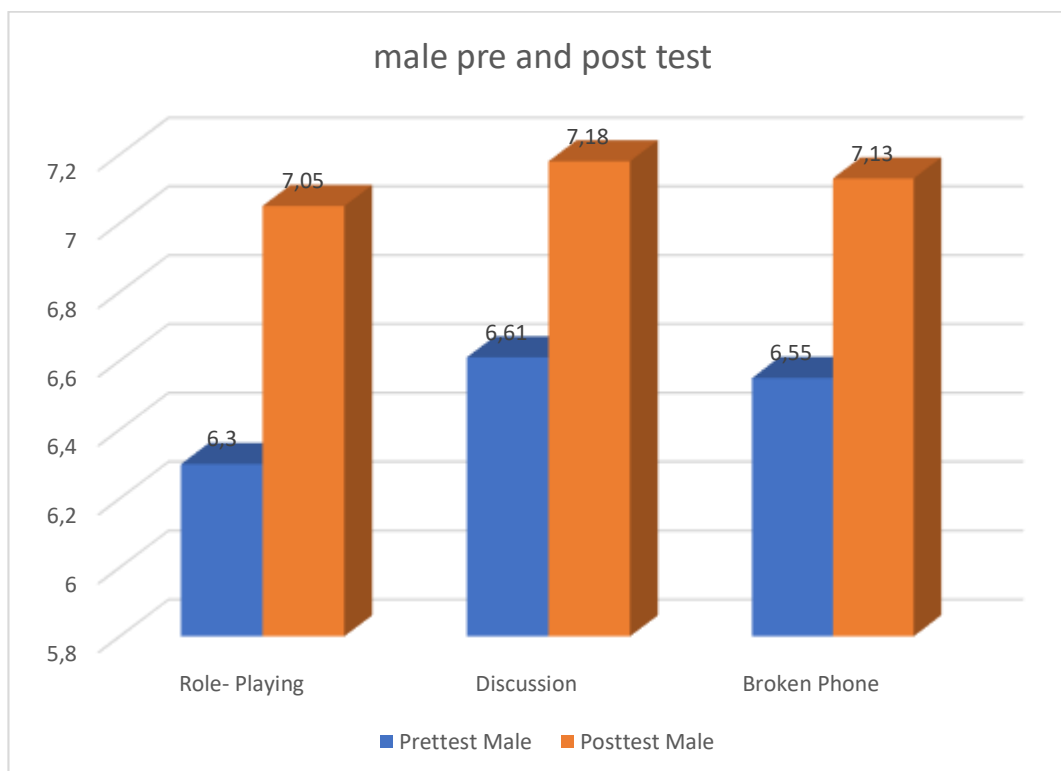


Figure 2
Pre and posttest male

Source: Direct Research
Elaborated by: Vaca, G. (2022)

Analysis and interpretation

The results presented in tables 6 and 7 and figure 2 show the performance of the masculine group in the activities of role playing, debate and broken telephone game, showing a higher performance in the debate with an average score of 6.61, followed by the broken telephone game during the pretest execution with an average value of 6.5 and in third place the role playing with 6.3. While the post-test performance manifested better scores in the debate activity achieving an average score of 7.18, followed by the broken phone game with a rating of 7.13 and in last place the data for the role playing.

The results achieved by the group of male students show a better performance in both pre- and post-tests in the debating technique, followed by the broken telephone game and in last place the role playing. The performance in debating seems to be a characteristic of the male gender, but not in role playing outside of themselves.

Table 8
Pretest Female Male

Pretest	Female	Male
Dimensions		
Role- Playing	6,3	6,3
Discussion	6,5	6,6
Broken Phone	6,5	6,5

Source: direct
 Elaborated by: Vaca, G. (2022)

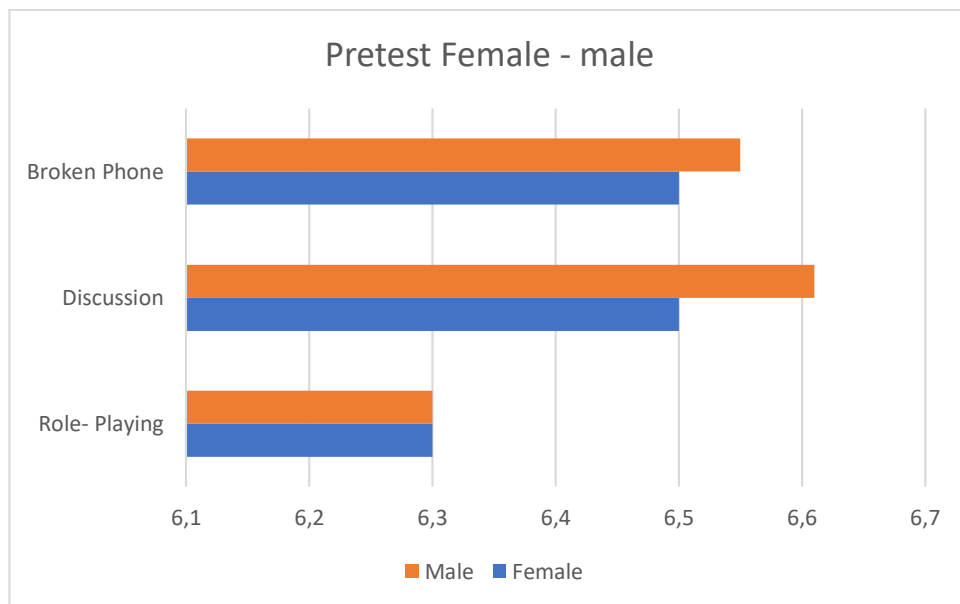


Figure 3
 Female and male results

Source: Direct Research
 Elaborated by: Vaca, G. (2022)

Analysis and interpretation

The results for the pre-test according to gender showed differences in the debate activity, which are seen as minimal, with females obtaining 6.5 and males 6.6; while in the broken telephone game and role playing tasks the values were the same for both groups.

According to the results obtained, the performance of both groups in the pretest activities is very similar, showing a better performance in two of the tasks, in comparison with the third or role-playing activity in which both groups showed a slightly lower performance. This could be an indicator of the difficulties of both groups in characterizing other people's behavior when exercising them in the English language.

Table 9
Female and male posttest

Posttest	Female	Male
Dimensions		
Role- Playing	7	7,05
Discussion	7,17	7,18
Broken Phone	7,12	7,13

Source: direct

Elaborated by: Vaca, G. (2022)

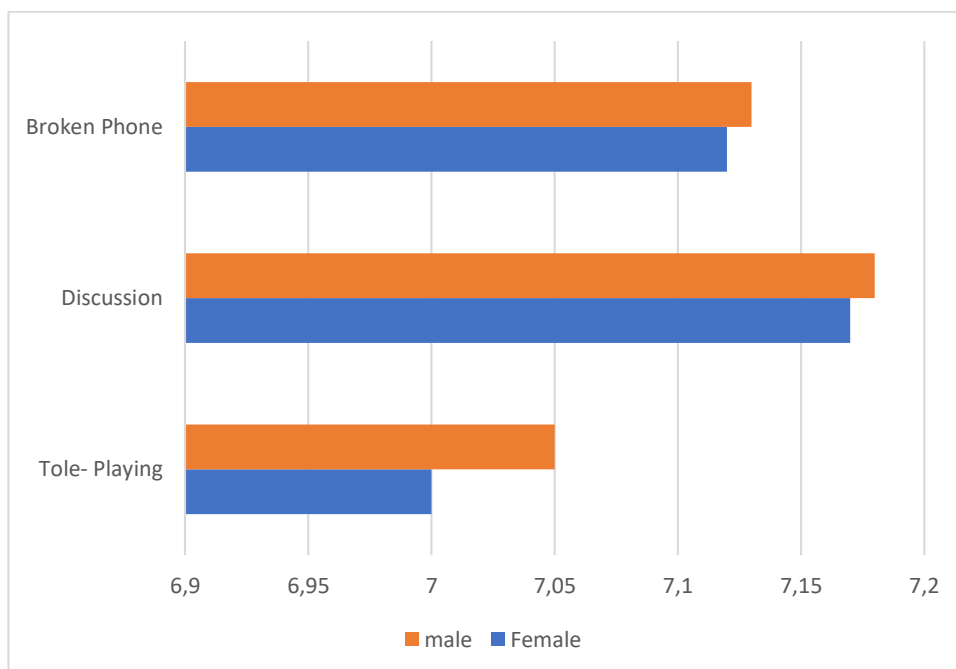


Figure 4
Female and male posttest results

Source: Direct Research
Elaborated by: Vaca, G. (2022)

The values achieved by both groups in the post-test performance show a slight increase in scores for all tasks. However, the highest scores corresponded to the debating activity in which both groups achieved scores of 7.18 for females and 7.17 for males; next, the results in the broken telephone game showed values of 7.13 for females and 7.12 for males. The role-play activity had the lowest scores of 7.05 for females and 7.05 for males.

The gender differences with respect to the activities performed in the post-test were minimal for all the activities assessed, although there was an increase in performance for both groups.

3.2 Discussion of the results

The results obtained in the present study show the existence of differences with respect to gender in the students evaluated, having managed to show that there was a slightly higher performance in men with respect to women, data obtained both in the pre-test and post-test, this behavior was maintained, showing a slightly higher performance between both groups, which was evident in all the calculations made.

The results obtained in this research are discordant with the findings reported by Wallentin (2020) who obtained a difference in performance by gender with respect to the fact that it was women who showed a slight linguistic advantage over men, where there is agreement is the fact that the effect sizes are small and gender explains very little of the variation observed in the normal population (1%-2%).

Similarly, studies of gender differences in speaking ability by sex (Weirich, Fuchs, Simpson, & Winkler, 2016) state that inequalities in mean essential frequency between males and females are due in part to mean differences in vocal cord mass and length, and it has also been suggested that the condition of a more croaky voice that is generally said to be associated with female voices is due to differences in vocal fold thickness that affect the vocal fold closure mechanism with permanent airflow between the thinner vocal folds of females.

The activities and the performance of male students at the study were more effective, in every activity carried out the male students were more enthusiastic, applying lots of creativity, using materials with a better interaction at class activities. Female students present activities mechanically, always reaching to score the best note, omitting the use of creativity and interaction at the moment of present speaking activities.

This chapter presents the results obtained in the pre-test and post-test administered to 41 students of 1st BGU education at Juan León Mera “La Salle” Educational Unit. The results obtained have been represented through tables and graphs for better understanding.

The pre-test and post-test (adapted from Examples of Speaking Tests Test 1: Eating and Test 2: Holidays according to Cambridge University (2021) were scored out of 10 points. The first table shows the results obtained by the students in the pre-test for the female group, out of 10 points, as well as, the second table shows the results of the pre-test for the male group, after applying the treatment.

Subsequently, the results are compared by gender, on the understanding that performance is being evaluated according to this variable.

Both the null and alternative hypotheses were verified using SPSS software with the T-test statistics.

Table 1

Results pretest female group

Scoring	Frequency	Percentage
3,3	2	15%
4,6	4	31%
5,3	1	8%
6	1	8%
6,6	4	31%
9,3	1	8%
	13	100%

Note: Data taken from the results of the pre-test applied.

The results of the pretest used in the group belonging to the female gender showed scores that ranged between 3.3 and 9.3, on which the scores with the highest percentages were obtained in 4.6 with 31% and 6.6 also with 31%; then the score of 3.3 was located which obtained a percentage of 15%, finally, three values 5.3, 6 and 9.3 reached the same percentage equivalent to 8%.

According to the results obtained, it is evident that the female students showed a higher percentage of young people with scores between 4.6 and 6.6, on a scale of ten points. Aggregating the results obtained, 50% of the students achieved scores below 6 points.

Table 2
Pre-test results male group

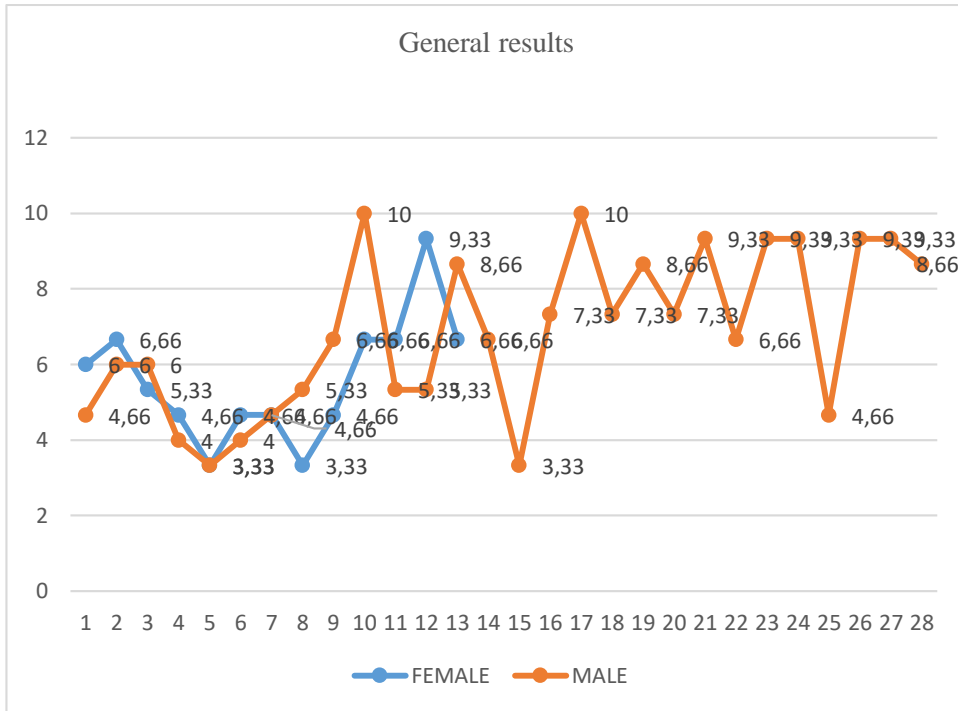
Scoring	Frequency	Percentage
3,3	2	7%
4	2	7%
4,6	3	11%
5,33	3	11%
6	2	7%
6,66	3	11%
7,33	3	11%
8		
8,6	3	11%
9,3	5	18%
10	2	7%
	28	100%

Note: Data taken from the results of the pre-test applied.

The results corresponding to the values for the male group showed a group of students with quite dispersed scores varying from 3.3 to 10 points; the highest percentage corresponding to 18% was located in the score of 9.3; then in the scores of 4.6; 5.3; 6.6; 7.3; 8.6 all achieved a percentage of 11% and finally four scores corresponding to 3.3, 4; 6 and 10 achieved 7% each.

According to the results obtained in the post-test evaluation, there is evidence of dispersed scores achieved by the students, and even 7% of these were located in the highest score, which was 10. Data that may suggest an effect in comparison with the initial behavior.

Figure 2
Comparison of male and female pretest results



Note: Data taken from the results of the pre-test applied.

The results obtained in the pretest values between both groups show a greater dispersion in the scores obtained by males compared to females, who showed lower scores. Males showed scores that females did not achieve and the amplitude of the scores was greater compared to females.

The results obtained in the pretest values between both groups show a greater dispersion in the scores obtained by males compared to females, who showed lower scores. Males showed scores that females did not achieve and the amplitude of the scores was greater compared to females.

Table 3
Posttest result group female

Scoring	Frequency	Percentage
3,3	1	8%
4	1	8%
4,6		
5,3	4	31%
6		
6,6	4	31%
7,3	1	8%
8	1	8%
9,3	1	8%
	13	100%

Note: Data taken from the results of the pre-test applied.

The results obtained in the post-test for the female group show that the highest percentage was achieved in the scores of 5.3 and 6.6, corresponding to 31%, while the other scores reached up to 8% each.

The results show that in the group of young people, the scores in which the highest number of scores were found corresponded to 5.3 and 6.6, being striking the fact that all the other scores achieved the same percentage, that is, 8%.

Table 4
Posttest result group male

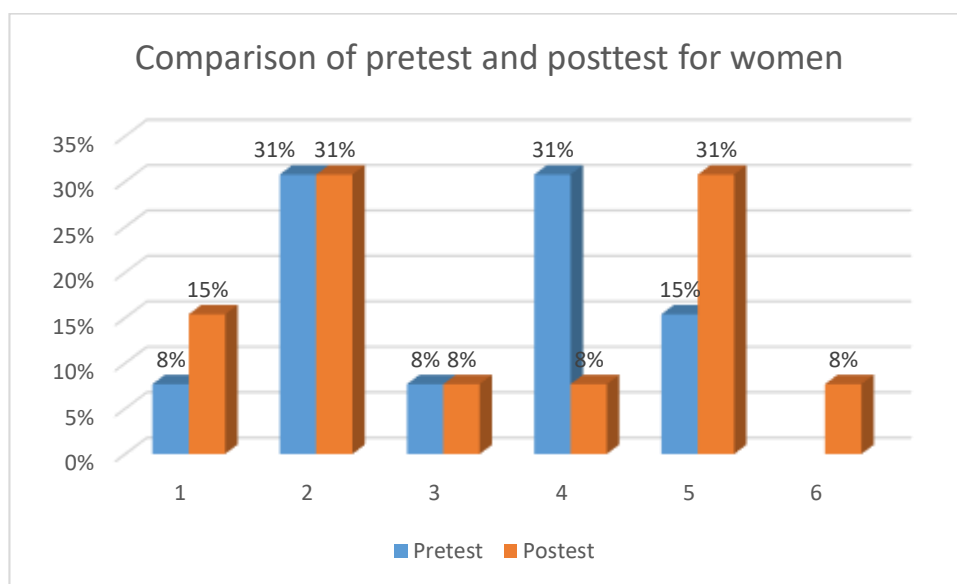
Scoring	Frequency	Percentage
3,3		
4	3	11%
4,6	2	7%
5,33	3	11%
6	1	4%
6,66	3	11%
7,33	2	7%
8	3	11%
8,6	1	4%
9,3	5	18%
10	5	18%
	28	100%

Note: Data taken from the results of the pre-test applied.

The post-test results for the male group show data with a greater dispersion with scores ranging from 4 to 10, the scores with the highest percentages correspond to 9.3 and 10 each with 18%. Then come the scores of 4; 5.3; 6.6; and 8; each with 11%; in last place the scores of 4.6; 7.3 with 7% each and two scores of 6 and 8.6 with 4% each.

The results obtained in the post-test group show scores with variability in which the highest percentages were achieved, that is, a greater number of young people in the highest scores such as 9.3 and 10.

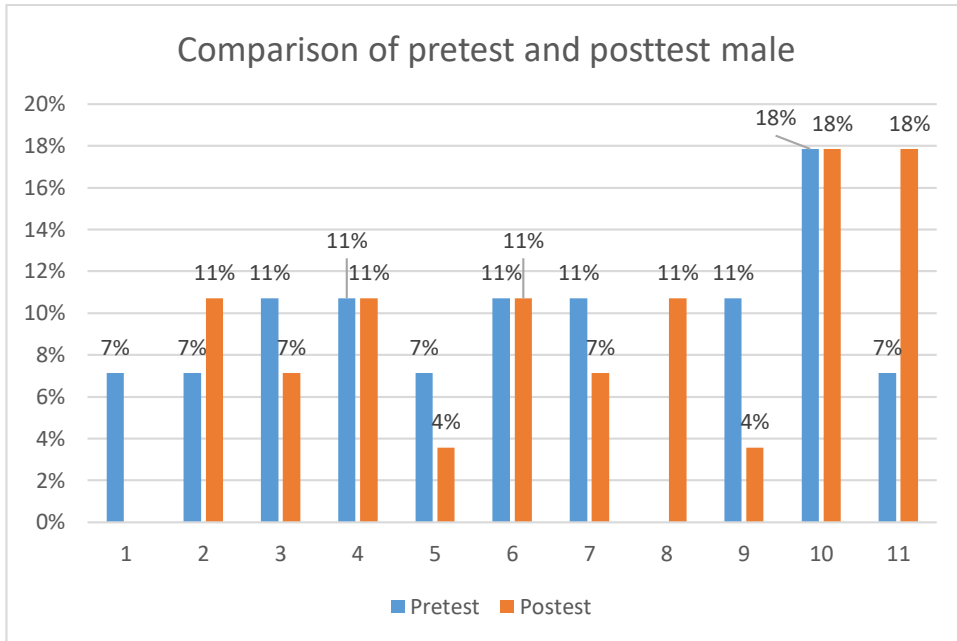
Figure 3
Comparison of pretest and posttest for women



Note: Data taken from the results of the pre-test applied.

The comparison of the posttest in the female group shows an increase for some scores, reaching a higher percentage of students with scores above 4.3. These data show that there is probably some influence on the exposure of the students to the strategies used by the teachers.

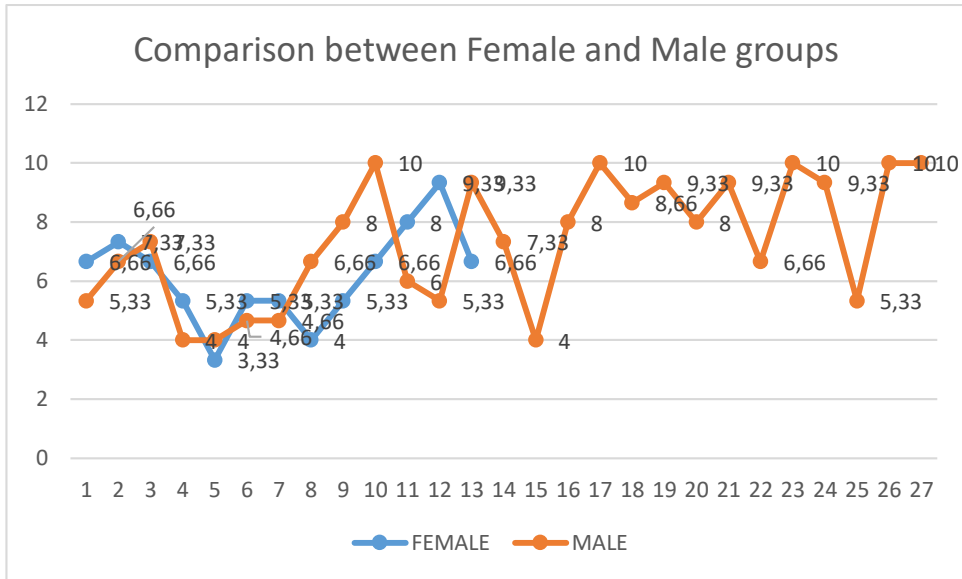
Figure 4
Comparison of pretest and posttest male



Note: Data taken from the results of the pre-test applied.

The results between the pretest and posttest show modifications in the values obtained by the students in some scores; however, others remained at the same scores. These data show that there is a certain modification in the values obtained by the students, which evidences a modification in some scores, which may evidence modifications.

Figure 5
 Post-test comparison between Female and Male groups



Note: Data taken from the results of the pre-test applied.

The results when comparing the students' post-test evaluations show that the variability in the scores obtained by gender is maintained, with the males having the highest scores and even having obtained a score of ten, which reflects a performance slightly above that of the females.

Table 5
 Comparison of pre-test and post-test means

descriptive statistics					
	N	lower	Max	average	Desv. típ.
PRE-TEST	41	3,33	10,00	6,4349	2,06907
POST-TEST	41	3,33	10,00	7,0037	2,03992
N available at	41				

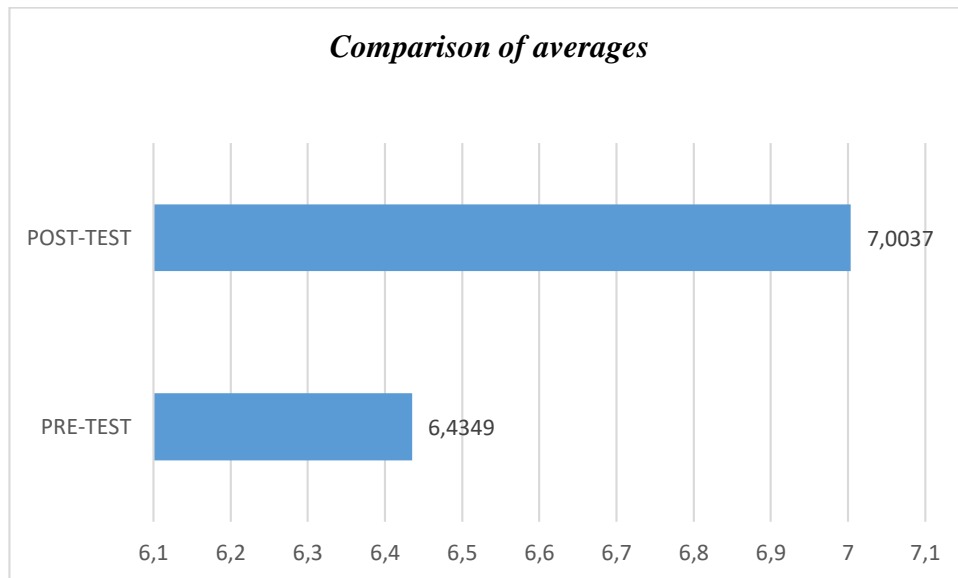
Note: Descriptive statistical results

Report		
	PRE-TEST	POST-TEST
average	6,4349	7,0037
N	41	41
Desv. típ.	2,06907	2,03992
Average harmonic	5,7717	6,3766

Note: Descriptive statistical results

Figure 6

Comparison of pre- and post-test averages



Note: Descriptive statistical results

The analysis of means between the pre-test and post-test values showed a slightly higher mean in the post-test values, which can be interpreted as a slight improvement in the students' performance before and after being exposed to the strategies used by the teachers in terms of gender-based learning.

The results when comparing the pretest and posttest group means show an increase in the mean between the group showing slight changes and even a smaller deviation, which shows that there was a greater concentration between the results obtained for the students.

Table 6 *Pretest and posttest normality test results*

Normality test						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistical	gl	Sig.	Statistical	gl	Sig.
PRE-TEST	,127	41	,093	,928	41	,013
POST-TEST	,141	41	,039	,932	41	,017

a. Lilliefors significance correction

Note: Descriptive statistical results

Table 7 *Results of correlation test*

Related sample correlations			
	N	correlations	Sig.
Par 1 PRE-TEST y POST-TEST	41	,977	,000

Note: Descriptive statistical results

The results for the correlation test between the pretest and posttest values, using the Kolmogorov-Smirnov and Shapiro-Wilk tests, show a high correlation of .977 with a value of $p=.000$, which shows that when the correlation is below .005, it can be assumed that the working hypothesis, which states the existence of a relationship between the study variables, is accepted.

Table 8 *Results comparison of averages*

Test of related samples								
	Related Differences					t	gl	Sig. (bilateral)
	Averages	Deviation . típ.	Standard error. of mean	95% Confidence interval for the difference				
				lower	abover			
Par 1 PRE-TEST - POST-TEST	-,56878	,43850	,06848	-,70719	-,43037	-8,306	40	,000

Note: Descriptive statistical results

The results of comparing the means by means of the t-test for related samples showed a value of $p=.000$, which shows that when the value was below $.005$, the working hypothesis of the existence of a relationship between the variables under study was accepted.

3.2 Discussion of the results

The results obtained in the present study show the existence of differences with respect to gender in the students evaluated, having managed to show that there was a slightly higher performance in men with respect to women, data obtained both in the pre-test and post-test, this behavior was maintained, showing a slightly higher performance between both groups, which was evident in all the calculations made.

The results obtained in this research are discordant with the findings reported by Wallentin (2020) who obtained a difference in performance by gender with respect to the fact that it was women who showed a slight linguistic advantage over men, where there is agreement is the fact that the effect sizes are small and gender explains very little of the variation observed in the normal population (1%-2%).

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CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- Different types of gender-based learning activities were identified and investigated for the application of the research investigation. Role playing activities, where participants act as actors, play a crucial role in the development of speaking skill since learners are involved in a previously established situation about a real or imaginary event (Corsini, 1966). Discussions are also a type of activity in which two or more participants present their opinions on one or more topics, presenting or defending their ideas, opinions or perspectives (Checya, 2019); and finally the broken phone game which consists of a group dynamic in which a message is sent to the first participant, who then transmits it to the next participant and so on until the last participant is reached.
- According to the Cambridge Assessment English rubric for the Key Speaking Test it was evaluated the speaking skill performance of the students. Obtaining the best performance for female students on the discussion activities with a score of 6,43 on the pretest and 7 on the posttest. The best performance of male students on higher performance on discussion activities and interactive games; in which they obtained a score of 6,55 for the pretest and a score of 7,13 for the posttest.
- The learning activities performed by the students evaluated corresponded to role-play, the debate technique and the broken telephone game, which were evaluated by the use of a pre- and post-test with the Cambridge Assessment English for the Key Speaking Test rubric.

4.2 Recommendations

- It is recommended to apply role plays, discussion and the broken phone game as gender-based learning activities to promote the use of the speaking skill on the students, without using controversial topics which might affect to the students. It is crucial to mention that most effective activity was discussion since the results showed a higher performance.
- It is important to apply more gender-based learning activities to female students such as role plays, discussions and speaking interactive games to improve their speaking skill. On the other hand, teachers should promote the development of speaking sub skills like pronunciation, grammar vocabulary and interaction with the use of gender-based learning activities.
- It is suggested to apply gender-based learning activities with female and male students with the use of validated lesson plans provided by the Ministry of Education of Ecuador to match the contents from the text books and the students' needs regarding the speaking sub skills such as pronunciation, grammar vocabulary, and interaction.

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ANNEXES

Annex 1: Approval

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 25 de abril del 2022

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

Mg. Silvana Meléndez en mi calidad de Rectora de la Unidad Educativa Juan León Mera "La Salle", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "GENDER-BASED LEARNING AND THE SPEAKING SKILL" propuesto por el estudiante Vaca Salazar Gustavo Gabriel, portador/a de la Cédula de Ciudadanía Nro. 0503501926, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la 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.



Lic. Silvana Marlú Meléndez Ibarra, Mg.
C.I. 0201651650
Telf. 0992886527
rectorambatojlm@lasalle.edu.ec



Annex 2: Pre and Post Test

Test 1

Part 1 (3-4 minutes)

Phase 1 Interlocutor

To both candidates Good morning / afternoon / evening.
 Can I have your mark sheets, please?
 Hand over the mark sheets to the Assessor.
 I'm, and this is

To Candidate A What's your name?

To Candidate B And what's your name?

Back-up prompts

	B , do you work or are you a student?	Do you work? Do you study? Are you a student?
<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?
<i>For Non-UK, ask</i>	Where do you live?	Do you live in ... (name of district / town etc.)?
	Thank you.	
	A , do you work or are you a student?	Do you work? Do you study? Are you a student?
<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?
<i>For Non-UK, ask</i>	Where do you live?	Do you live in ... (name of district / town etc.)?
	Thank you.	

Phase 2

Interlocutor

Now, let's talk about **friends**.

A, how often do you see your friends?

What do you like doing with your friends?

B, where do your friends live?

When do you see your friends?

Extended Response

Now **A**, please tell me something about one of your friends.

Interlocutor

Now, let's talk about **home**.

B, who do you live with?

How many bedrooms are there in your house / flat?

A, where do you watch TV at home?

What's your favourite room in the house?

Extended Response

Now, **B**, please tell me something about the things you like doing at home, at the weekends.

Back-up prompts

Do you see your friends every day?

Do you like going to the cinema?

Do your friends live near you?

Do you see your friends at weekends?

Back-up questions

Do you like your friend?

Where did you meet your friend?

Did you see your friends last weekend?

Back-up prompts

Do you live with your family?

Are there three bedrooms in your house / flat?

Do you watch TV in the kitchen?

Is your bedroom your favourite room?

Back-up questions

Do you like cooking at the weekends?

Do you play computer games at the weekends?

What did you do at home, last weekend?

Test 1

Part 2 (5-6 minutes)

Phase 1

Interlocutor

Ⓢ 3-4 minutes

Now, in this part of the test you are going to talk together.

Place **Part 2** booklet, open at **Task 2a**, in front of candidates.

Here are some pictures that show **different places to eat**.

Do you like these different places to eat? Say why or why not. I'll say that again.

Do you like these different places to eat? Say why or why not.

All right? Now, talk together.

Candidates

.....
Ⓢ Allow a minimum of 1 minute (maximum of 2 minutes) before moving on to the following questions.

Interlocutor /

Candidates

Use as appropriate.
Ask each candidate at least one question.

Do you think...
...eating on the beach is fun?
... eating in restaurants is expensive?
...eating at home is boring?
... eating at college/work is cheap?
... eating in the park is nice?

Optional prompt
Why?/Why not?

What do you think?

Interlocutor

So, **A**, which of these places to eat do you like best?
And you, **B**, which of these places do you like best?

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

Phase 2

Interlocutor

Ⓢ Allow up to 2 minutes

Now, do you prefer eating with friends or family, **B**? (Why?)

And what about you, **A**? (Do you prefer eating with friends or family?) (Why?)

Do you prefer eating at home or in a restaurant, **A**? (Why?)

And you, **B** (Do you prefer eating at home or in a restaurant?) (Why?)

Thank you. That is the end of the test.

Do you like these different places to eat?



Test 2

Part 1 (3-4 minutes)

Phase 1

Interlocutor

To both candidates Good morning / afternoon / evening.
Can I have your mark sheets, please?

Hand over the mark sheets to the Assessor.

I'm, and this is

To Candidate A What's your name?

To Candidate B And what's your name?

Back-up prompts

For UK, ask **B**, do you work or are you a student?

Do you work? Do you study? Are you a student?

For Non-UK, ask Where do you come from?

Are you from (Spain, etc.)?

For Non-UK, ask Where do you live?

Do you live in ... (name of district / town etc.)?

Thank you.

For UK, ask **A**, do you work or are you a student?

Do you work? Do you study? Are you a student?

For UK, ask Where do you come from?

Are you from (Spain, etc.)?

For Non-UK, ask Where do you live?

Do you live in ... (name of district / town etc.)?

Thank you.

Phase 2

Interlocutor

Now, let's talk about **music**.

A, how often do you listen to music?

What music do you like best?

B, what is your favourite instrument?

Where do you like listening to music?

Extended Response

Now **A**, please tell me something about your favourite singer or group?

Interlocutor

Now, let's talk about **shopping**.

B, where do you like to go shopping?

What do you like to buy with your money?

A, who do you like to go shopping with?

What can you buy near your house?

Extended Response

Now, **B**, please tell me something about presents you buy for your friends.

Back-up prompts

Do you listen to music every day?

Do you like rock music?

Do you like the piano?

Do you like going to concerts?

Back-up questions

Where is your favourite singer from?

Why do you like them?

Do your friends like them too?

Back-up prompts

Do you like to go to shopping centres?

Do you like to buy clothes with your money?

Do you like to go shopping with your friends?

Can you buy food near your house?

Back-up questions

Where do you buy presents?

Do you like giving presents?

Have you bought a present recently?

Part 2 (5-6 minutes)

Phase 1

Interlocutor

⌚ 3-4 minutes

Now, in this part of the test you are going to talk together.

Place **Part 2** booklet, open at **Task 2b**, in front of candidates.

Here are some pictures that show **different holidays**.

Do you like these different holidays? Say why or why not. I'll say that again.

Do you like these different holidays? Say why or why not.

All right? Now, talk together.

Candidates

.....
⌚ Allow a minimum of 1 minute (maximum 2 minutes) before moving on to the following questions.

Interlocutor /

Candidates

Use as appropriate.
Ask each candidate
at least one
question.

Do you think...

- ...beach holidays are fun?
- ...city holidays are interesting?
- ...camping holidays are exciting?
- ...walking holidays are expensive?
- ...holidays in the mountain are boring?

Optional prompt
Why?/Why not?

What do you think?

Interlocutor

So, **A**, which of these holidays do you like best?
And you, **B**, which of these holidays do you like best?

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

Phase 2

Interlocutor

⌚ Allow up to 2
minutes

Now, do you prefer to go on holidays with your friends or with your family, **B**?
(Why?)

And what about you, **A**? (Do you prefer to go on holidays with your friends or
with your family?) (Why?)

Which country would you like to visit in the future, **A**? (Why?)

And you, **B**? (Which country would you like to visit in the future?) (Why?)

Thank you. That is the end of the test.

Do you like these different holidays?



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Annex 3: Lesson Plans

LESSON PLAN 1: Music across the time

Role-Play Lesson Plan

Topic: Music across the time

Objectives:

- Students will have fun while improving their pronunciation.
- Students will work with speaking using topics related to music

Level: A2

Grade :1 “D”

Resources:

- Pictures
- Markers
- Board

Procedures

- Introduce the class with the question “Does anyone know what a role-play is?”
- Write on the board the brainstorm about what a role-play is.
- Teacher model the role-play through the use of an interactive video.
- Students’ will have 10 minutes to prepare a dialogue for the role-play
- Students will use creative support materials (customs, papers, music) to develop the topic of the role-play.

Assessment:

The class is divided into 3 groups; each group has 10 minutes to present their role-plays. The students who develop their presentation on the best way will be considered the winners. The activity will help to improve student’s pronunciation and fluency.

LESSON PLAN 1: Music across the time

Role-Play Lesson Plan

Topic: Music across the time

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- Students will work with speaking using topics related to music

Level: A2

Grade :1 “D”

Resources:

- Pictures
- Markers
- Board

Procedures

- Introduce the class with the question “Does anyone know what a role-play is? ”
- Write on the board the brainstorm about what a role-play is.
- Teacher model the role-play through the use of an interactive video.
- Students’ will have 10 minutes to prepare a dialogue for the role-play.
- Students will use creative support materials (customs, papers, music) to develop the topic of the role-play.

Assessment:

The class is divided into 3 groups; each group has 10 minutes to present their role-plays. The students who develop their presentation on the best way will be considered the winners. The activity will help to improve student’s pronunciation and fluency.

LESSON PLAN 2: Music across the time

Role-Play Lesson Plan

Topic: Music across the time

Objectives:

- Students will have fun while improving their pronunciation.
- Students will work with speaking using topics related to music

Level: A2

Grade :1 “D”

Resources:

- Pictures
- Markers
- Board

Procedures

- Teacher write on the board the topic of the role plays.
- Students’ will have 10 minutes to present their role-play’s.
- Students will use creative support materials (customs, papers, music) to present the role-play.
- Teacher will observe and grade the presentations.

Assessment:

The class is divided into 3 groups; each group has 10 minutes to present their role-plays. The students who develop their presentation on the best way will be considered the winners. The activity will help to improve student’s pronunciation and fluency.

LESSON PLAN 3: Music across the time

Role-Play Lesson Plan

Topic: Music across the time

Objectives:

- Students will have fun while improving their pronunciation.
- Students will work with speaking using topics related to music

Level: A2

Grade :1 “D”

Resources:

- Pictures
- Markers
- Board

Procedures

- Teacher write on the board the topic of the role plays.
- Students’ will have 10 minutes to present their role-play’s (group’that not have the opportunity to present their work on the previous class).
- Students will use creative support materials (customs, papers, music) to present the role-play.
- Teacher will observe and grade the presentations.
- Students’ will finish presenting their role play’s.
- Teacher will give feedback to the class for improving future presentations.

Assessment:

The class is divided into 3 groups; each group has 10 minutes to present their role-plays. The students who develop their presentation on the best way will be considered the winners. The activity will help to improve student’s pronunciation and fluency.

LESSON PLAN 4: Gender Equality

Debate Lesson Plan

Topic: Gender Equality

Objectives:

- Students will improve their pronunciation by participating on a debate.
- Students will work with a debate using topics related to gender equality.

Level: A2

Grade :1 “D”

Resources:

- Pictures
- Markers
- Board

Procedures

- Teacher will explain students’ about how the debate will be realized.
- Students’ will have 20 minutes to prepare the topic of the debate.
- Students will use supportive data information to talk on the debate.

Assessment:

The class is divided into 2 groups; each group will work on the debate and prepare the topic of the debate for the next class.

LESSON PLAN 5: Gender Equality

Debate Lesson Plan

Topic: Gender Equality

Objectives:

- Students will improve their pronunciation by participating on a debate.
- Students will work with a debate using topics related to gender equality.

Level: A2

Grade :1 “D”

Resources:

- Markers
- Board

Procedures

- Students’ will have 20 minutes to present the debate.
- Students will use supportive data information to talk on the debate.
- Teacher will write on the board the main aspects treated on the debate.
- Teacher will give feedback to the students about their pronunciation.

Assessment:

The class is divided into 2 groups; each group will present the topic of the debate.

LESSON PLAN 6: Education Nowadays

Debate Lesson Plan

Topic: Education Nowadays

Objectives:

- Students will improve their pronunciation by participating on a debate.
- Students will work with a debate using topics related to education nowadays.

Level: A2

Grade :1 “D”

Resources:

- Pictures
- Markers
- Board

Procedures

- Teacher will explain students’ about how the debate will be realized and the importance for improving speaking.
- Students’ will have 20 minutes to prepare the topic of the debate.
- Students will use supportive data information to talk on the debate.

Assessment:

The class is divided into 2 groups; each group will work on the debate and prepare the topic of the debate for the next class.

LESSON PLAN 7: Education Nowadays

Debate Lesson Plan

Topic: Education Nowadays

Objectives:

- Students will improve their pronunciation by participating on a debate.
- Students will work with a debate using topics related to education nowadays.

Level: A2

Grade :1 “D”

Resources:

- Markers
- Board

Procedures

- Students’ will have 20 minutes to present the debate.
- Students will use supportive data information to talk on the debate.
- Teacher will write on the board the main aspects treated on the debate.
- Teacher will give feedback to the students about their pronunciation.

Assessment:

The class is divided into 2 groups; each group will present the topic of the debate.

LESSON PLAN 8: Who Wants to be a Millionaire?

Role-Play Lesson Plan

Topic: Who Wants to be a Millionaire?

Objectives:

- Students will have fun while improving their pronunciation.
- Students will work with speaking by presenting a role play of a famous TV show.

Level: A2

Grade :1 “D”

Resources:

- Pictures
- Markers
- Board

Procedures

- Introduce the class with the question “Does anyone know the TV show “Who Wants to be a Millionaire”?”
- Write on the board the brainstorm about what the purpose of presenting the TV show for speaking.
- Students’ will have 15 minutes to prepare a dialogue for the role-play.
- Students will use creative support materials (customs, papers, music) to develop the topic of the role-play.

Assessment:

The class is divided into 2 groups; each group has 10 minutes to present their role-plays. The students who develop their presentation on the best way will be considered the winners. The activity will help to improve student’s pronunciation and fluency.

LESSON PLAN 9: Who Wants to be a Millionaire?

Role-Play Lesson Plan

Topic: Who Wants to be a Millionaire?

Objectives:

- Students will have fun while improving their pronunciation.
- Students will work with speaking by presenting a role play of a famous TV show.

Level: A2

Grade :1 “D”

Resources:

- Pictures
- Markers
- Board

Procedures

- Students’ will have 10 minutes to prepare the role-play with the topic of the famous TV show.
- Students will use creative support materials (customs, papers, music) to develop the role-play.

Assessment:

The class is divided into 2 groups; each group has 10 minutes to present their role-plays. The students who develop their presentation on the best way will be considered the winners. The activity will help to improve student’s pronunciation and fluency.

LESSON PLAN 10: News Broadcasting Show

Role-Play Lesson Plan

Topic: The 1D News Broadcasting Show

Objectives:

- Students will have fun while improving their pronunciation.
- Students will work with speaking by presenting a role play of a News Broadcasting Show.

Level: A2

Grade :1 “D”

Resources:

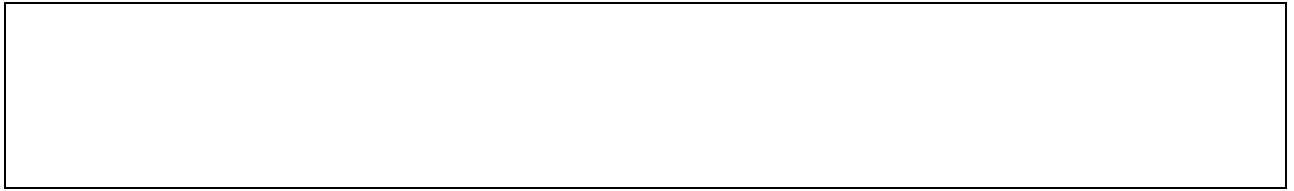
- Pictures
- Markers
- Board
- News Program Music

Procedures

- Introduce the class with the question “Does anyone know how a news broadcasting show is realized?”
- Brainstorm about the purpose of presenting the activity will help for improving speaking.
- Students’ will have 15 minutes to prepare a dialogue for the role-play.
- Students will use creative support materials (customs, papers, music) to develop the topic of the role-play.

Assessment:

The class is divided into 2 groups; each group has 10 minutes to present their role-plays. The students who develop their presentation on the best way will be considered the winners. The activity will help to improve student’s pronunciation and fluency.



LESSON PLAN 11: News Broadcasting Show

Role-Play Lesson Plan

Topic: The 1D News Broadcasting Show

Objectives:

- Students will have fun while improving their pronunciation.
- Students will work with speaking by presenting a role play of a News Broadcasting Show.

Level: A2

Grade :1 “D”

Resources:

- Pictures
- Markers
- Board

Procedures

- Students’ will have 10 minutes to prepare the role-play about a news broadcasting show
- Students will use creative support materials (customs, papers, music) to develop the role-play.

Assessment:

The class is divided into 2 groups; each group has 10 minutes to present their role-plays. The students who develop their presentation on the best way will be considered the winners. The activity will help to improve student’s pronunciation and fluency.

LESSON PLAN 12: The Broken Phone Speaking Game

Speaking Game Lesson Plan

Topic: Broken Phone Speaking Game

Objectives:

- Students will have fun while improving their pronunciation.
- Students will play the popular speaking game “Broken Phone”

Level: A2

Grade :1 “D”

Resources:

- Sheets of paper
- Markers
- Board

Procedures

- Introduce the class with the question “Does anyone know the game of the broken phone?”
- Write on the board the brainstorm about what the game is about.
- Students’ will go outside for playing the game

- Students will organize the class into groups for developing the game
- Students' will have some phrases for developing the game

Assessment:

The class is divided into 4 groups. Students will have some phrases and they will play the game by whispering the sentence to their partners and writing it on a piece of paper. The group who finishes first will be considered the winner of the game.

Annex 4: Rubric

RUBRIC



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

By: Cambridge Assessment

Annex5: Urkund Analysis

URKUND ANALYSIS



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