



UNIVERSIDAD TÉCNICA DE AMBATO

**FACULTAD DE CIENCIAS HUMANAS Y DE LA
EDUCACIÓN**

CARRERA DE IDIOMAS

MODALIDAD PRESENCIAL

**Proyecto de Investigación previo la Obtención del Título de
Licenciada en Ciencias de la Educación,
Mención Inglés**

TEMA:

**“Bell-Lancaster Method and the speaking skills of the English
Language in the students from the fourth semester from the first
levels of the English Program of Technical University of Ambato”**

AUTORA: María Belén Espín Dávila

TUTOR: Lcdo. Mg. Edgar Encalada Trujillo

Ambato – Ecuador

2017-2018

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050182417-1
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180466573-3

AUTHOR

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180466573-3

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TO:

In my life, there are many important people between them my parents, people who taught me values as the love to God, respect, responsibility, discipline and tolerance. Each one of these values have helped me in each stage of my life to take risks, to overcome obstacles that arise along the way. It is one of the reasons by which I want to dedicate this work to my parents.

I love you so much

María Belén.

ACKNOWLEDGEMENTS

First of all, I thank God for giving me the opportunity to study a career that I really love and being my support when I wanted to give up , as well as my parents who have supported me and made of me a good person, a leader also for the effort to give me an excellent education. To my family who is with me in good and bad moments. To my teachers, for teaching me that there are not limits to accomplish each proposed goal and also the profile to be an excellent professional inside and outside the classroom.

María Belén

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RESUMEN EJECUTIVO

**“Bell-Lancaster Method and the speaking skills of the English
Language in the students from the fourth level of the English
Program of Technical University of Ambato”**

Author: María Belén Espín

Tutor: Lcdo. Mg. Edgar Encalada

La enseñanza del idioma inglés requiere ciertas estrategias y métodos que llame la atención a los estudiantes lo cual promueva un entorno adecuado para su aprendizaje. Sin embargo, existen métodos que no garantizan un buen desarrollo de la destreza oral, un ejemplo de ello son los estudiantes de cuarto semestre de la Carrera de Idiomas de la Universidad Técnica de Ambato quienes poseen algunas dificultades al realizar actividades de producción oral.

Este estudio tiene como objetivo “Analizar si existe relación entre el método Bell-Lancaster y la destreza oral”. A través del instrumento de investigación la cual fue una encuesta que constó de trece preguntas de opción múltiple se pudo determinar diferentes opiniones de una población de 46 estudiantes pertenecientes a la carrera de Idiomas.

Los datos obtenidos en las encuestas permitieron llegar a la conclusión de que algunas actividades de producción oral no son desarrolladas durante las tutorías académicas.

Esta destreza juega un rol importante en el estudiante para ser un comunicador efectivo ya que posee la habilidad de usar el lenguaje de forma precisa y en diferentes contextos.

En conclusión, el uso del método Bell-Lancaster ayudará a que el estudiante cuente con un gran desarrollo de la destreza oral así permitiendo una comunicación efectiva.

Palabras Clave:

Método Bell-Lancaster – destreza oral – comunicación - actividades

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ABSTRACT

**“Bell-Lancaster Method and the speaking skills of the English
Language in the students from the fourth level of the English
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English teaching requires strategies and methods to get students' interest to promote an appropriate learning environment. However, there are methods which don't guarantee success in the speaking skills. To illustrate this idea, students from the fourth level of the English program of Technical University of Ambato have difficulties when developing speaking activities. This project was set up with the aim to find out if there is a relationship between the Bell- Lancaster method and the speaking skills, with a population composed of 46 students from the fourth level of the English Program and a survey was the instrument used. This survey consisted on thirteen multiple choice questions and the data obtained was crucial to make an analysis and draw conclusions. This research reveals that some oral activities are not developed during the tutoring hours. Speaking skills require our ability to use the language accurately in different contexts; consequently, these abilities play a crucial role as it leads us to become effective communicators. The conclusion that can be drawn is that there is a positive relation between the Bell-Lancaster method and the speaking skills.

Key words:

Bell-Lancaster method- speaking skills- communication- activities

INTRODUCTION

The Bell-Lancaster or tutorial method is a teaching method in which a student or a small group of students receive personalized education by a teacher.

This method also allows teachers to prepare their reinforcement class in which the teacher can find new things as well as techniques and ways that allow them to catch their interest and attention and get them participate actively in the tutoring classes. Both teachers and students benefit greatly by working with this learning method.

The present research contains 5 chapters which are described below:

Chapter I: This chapter is concerned with the research problem which comprises a critical analysis of the causes and effects of the problem, prognosis, research questions, justification and objectives (general and specific).

Chapter II: This chapter shows the investigative background and philosophical foundations of the independent variable: Bell-Lancaster Method and dependent variable speaking skills. It is significant as it allows having a better understanding of the chief concepts on the topic of the research.

Chapter III: This third section indicates the modality and type of research, operationalization of variables, instruments and techniques to collect data.

Chapter IV: This section presents the findings from the survey applied to the students from the fourth level of the English Program.

Chapter V: It gives a brief summary of the conclusions and recommendations that were obtained after analyzing the survey results.

CHAPTER 1

THE PROBLEM

1.1 Research Topic

“Bell-Lancaster Method and the speaking skills of the English Language in the students from the fourth level of the English Program of Technical University of Ambato”

1.2 Problem Statement

1.2.1 Contextualization

It can be observed that in different institutions, methods and strategies around the world have been established for the language learning, in this case the tutorial method is a method based on a personalized education allowing learners to feel more confident to learn. The Bell-Lancaster method has been used since the 19th century by different teachers to improve and correct students' mistakes.

The Ecuadorian government has carried out diverse actions regarding the teaching and learning of the English language. The government has allowed both public and private institutions to implement academic tutorials in which teachers help learners to gain a better understanding of the subject by providing them with intensive practice on the material and strategies. It is helpful as it is a way to prevent future problems of adaptation to the educational environment.

In the English Program of the Technical University of Ambato, students receive different subjects related to the four English skills (reading, writing, listening and speaking) and there are tutoring hours where students can attend in different schedules. Teachers can provide assistance and support to students in the different language skills.

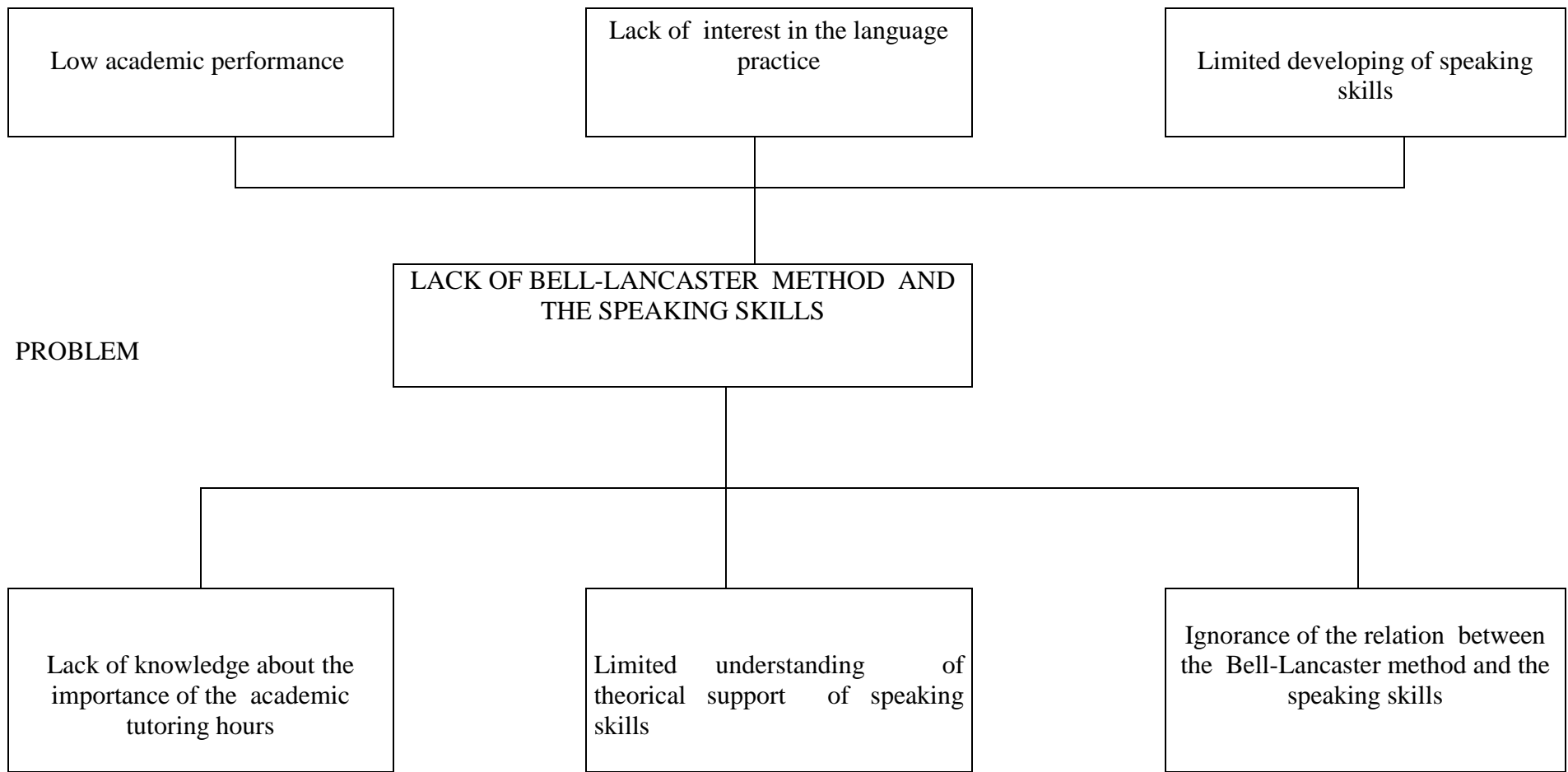


Figure 1. Problem Tree
 Source: Student Survey
 By: Bibliographic research

1.2.2 Critical Analysis

At Technical University of Ambato, Tungurahua province, there is a low development of the Bell-Lancaster Method and a low oral proficiency of the English language among fourth semester students from the English Program. Among the causes are the following reasons:

The lack of knowledge about the importance of tutoring results in poor academic performance for which the student population does not succeed in having an active participation in the tasks by which students need to go to unreliable sources. In this way, the results are wrong; however students are satisfied with completing the task without knowing in many occasions, if the context of the task is correct.

Regarding limited use of oral proficiency, it can be observed that students do not have a good level of English to communicate either in classes or in their pre-professional practices. One of the reasons for the limited use of oral skills is the lack of interest in the practice of language because when leaving classes, the student population stops using the language completely. Students do not have the custom to attend the academic tutoring hours where they can practice speaking skills with either the teacher or with a group of classmates.

The ignorance of the relation between the Bell-Lancaster method and the speaking skills has resulted in the development of speaking skills by which students choose inadequate tutoring. A further disadvantage of not attending tutoring hours is the lack of feedback. The advantage of the feedback is that the student knows the mistakes of the field that they need to improve.

With teacher's help, student will feel confident to produce the language inside and outside the classroom.

1.2.3 Prognosis

If there is not a solution to the problem “Lack of Bell-Lancaster method and the speaking skills of the English language in the fourth semester of the English Program, at Technical University of Ambato”, students will not have a good development of speaking skills as this will limit them from an adequate communication.

1.2.4 Formulation of the problem

How does the Bell-Lancaster method influence in the speaking development of the English language?

1.2.5 Research Questions

- What are the benefits of the tutoring hours?
- What causes limited theoretical understanding of speaking skills in the fourth semester students?
- Which is the relation between the Bell-Lancaster method and the speaking skills?

1.2.6 Delimitation of the research object

CONTENT DELIMITATION

Field: Educational

Area: English

Aspect: Speaking skills development

SPACIAL DELIMITATION

Province: Tungurahua

Cantón: Ambato

Sector: Huachi Chico

TEMPORARY DELIMITATION

This investigation was carried out at Technical University of Ambato, in the English Program with students from fourth semester.

Temporary delimitation: In September 2017- February 2018

1.3 Justification

It is of utmost **importance** to understand the development of the Bell-Lancaster method, in the development of speaking skills of students, in the fourth semester students. They do not have a good development in the speaking skills, this affects a lot in their performance and self-esteem. It is of great **interest** to find a solution to this problem and the student's welfare.

The present research is **original** because, in recent times, no attention has been given to issues such as the theme being developed, to adopt adequate methods in the problems that students have as limited use of speaking skills. The lack of interest in the practice of language and not enough confidence prevents students from performing properly and with the necessary security for a major subject such as English, which in turn allows the student to obtain better opportunities in the study as well as in their professional life.

This study is **feasible** because it has been applied previously in other institutions at the international level with the help of different groups of students. There is also data and real details with the obtaining of satisfactory results, which are detailed in future chapters.

This research is based on the mission of Technical University of Ambato, English Program which promotes and disseminates knowledge in response to the needs of the students.

It is **pertinent** because the research allows students to develop a better communication with the practice, strategies and activities that Bell-Lancaster has.

1.4 Objectives

1.4.1 General

To analyze the incidence of the Bell-Lancaster method and the development of speaking skills in the English language from the fourth semester students from the English Program of Ambato Technical University, Tungurahua province.

1.4.2 Specific

- To investigate the application and importance of academic tutorials that influence student academic performance.
- To determine the causes of limited theoretical understanding of speaking skills.
- To analyze the relationship between the Bell-Lancaster method and speaking skills to prevent the student from seeking inappropriate counseling

CHAPTER 2

THEORETICAL FRAMEWORK

2.1 Investigative Background (Preliminary Investigations, State of the Art)

A research carried out by Medina (2013) regarding active methodology to improve English language knowledge, it is stated that teaching methods are useful for the teacher to motivate the students and they can participate in their learning process. Nevertheless, Medina's research does not include the tutorial method to improve the speaking skills.

In another research carried out by Vargas (2013), he considers that speaking skills are applied through the communicative methodology, which is based on principles, activities and strategies for students from Augusto N. Martínez high school that strengthen their communication in the language. The study had a qualitative focus through surveys to the students. In Vargas' study, it was concluded that students needed to have techniques to improve their speaking skills as their absence decreased the production of the English language. However, this work did not strengthen the development of reading based on the tutorial method and speaking skills.

In the scientific paper "Student Teacher's Reflective Practice on a Tutorial Teaching Approach" by Kuan Ting-yun of the Canadian Center for Science and Education established a project with a group of high school students who had different tutors to improve their lexicon, pronunciation, speaking strategies. The project was developed during four months (March-June). This project consisted on tutors approve the needs of the language students and then, in their language classes, tutors teach them to solve those needs applying different strategies. At the end of the project, it was determined that tutors learn teaching strategies and students improve their conversation skills. (Ting, 2013).

In another scientific paper, Marlow Edgier, emeritus master of Truman State University, investigated Joseph Lancaster, the author of the method applied the method to poor people in England to continue his education. The project had 200 to 1000 students; the students were divided into some groups with a tutor. Each tutor had a book as reference material to teach academic areas of reading, writing, spelling, and arithmetic. Memorization was the strategy most commonly used for teaching. As a result, the students got the knowledge and overcome their problems in reading, writing. This scientific paper has a previous investigation about the independent variable “The Bell-Lancaster method” (Ediger, 1999).

In the article presented by the Editors of the Encyclopedia Britannica investigate the origin of the tutorial method which a school teacher, Joseph Lancaster found in his students helped them in their learning process. In addition, Joseph Lancaster’s methodology not help only in learning but also contributed in the economic field since it was not necessary to hire more teachers. However, this research does not rely on research on the tutorial method and speaking skills (Britannica, 2017).

2.2 Philosophical foundations

The research is focused on the critical-propositional paradigm; critical because it analyzed the socio-educational and propositional reality.

The science knowledge was given through the mutual relationship that must exist between the subject that investigates and the object being studied.

The researcher must be in direct contact with the research entity until the research process is completed.

This work was carried out with a series of values, in such a way that the ideas, opinions of the people who were in the investigation field were respected; in addition it was based on a set of procedures used to reach a range of objectives that govern in a research.

2.3 Legal basis

Reglamento de Tutorías Académicas de la Universidad Técnica de Ambato (2017) states that:

Objetivos:

Son objetivos del presente Reglamento los siguientes:

- a. Contribuir al desarrollo académico y la formación integral de los estudiantes de la Universidad Técnica de Ambato; y,*
- b. Dotar a los estudiantes de las herramientas metodológicas necesarias que les permitan resolver responsablemente las diferentes situaciones académicas y tomar las decisiones para lograr la autonomía y superación personal. (Art. 2, p. 3).*

It is evident it is a student's right to have access to methodological tools that contribute a good learning and academic performance.

2.4 Key Categories

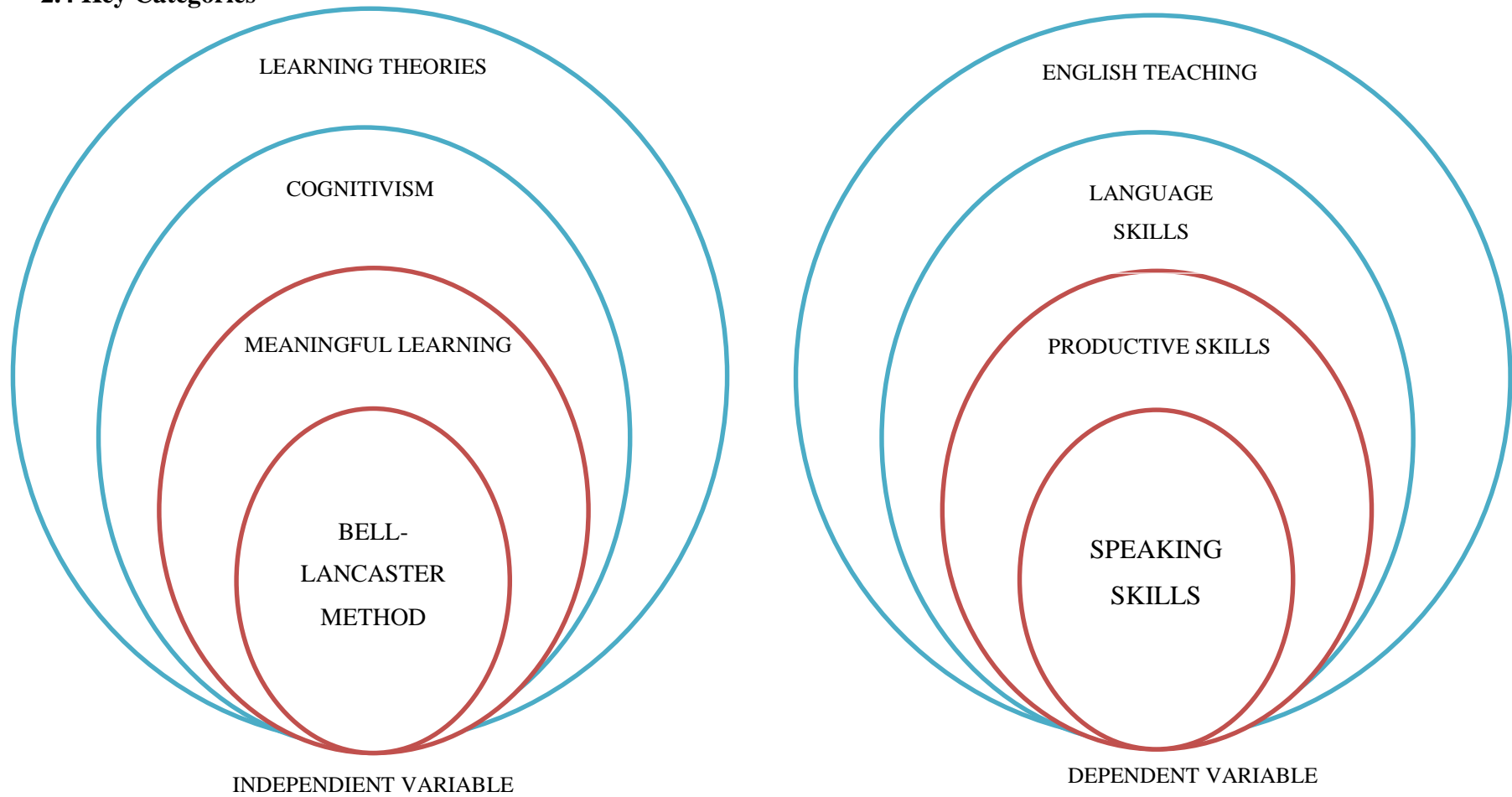


Figure 2. Key Categories

Source: Espín, M (2017)

By: Bibliographic research

Independent Variable

Learning Theories

Feldman (1999) considers that learning is a changing process permanent in a person generated by the experience. Furthermore, the learning implies a changing in the behavioral capacity which is durable. Feldman added that learning occurs through the practice, experiences or through observation.

On the other hand, Bigge (1978) establishes that learning is a process which involves psychological aspects and contains theories and models about learning process in different environments. He added that learning concerns with the cognitive, moral and motivational development of human beings.

Thorndike, Pavlov and Guthrie (as cited in Schunk, 2012) pointed out that learning theories have had historic importance and learning is defined as a process of forming associations between stimuli and responses. Thorndike states that responses to stimuli are strengthened when they are followed by satisfactory consequences. Pavlov demonstrated through an experiment the way in which stimuli can be conditioned to produce responses through the pairing with other stimuli. Similarly, Guthrie argued that all learning is a result of the relationship between a particular stimulus and a response.

Operant conditioning (the theory of learning formulated by B. F. Skinner) is based on the assumption that the characteristics of the environment (stimuli, situations and events) function assigns to respond. Reinforcement strengthens responses and increases the likelihood that occurs in the future when the stimuli are present. It is not necessary to refer to the physiological states or underlying mental to explain the behavior (Bigge, 1978).

The basic model of operant conditioning consists of three factors including a discriminative stimulus (background), a response (behavior) and a reinforcing stimulus (consequence). The consequences determine the probability of a behavior

being repeated. Other important concepts of operant conditioning comprise extinction, generalization, discrimination and reinforcement (Schunk, 2012)

Gagné (as cited in Chile, 2002) develops the Cognitive theory, a learning model in which determines that learning processes change the human capacity or disposition, that persists in time and that can not be attributed to the process of maturation. The change occurs in the behavior of the individual, making it possible to infer that change is achieved through learning (Chile, 2002).

From my point of view, nowadays many of these principles are evident in the theoretical perspectives. Those learning theories are useful to establish the psychology of learning as a legitimate area of study according to different authors such as Piaget, Skinner, Gagné, among others. Moreover, there are diverse types of learning theories, for example, constructivism which emphasizes that knowledge emerges in meaningful contexts, and the individuals build their own knowledge.

Meanwhile, cognitivism focuses on complex processes, for example how a person perceives, remembers and solves problems.

With the operant conditioning, people learn through rewards and punishments which determine that each behavior has a consequence.

Cognitivism

Snelbecker (as cited in Timothy, 1993) states that at the end of the 50s, the theory of learning began to move away from the use of behavioral models towards an approach that rested on theories and learning models from the cognitive sciences. Psychologists and educators began to emphasize on more complex cognitive processes such as the solution of problems, the language, the formation of concepts and the information processing (Timothy, 1993).

Shuell (1988) remarks that cognitivism, like behaviorism, emphasizes that environmental conditions play a crucial role as they facilitate the learning process. Instructional explanations, demonstrations, demonstrative examples and the selection of teaching materials are the instruments that allow teachers to guide and support

students in their learning. Likewise, the emphasis is located on the role played by the practice with corrective feedback. So far, you can see few differences between these two theories.

On the other hand, Schunk (2012) comments that memory has a preponderant role in the learning process. Learning takes place when information is stored in memory in an organized and meaningful way. Teachers are responsible for organizing the information to be taught in a way that students learn meaningfully. Techniques such as advanced organizers, analogies, hierarchical relationships, and matrices are helpful for teacher since they let them to help students relate the new information with prior knowledge.

Piaget (1972) additionally explains that human development involves acquiring schemes which allow our thoughts and information to be organized. Schemes are significant as they determined the way of how people respond to specific events and they reflect the previous experiences and knowledge that a person possesses.

Gagne (2002) illustrates that Cognitivism counts with an internal mechanism that takes part of the learning process and correspond to stages in the act of learning and they are:

- Motivation phase: this can be intrinsic or extrinsic, so that the student can learn.
- The apprehension phase: It is the selective perception of the highlights of the situation.
- Acquisition phase: It is the coding of information that has entered the short-range memory, and that is transformed as material verbal or mental images to stay in long-range memory.
- Retention phase (accumulation in memory), is the accumulation of elements in the memory.

- Recovery phase (recovery) is the recovery of information stored in long-range memory, based on received stimuli.
- Generalization phase (transfer), consists in the recovery of the information stored in similar circumstances as well as different in which they were stored.
- Performance phase (generation of responses), information already recovered and generalized passes to the response generator where a response is organized performance that reflects what the person has learned (Chile, 2002).

In my opinion, some authors explain that the cognitivism involves a learning process; it means how a person learns. This learning theory delves into how the mind interprets reality, filters information through the senses and fixes the data in the memory generating memories. Moreover, the cognitive process underlines the importance of prior knowledge (based on past experiences), sensations, perceptions, necessary ideas and contingent ideas since they are key factors in the learning and teaching process.

Meaningful Learning

Ausubel (1983) points out that meaningful learning represents a human mechanism in order to acquire and store data, ideas and other kind of information about different fields. He added that the most basic learning involves individual symbols specifically words; this kind of learning is known as representational learning which distinguishes what a word and concept mean as well as learning a concept represents a word and what is the meaning of that concept. (Ausubel, 1983)

Dávila (2015) indicates the advantages of meaningful learning, which are mentioned below:

- It produces a more lasting retention of information. Modifying the cognitive structure of the student by rearrangements of the same to integrate the new information.

- It facilitates the acquisition of new knowledge related to those already learned in a significant way. The cognitive structure facilitates the relationship between new and old contents.
- The new information, when related to the previous one, is deposited and stored in the so-called long-term memory and the person can use this information when he needs it.
- It is active, since it depends on the deliberate assimilation of the learning activities by the student.
- It is personal, because the meaning of the learning depends on the cognitive resources of the student (previous knowledge and the way in which these are organized in the cognitive structure) (Dávila, 2015).

Palmero (2004) claims that meaningful learning is defined as a cognitive theory restructuring as the individual is the one who generates and builds their own learning, which develops in an educational environment. It lies within a constructivist perspective, since it is the individual-organism itself that generates and builds its learning.

Novak and Gowin (1988) establish that meaningful learning is the first systematic model of cognitive learning in which to acquire knowledge, students relate the new learning from the previous ideas. The main aspect of this is the process of acquiring information produces a change both in the information acquired and in the specific aspect of the cognitive structure (group of concept, ideas and data that a person has) with which that is linked. The three conditions for meaningful learning are:

1. Logical significance of the material: For a content to be logically meaningful, it requires:

- Proper language management
- Use of empirical data and analogies

- Critical approach
2. Psychological meaning of the material: It means that the learning is related to students' previous experiences and ideas.
 3. Motivation: Students must have a favorable attitude towards learning, since it affects the learning process.

From my point of view, meaningful learning is a process of learning orientation in which the previous ideas and information students possess play an important role.

It is not necessary to know the quantity of knowledge the student has, if not determine how use the previous knowledge with the topics to be learned. This will no longer be seen as a work that must developed with "blank minds" or that student learning starts from "zero", because it is not like that, but the learners have a series of experiences and knowledge that affect their learning and can be exploited for your benefit.

THE BELL- LANCASTER METHOD

The term Bell-Lancaster derives from the names of the Scottish and British pedagogues Andrew Bell (1753-1832) and Joseph Lancaster (1776- 1838). At the beginning of the 19th Century, the method was used firstly by Bell in India with orphan children. Meanwhile, Lancaster used it with poor people (Salimova, 1959).

Córsico (2007) defines the Bell-Lancaster as a teaching method in which a student or a small group of students receive personalized education by a teacher.

The teacher is called the tutor and the student "tutorando" or "tutored". Tutoring is used more frequently for the purpose of providing remedial or complementary instruction for those who present learning problems when they are treated with conventional methods or for those who have special needs. They prevent them from participating in common teaching and learning activities.

Tutoring is widely used as a teaching method for all ages and levels of schooling. It is usually offered after school hours and the tutor is usually a different person from the teacher in charge of the course (Corsico, 2007).

Ting (2013) maintains that the tutorial method helps an individual or a small group of students. Students expect that tutorials can help them to have a better understanding of a subject and improve their academic skills. Furthermore, pupils may be motivated to accomplish particular education experience by which they will need tutors that help them by providing feedback and strategies to improve their learning.

History of the Bell-Lancaster Method

Córsico (2007) points out that Andrew Bell was a Scottish clergyman and pedagogue who had the initiative to apply this useful method. In the late 18th century, Bell decided an educational innovation in India to benefit orphan children of British soldiers and Hindu Mothers. Bell influenced in an English Educator Joseph Lancaster who helped to many people with this method (Corsico, 2007).

Ediger (1999) explains that Joseph Lancaster, an English teacher, left home to teach poor people in Jamaica. Lancaster returns home and he thought a plan of instruction in which a large amount of pupils could be taught in a free manner. In 1805 , the English teacher traveled to the United States of America. He found about 1.000 pupils and taught them to read, write, and others academic subjects. Monitors and tutors gave rewards, an example of positive reinforcement to students for doing well (Ediger, 1999).

Objectives of this method

Cirigliano (as cited in Córscico, 2007) states that a tutor should accomplish the following objectives:

- To advise the pupil about the organization of their own curriculum, the contents and activities for learning.

- To make available to the students alternative, recuperative, corrective and substitute techniques to achieve learning.
- To elaborate techniques that allow accrediting knowledge of the subjects involved in the system.
- To motivate in students a personal way to organize their own learning.
- To facilitate different materials, strategies to improve.
- To coordinate the various secondary educational effects of institutions and daily life.

The difference between a teacher and a tutor

Barrantes (1992) remarks the differences between a teacher and a tutor

Teacher:

- His work is general about the students
- Teacher is the center of teaching-learning.
- He is responsible of the all course (design, content, organization,etc)
- Determines the progress in the course.

Tutor:

- His work is specific in individual.
- The student is the center of the learning process
- The function is to give feedback and solutions to some problems.
- Respects and follow student's rhythm

From my point of view, the Bell-Lancaster Method is crucial in the learning process because all people do not have the same style to learn. This method presents a teaching context in which students have an active role and allow them to pursue their academic interests according to the subject that requires help. Furthermore, it counts with some advantages such as: more practice, a big variety of activities, personalized help, more questions to solve, simple vocabulary, more specific examples with the use of prompts that make students learn in a better way. The application of this

method (Bell-Lancaster) in the English Program permits students to improve their pronunciation, increase their vocabulary range and enhance their speaking skills.

Dependent Variable

English Teaching learning process

Chamot (as cited in García & Pérez, 1998) carried out a study about the strategies used in the learning of a second language with Latin students from high schools and colleges. This study revealed that students have cognitive control over their learning efforts and are capable of describing their own mental processes.

According to Chomsky (1986) children acquire languages successfully even though there is not special care to teach them and no special attention is given to their progress. Children usually face the acquisition of a language in an environment specially designed to facilitate their learning

Widowson (1972) hold the position that **Grammar translation- Method** was used to introduce a new language; this traditional method emphasized that teachers were the authority and they decided what topics, students must learn. The main objective was the development of reading texts, memorization of grammar rules, translation activities and speaking activities were not developed.

Krashen (1985) remarks that **Natural method** was also used when teaching a new language. This method based on the idea that language acquisition does not require extensive use of grammar rules. Acquisition required interaction in the target language in which speakers were not concerned with the form of their utterances but with the messages, they are conveying and understanding

Fries (1945) establishes that **Audiolingual** had its origins during World War II. It was based on the behaviorist theory of language learning and the structural view of language.

Audiolingual method emphasizes that speaking a language implies the internalization of new linguistic habits and a person doesn't need to memorize grammar rules and structures to use the language. It means that language learning involves acquiring habits such as intensive repetition and systematic structures.

Some activities applied with this method were: reading aloud dialogues, repetitions of model sentences and drilling.

Moreover, Audiolingual method aims the development of listening and speaking skills which was a step away from the Grammar translation method.

Finally, Widowson (1972) highlights that the major aim of the communicative approach in the language teaching is the communicative part, the language use and not the theory part. The principal aspects of this approach are:

- Importance of contextualize meaning
- Emphasis on the functions that are learned by the practice
- Developing a correct pronunciation
- The grammar use according to the functions and situations
- Improving the fluency

The teacher has the facilitator role to make the student-centered

In my view, language teaching requires some methods and strategies that make students feel interest to learn a second language. It is necessary to understand that the use of innovative teaching methods allow a good language management. Some people believe that learning English involves memorizing lots of rules and vocabulary items; however, it is vital to practice a lot to obtain an extensive vocabulary which is indispensable to communicate in different contexts.

Language Skills

Harmer (as cited in Rajmonda, 2014) advocates the view that listening and reading involve receiving messages, referred to as receptive skills. On the other hand,

speaking and writing involve language production; these skills are referred to as productive skills.

Brown (2007) highlights the relevance of the development of the four English language skills: listening, reading, speaking and writing since they are central in the language learning. English teaching promotes the interrelation between the four skills.

Spratt and Pulverness (2012) point out that the four language skills are divided in two groups receptive and productive skills. In the group of receptive skills are: reading and listening. Writing and speaking are called productive skills since learners produce the language.

Receptive Skills

Spratt and Pulverness (2012) argue that **reading** involves perceiving a written text in order to understand the context and the content. This skill counts with some subskills that permit to have a better understanding, they are:

- **Reading for specific information or scanning:** It means obtain specific details of the text
- **Reading for detail:** To get the meaning of every word or sentence that are linked.
- **Deducing from context:** Sometimes there are unfamiliar words, so that this subskill allows getting the idea of the word's meaning.
- **Understanding text structure:** It involves understanding how the text is structured, as example: a letter, an essay, etc.
- **Reading for gist or Skimming:** To get the general idea of the text.
- **Inferring :** To understand the writer's opinion

- **Predicting:** To try to guess what the reading is about

To Brown (2007) there are micro and macro skills to become efficient readers. They are:

- To recognize grammatical word classes.
- To discriminate the orthographic patterns and graphemes.
- To retain chunks of language

Macroskills

- To infer context, links and connections and communicative functions
- To detect culturally specific references.
- To distinguish literal and implied meaning (Brown D. , 2007).

Listening

According to Brown (2007), listening consists of listening to the language and granting meaning to the sounds heard to identify and understand the information expressed orally, with the support of context and knowledge of world. The listening skill counts with its subskill which are:

- **Listening for gist:** To get the main idea of the audio
- **Listening intensively and extensively**

Microskills

- To discriminate distinctive sounds
- To recognize English patterns
- To process speech, pauses, errors,etc

Macroskills

- To infer situations, participants, goals
- To predict outcomes
- To recognize cohesive devices. (Brown D. , 2007)

Productive skills

Jaramillo (as cited in Ziauddin, 2015) defines the productive skills as a form to express ideas and feelings using the language in a written or spoken way. They are:

Writing skill

This productive skill involves graphic representation to express ideas, opinions of the author.

Characteristic of written language

- **Production time:** The teacher assigns a writing task which students have specific time to write. The practice is important as it helps learners to become good writers, which means they use accurately grammar, spelling and orthography.
- **Orthography:** People should be trained to write in a different language.
- **Vocabulary:** to have an extensive range of vocabulary helps people to understand a text.
- **Formality:** there are some written texts which require a formal way to express.

Microskills

- To express a particular meaning
- To produce graphemes

Macroskills

- To use correct language according to the purpose
 - To convey links between main and supporting ideas.
- (Ziauddin, 2015)

Speaking Skill

Brown (2007) indicates that speaking is a productive skill that places emphasis on using the language to communicate ideas. To express one orally is to communicate a message with an adequate pronunciation, so that the message can be understood.

The speaking skill development requires meaningful activities to students which help them feel safe and be able to communicate naturally and without any pressure

Importance of the skill

Wilson (as cited in Ziauddin, 2015) considers speaking connects people using different languages.

Activities to develop the speaking skill

- **Mingle activities:** These activities involve students asking around them some information from other learners.
- **Information- gap activities:** They are activities which need to be completed with specific information.
- **Problem Solving:** these activities allow learners to discuss and practice the language

- **Role-play:** It is an activity that allows students performing the part of a person or character through the language practice.
- **Survey and questionnaires:** learners make questions using the language.

To Spratt and Pulverness (2012) state that the speaking subskills are:

Speaking subskills:

- Making use of grammar, register.
 - Using body language.
 - Producing different text types.
- Oral fluency

Strategies to develop the speaking skills

According to Ziauddin (2015), the strategies to improve and develop the speaking skills include:

- **Recognizing scripts:** using the language in invitations, greetings and drama
- **Using minimal responding:** speaking tests require specific time to respond certain questions

From my point view, to learn English is necessary to know that there are four skills to produce and catch the language. These skills are divided in two groups: productive skills writing the communication is expressed by symbols. Speaking is expressed by sounds. The speaking skills involve certain aspects such as fluency, vocabulary grammar structure, pronunciation, grammatical accuracy and body language that allow a good communication.

On the other hand, the receptive skills listening and reading have subskills that help to develop in a better way.

2.5 Hypothesis

The Bell-Lancaster method influences in the development of speaking skills in the fourth semester students of the English Program at the Technical University of Ambato in Ambato, Province of Tungurahua.

2.6 Identification of Variables

Independent variable: The Bell-Lancaster method

Dependent variable: Development of speaking skill

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Approach

The present research was developed within a quantitative approach. Qualitative approach determined the methodology to be used and applied and to verify the hypothesis of the present study.

The research took into account a group of fourth semester students of the English program to whom a survey was applied to acquire information on the knowledge that they possess as far as speaking skill and the academic tutoring hours.

3.2 Basic method of investigation

The research was carried out with a scientific analysis in libraries and technological sources. This study is a bibliographic research and it contains documentary techniques employed and above all its way of application constitutes and characterizes the work as a field research.

3.3 Level or type of research.

My research is **exploratory** because it works on the problem as “Lack of Bell-Lancaster method and the speaking skills”. Furthermore, the research involves the application of psychological and methodological techniques.

Furthermore, the investigation is **descriptive** because it has the interest of characterizing a population (group of students) and distributing data of the variables that will be considered in isolation.

Finally, the research permits to correlate and to evaluate the variable's associations which identify the relationship between the Bell-Lancaster Method and the development of speaking skill.

3.4. Population and sample

The population consisted of 46 students from the fourth level from the English Program, province of Tungurahua.

3.5 Operation of variables **Independent Variable:** The Bell- Lancaster method

Table 1 Operation of Independent Variable

CONCEPT	CATEGORIES OR DIMENSIONS	INDICATORS	BASIC ITEM	TECHNIQUES AND INSTRUMENTS
<p>The Bell-Lancaster is a methodology in which the teacher supports a student or a group of students to get knowledge through learning strategies, as well as the interpretation of information autonomously.</p>	<p>Learning Strategies</p> <p>Autonomous learning</p> <p>Information Interpretation</p>	<p>Cognitive Metacognitive Socioafective</p> <p>Meaningful learning Knowledge Assimilation</p> <p>Process Knowledge generalization</p>	<p>-Does the teacher develop learning strategies (cognitive, metacognitive, socioafective) to improve the autonomous work in the student?</p> <p>-Does autonomous work help to develop the speaking skills ?</p> <p>-Do academic tutoring hours help to develop the autonomous learning?</p> <p>-Do you consider students use previous knowledge for developing the speaking skill?</p>	<p>Survey</p> <p>Observation</p>

Source: Direct observation By: Espín, B (2017)

Dependent Variable: Speaking skills

Table 2. Operation of Dependent Variable

CONCEPT	CATEGORIES DIMENSIONS	INDICATORS	BASIC ITEM	TECHNIQUES INSTRUMENTS
<p>Speaking skill is a communicative process that through the use of the voice and a set of words gives meaning, action or thought.</p>	<p>Communicative Process</p> <p>Voice</p> <p>Symbols</p>	<p>Fluency Accuracy Appropriacy</p> <p>Feelings, emotions, ideas transmission</p> <p>Words Phrases</p>	<p>- To develop the speaking skill, does the student know the process teachers follow when developing speaking activities?</p> <p>- Does the teacher brainstorm before assigning a speaking task?</p> <p>- According to your point of view, do teachers assign activities where you can express your ideas?</p> <p>- In the classroom, are oral production activities promoted in such a way that the student knows how to form their sentences to communicate?</p> <p>- Is it necessary to know the correct use of words and phrases to make sense of an oral production?</p>	<p>Technique: Survey</p> <p>Instrument: questionnaire</p>

Source: Direct observation By: Espín, B (2017)

3.6 Collection of information

Table 3. Collection of information

Basic Question	Descripción
1. For what?	To achieve research objectives
2. Who are the people?	Students from the fourth level of the English Program
3. What aspects?	Bell-Lancaster Method and speaking skill
4. Who?	Researcher: Belén Espín
5. When?	September 2017 – February 2018
6. Where?	Technical University of Ambato
7. How many times?	Two times
8. What are the techniques to collect data?	Survey
9. With what?	Survey
10. In which situation?	In the classrooms

Source: Data collection

By: Espín, B (2017)

3.7 Processing and analysis

The information obtained is presented through tables and statistical graphs and in this way it facilitates the analysis and interpretation of the results obtained through the survey.

CHAPTER 4
ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Analysis of the results

In this chapter, the data collected is presented by the respective interpretation. Furthermore, the hypothesis has been verified with the application of the Chi square; below are the results of the survey applied to the fourth level students of the English Program.

Guided survey for the English Program Students

Question 1: Do you know the importance of the academic tutoring hours in the learning process?

Table 4 Do you know the importance of the academic tutoring in the learning process?

Alternatives		Frequency	Percentage Frequency
1.1	Always	13	28%
1.2	Sometimes	28	61%
1.3	Never	5	11%
TOTAL		46	100%

Source: Student Survey
By: Espín, M. (2017)



Figure 3. Do you know the importance of the academic tutoring in the learning process?
Source: Student Survey
By: Espín, M. (2017)

Analysis and Interpretation

In the figure above, it can be seen that 28% of students determined they know the importance of the academic tutoring hours in the learning process, meanwhile 61% said that they sometimes know the importance of it. 11% of students mentioned they never obtained information about the academic tutoring hours. From this data, it can be concluded that few students notice how important the tutoring hours are in the learning process. Academic tutoring hours provide students strategies that allow them to improve the speaking skill.

Question 2: When you have speaking difficulties, the academic tutoring hours are a good option to help you?

Table 5. When you have speaking difficulties, the academic tutoring hours are a good option to help you?

Alternatives		Frequency	Percentage Frequency
1.1	Always	12	26%
1.2	Sometimes	19	41%
1.3	Never	15	33%
TOTAL		46	100%

Source: Student Survey
By: Espín, M. (2017)

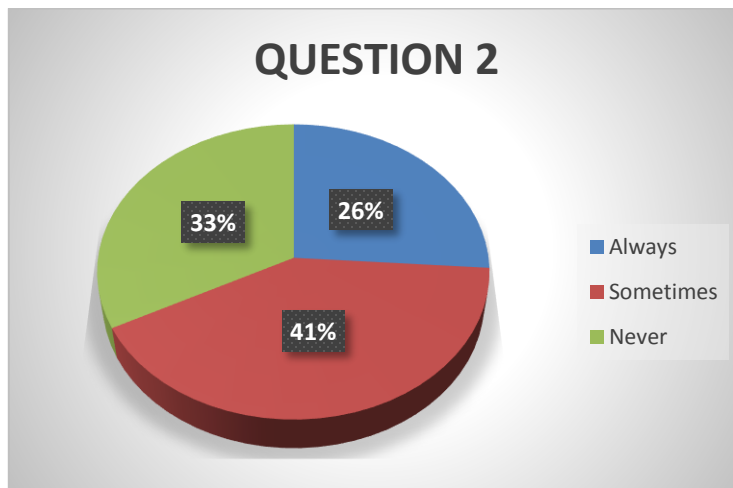


Figure 4. When you have speaking difficulties, the academic tutoring hours are a good option to help you?
Source: Student Survey
By: Espín, M. (2017)

Analysis and Interpretation

In second question, 26 % of people determined when they had speech difficulties chose the best option that is academic tutoring hours, meanwhile 19 students (33%) rarely go to academic tutoring hours to require help to solve their problems in speaking. 41% of respondents did not have any idea that monitoring hours are an option to improve their oral skill. The academic tutoring hours are part of the solution to manage the speaking difficulties.

Question 3: How often do you attend the tutoring hours?

Table 6. how often do you attend to the tutoring hours?

Alternatives		Frequency	Percentage Frequency
1.1	Always	3	7%
1.2	Sometimes	29	63%
1.3	Never	14	30%
TOTAL		46	100%

Source: Student Survey
By: Espín, M. (2017)

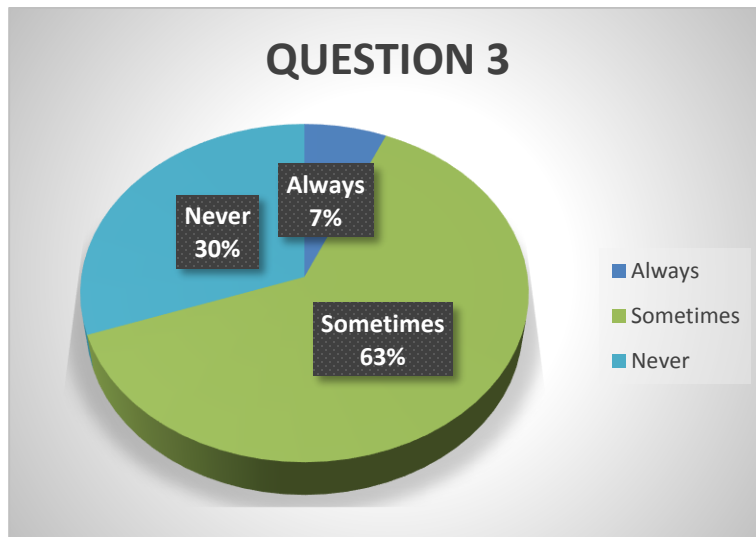


Figure 5. With which frequency do you attend to the tutoring hours?
Source: Student Survey
By: Espín, M. (2017)

Analysis and Interpretation

In figure three, a low percentage (7%) of the learners manifests that they always attend tutoring hours , but 63% of people sometimes go to monitoring hours. 14 students (30%) consider they are never part of the tutoring hours. The attendance to the tutoring hours plays an important role in the student’s development.

Question 4: During the tutoring hours does the tutor present activities to improve the pronunciation?

Table 7. During the tutoring hours does the tutor present activities to improve the pronunciation?

Alternatives		Frequency	Percentage Frequency
1.1	Always	6	13%
1.2	Sometimes	19	41%
1.3	Never	21	46%
TOTAL		46	100%

Source: Student Survey
By: Espín, M. (2017)

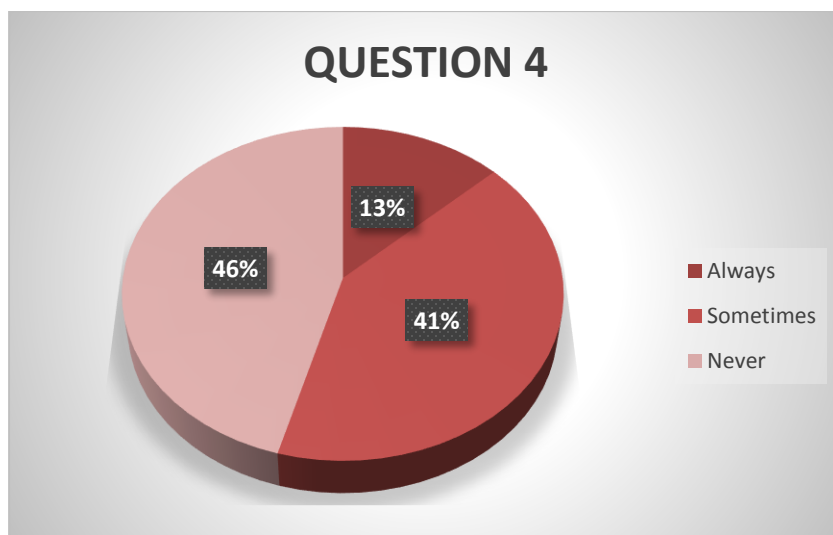


Figure 4.
Source: Student Survey
By: Espín, M. (2017)

Analysis and Interpretation

In question number 4, 13% of respondents considered that teachers presented activities to improve the pronunciation during the tutorial hours, however it is the 41% agrees that sometimes the professor gives tasks to develop this factor. On the other hand, 46% of students agree the teacher never uses activities that can assist in the pronunciation. The activities are of great importance in the process to develop the pronunciation.

Question 5: In the classroom, are oral production activities promoted in such a way that the student knows how to form their sentences to communicate?

Table 8. Are oral production activities promoted the know how to form their sentences to communicate?

Alternatives		Frequency	Percentage Frequency
1.1	Always	17	37%
1.2	Sometimes	24	52%
1.3	Never	5	11%
TOTAL		46	100%

Source: Student Survey
By: Espín, M. (2017)

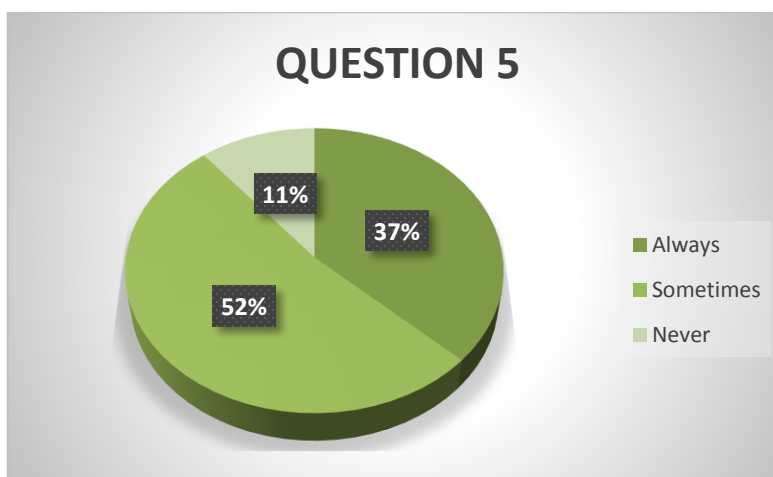


Figure 6. Are oral production activities promoted the know how to form their sentences to communicate?
Source: Student Survey
By: Espín, M. (2017)

Analysis and Interpretation

In figure number 5, it can be observed that 37% of students consider that the oral production activities presented in the classroom make learners know how to form sentences to communicate. 24 (52%) people sometimes consider that oral production tasks help to get knowledge about how create sentences. However, 5% answered that the oral production activities never permit the students the sentences creation. The production activities help to discover how to form a sentence and transmit a message.

Question 6: According to your point of view, do teachers assign activities where you can express your ideas?

Table 9. Do teachers assign activities where you can express your ideas?

Alternatives		Frequency	Percentage Frequency
1.1	Always	16	35%
1.2	Sometimes	26	56%
1.3	Never	4	9%
TOTAL		46	100%

Source: Student Survey
By: Espín, M. (2017)

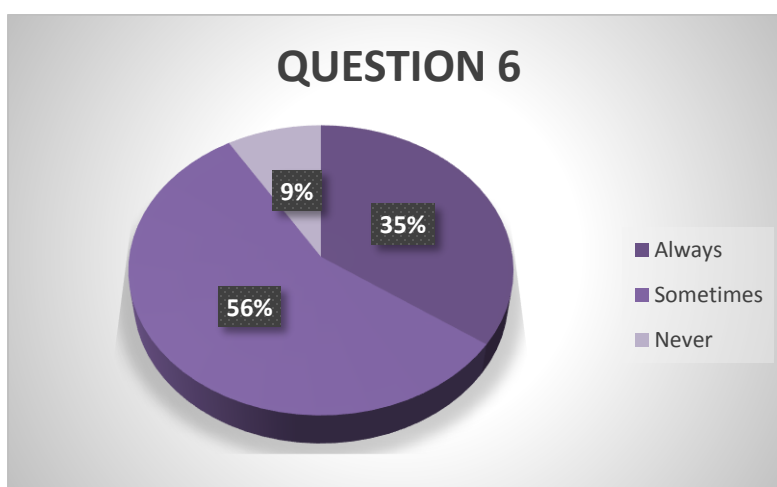


Figure 7. Do teachers assign activities where you can express your ideas?
Source: Student Survey
By: Espín, M. (2017)

Analysis and Interpretation

In question 6, 35% of students agree with teacher presents activities where their ideas can be expressed, 56% of students consider the few times; professor gave them these kind of activities. For 9% teachers did not assign activities like these. The activities which let students express what they feel help to improve the fluency and organize their ideas.

Question 7: According to your point of view, does the autonomous work help to develop the speaking skills ?

Table 10. The autonomous work help to develop the speaking skills ?

Alternatives		Frequency	Percentage Frequency
1.1	Always	23	50%
1.2	Sometimes	17	37%
1.3	Never	6	13%
TOTAL		46	100%

Source: Student Survey

By: Espín, M. (2017)

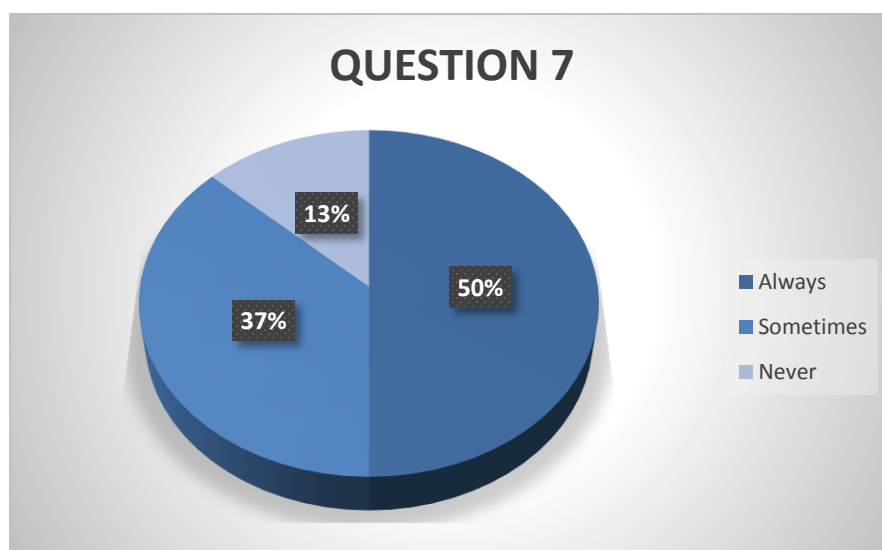


Figure 8. The autonomous work help to develop the speaking skills ?

Source: Student Survey

By: Espín, M. (2017)

Analysis and Interpretation

In figure 8, it can be observed 50% of respondents review that autonomous work help to develop the speaking skills, the 37% consider the few times, this is a benefit, and 13% disagree with the autonomous work. The majority of students appreciate that autonomous work help in the speaking development.

Question 8: Do academic tutoring hours help to develop the autonomous learning?

Table 11. Do academic tutoring hours help to develop the autonomous learning?

Alternatives		Frequency	Percentage Frequency
1.1	Always	5	11%
1.2	Sometimes	30	65%
1.3	Never	11	24%
TOTAL		46	100%

Source: Student Survey
By: Espín, M. (2017)

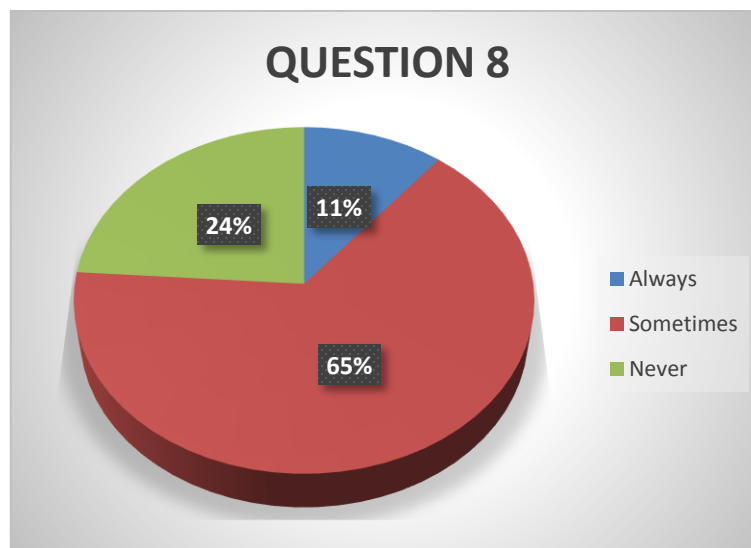


Figure 9. Do academic tutoring hours help to develop the autonomous learning?
Source: Student Survey
By: Espín, M. (2017)

Analysis and Interpretation

In question number 8, 11% of people believe that tutoring hours can develop the autonomous learning, 65% considers that these hours sometimes can be of huge benefit, however 24% disagree with this question. During the tutoring hours the students can develop their autonomous work.

Question 9: Do you consider students use previous knowledge for developing the speaking skill?

Table 12. Developing the speaking skill

. Alternatives		Frequency	Percentage Frequency
1.1	Always	15	33%
1.2	Sometimes	28	61%
1.3	Never	3	7%
TOTAL		46	100%

Source: Student Survey

By: Espín, M. (2017)

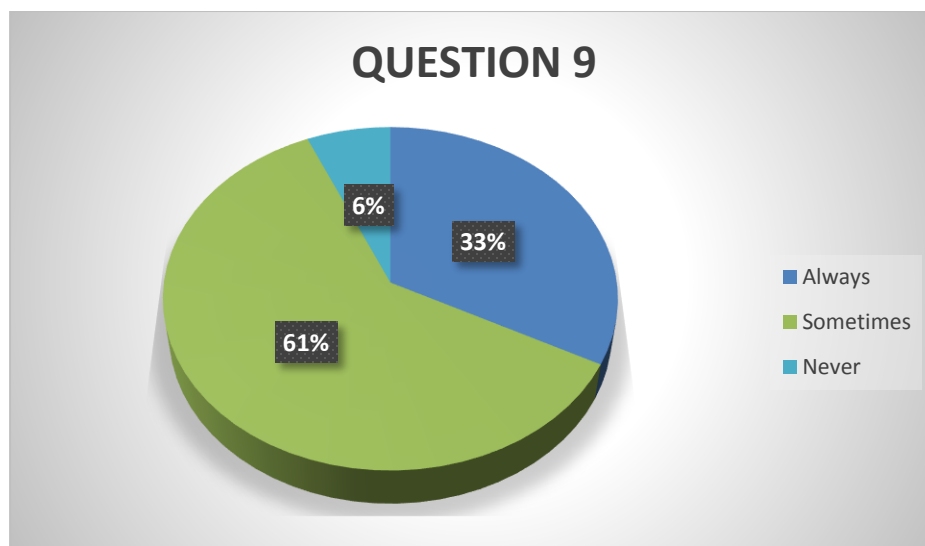


Figure 10. Developing the speaking skill

Source: Student Survey

By: Espín, M. (2017)

Analysis and Interpretation

In figure 10, 33% of students use previous knowledge for developing the speaking skill, 28 people (61%) determined that sometimes the use of previous knowledge and just 6% did not use previous knowledge to develop their speaking skills.

Question 10: Do you consider that the lack of vocabulary affects in the speaking development?

Table 13. The lack of vocabulary affects in the speaking development

Alternatives		Frequency	Percentage Frequency
1.1	Always	32	69%
1.2	Sometimes	10	22%
1.3	Never	4	9%
TOTAL		46	100%

Source: Student Survey

By: Espín, M. (2017)

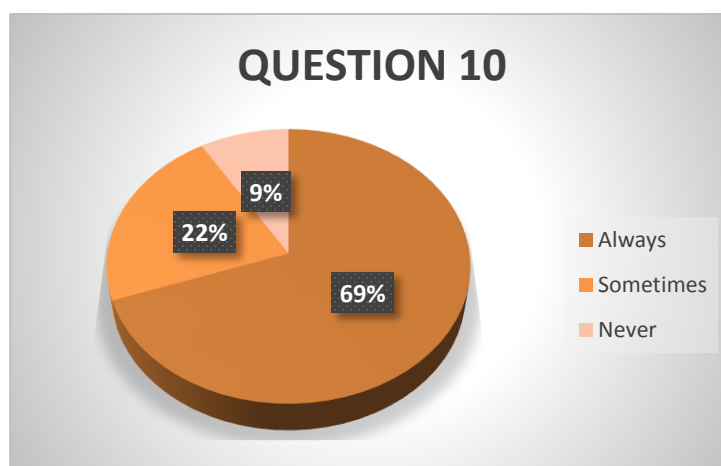


Figure 11. The lack of vocabulary affects in the speaking development

Source: Student Survey

By: Espín, M. (2017)

Analysis and Interpretation

In question 10, 69% of students agree that lack of vocabulary affects in the speaking development, 22 % consider that sometimes the lack of knowledge of vocabulary is a problem in the speaking skills. The last 9% believe that lack of vocabulary is not a problem to be able to communicate.

Question 11: Do you consider that not attending the tutoring hours affects in the speaking skill development?

Table 14. Speaking skill development

Alternatives		Frequency	Percentage Frequency
1.1	Always	5	11%
1.2	Sometimes	19	41%
1.3	Never	22	48%
TOTAL		46	100%

Source: Student Survey

By: Espín, M. (2017)

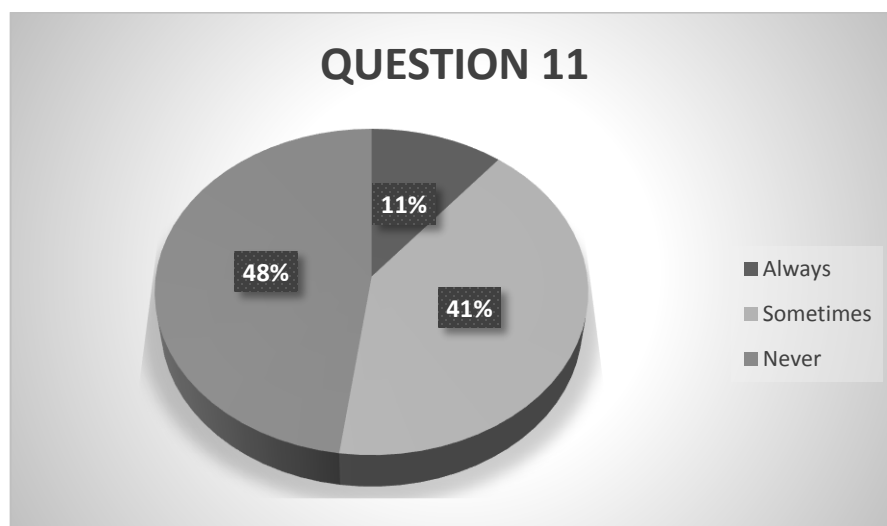


Figure 12. Speaking skill development

Source: Student Survey

By: Espín, M. (2017)

Analysis and Interpretation

In figure number 12, 11% comments that if they do not attend tutoring hours, it will affect in their communication, 41% considers that sometimes the lack of assistance tutoring hours lead to speech problems. 48% disagrees that absence of tutoring hours can be a trouble. Tutoring hours are a benefit that many students should take as an option to produce the language.

Question 12: In your point of view, is the academic tutoring hour an advantage to improve the language practice?

Table 15. Is the academic tutoring hour an advantage to improve the language practice?

Alternatives		Frequency	Percentage Frequency
1.1	Always	19	41%
1.2	Sometimes	21	46%
1.3	Never	6	13%
TOTAL		46	100%

Source: Student Survey

By: Espín, M. (2017)

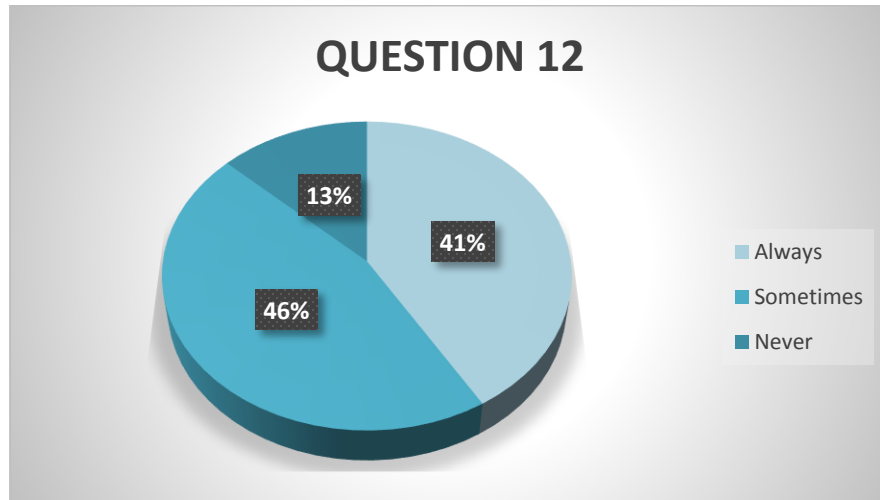


Figure 13. Is the academic tutoring hour an advantage to improve the language practice?

Source: Student Survey

By: Espín, M. (2017)

Analysis and Interpretation

In question 12, 41% of students consider that the academic tutoring hour is an advantage to improve the language practice, 46% of people agree that sometimes it can affect the language practice. For the 13% of students, the tutoring hours are not a problem. Tutoring hours are an advantage in the language practice.

4.3 Verification of hypotheses

H0: The Bell-Lancaster method does not influence the speaking skills of the English Language in the students from the fourth level of the English program of Technical University of Ambato.

H1: The Bell-Lancaster method influences the speaking skills of the English Language, of the students from the fourth level of the English program of Technical University of Ambato.

The formula to calculate the chi square value is:

$$X^2 = \sum \left[\frac{(O - E)^2}{E} \right]$$

Where:

X^2 = Chi-Square

Σ = the “sum of”

O = the frequencies observed

E = the frequencies expected

Observed Counts

Table 16. Observed Counts

Variables	Always	Sometimes	Never	TOTAL
BELL-LANCASTER METHOD	13	28	5	46
SPEAKING SKILLS	15	28	3	46
TOTAL	28	56	8	92

Source: Student Survey

By: Espín, M. (2017)

Expected Counts

Table 17. Expected Counts

	Always	Sometimes	Never	Total
BELL-LANCASTER METHOD	14	28	4	46
SPEAKING SKILLS	14	28	4	46
TOTAL	28	56	8	92

Source: Student Survey
By: Espín, M. (2017)

Table 18. Contingency table

VARIABLES	O	E	O - E	(O - E) 2	(O - E) 2 / E
BELL-LANCASTER METHOD	13	14	-1	1	0,0714286
	28	28	0	0	0
	5	4	1	1	0,25
SPEAKING SKILLS	15	14	1	1	0,0714286
	28	28	0	0	0
	3	4	-1	1	0,25
TOTAL	92	92	0	4	0,6428571

Source: Student Survey
By: Espín, M. (2017)

Interpretation: The X^2 value is **0,6428571**

Determination of freedom

Table 19. Degree of freedom

$$\text{Degrees of freedom} = (\#rows-1)(\#columns-1)$$

Rows=2

Columns=3

Df=

(2-1)(3-1)

Df=

(1)(2)

Df=

2

Chi square : level of confidence of Critical square =5.991

0.95 and alpha level of significance of

0.05

Source: Student Survey

By: Espín, M. (2017)

Table 20. Chi-Square X2 distribution table

Percentage Points of the Chi-Square Distribution

Degrees of Freedom	Probability of a larger value of χ^2								
	0.99	0.95	0.90	0.75	0.50	0.25	0.10	0.05	0.01
1	0.000	0.004	0.016	0.102	0.455	1.32	2.71	3.84	6.63
2	0.020	0.103	0.211	0.575	1.386	2.77	4.61	5.99	9.21
3	0.115	0.352	0.584	1.212	2.366	4.11	6.25	7.81	11.34
4	0.297	0.711	1.064	1.923	3.357	5.39	7.78	9.49	13.28
5	0.554	1.145	1.610	2.675	4.351	6.63	9.24	11.07	15.09
6	0.872	1.635	2.204	3.455	5.348	7.84	10.64	12.59	16.81
7	1.239	2.167	2.833	4.255	6.346	9.04	12.02	14.07	18.48
8	1.647	2.733	3.490	5.071	7.344	10.22	13.36	15.51	20.09
9	2.088	3.325	4.168	5.899	8.343	11.39	14.68	16.92	21.67
10	2.558	3.940	4.865	6.737	9.342	12.55	15.99	18.31	23.21
11	3.053	4.575	5.578	7.584	10.341	13.70	17.28	19.68	24.72
12	3.571	5.226	6.304	8.438	11.340	14.85	18.55	21.03	26.22
13	4.107	5.892	7.042	9.299	12.340	15.98	19.81	22.36	27.69
14	4.660	6.571	7.790	10.165	13.339	17.12	21.06	23.68	29.14
15	5.229	7.261	8.547	11.037	14.339	18.25	22.31	25.00	30.58
16	5.812	7.962	9.312	11.912	15.338	19.37	23.54	26.30	32.00
17	6.408	8.672	10.085	12.792	16.338	20.49	24.77	27.59	33.41
18	7.015	9.390	10.865	13.675	17.338	21.60	25.99	28.87	34.80
19	7.633	10.117	11.651	14.562	18.338	22.72	27.20	30.14	36.19
20	8.260	10.851	12.443	15.452	19.337	23.83	28.41	31.41	37.57
22	9.542	12.338	14.041	17.240	21.337	26.04	30.81	33.92	40.29
24	10.856	13.848	15.659	19.037	23.337	28.24	33.20	36.42	42.98
26	12.198	15.379	17.292	20.843	25.336	30.43	35.56	38.89	45.64
28	13.565	16.928	18.939	22.657	27.336	32.62	37.92	41.34	48.28
30	14.953	18.493	20.599	24.478	29.336	34.80	40.26	43.77	50.89
40	22.164	26.509	29.051	33.660	39.335	45.62	51.80	55.76	63.69
50	27.707	34.764	37.689	42.942	49.335	56.33	63.17	67.50	76.15
60	37.485	43.188	46.459	52.294	59.335	66.98	74.40	79.08	88.38

Source:<http://kisi.deu.edu.tr/Joshua.cowley/Chi-square-table.pdf>

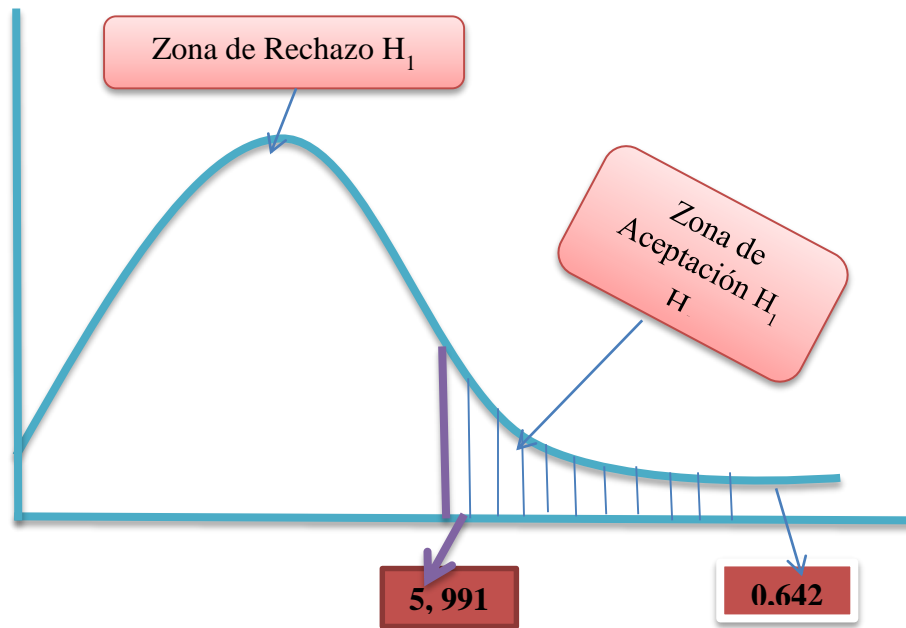


Figure 14. The χ^2
 Source: Student Survey
 By: Espín, M. (2017)

Interpretation:

It can be seen in the Chi-Square statistic that the specific value is 0,6428571 which is less than the χ^2_{t} tabular table = 5.991 therefore the null hypothesis is accepted:

H0: The Bell-Lancaster method does not influence in the speaking skills of the English Language in the students from the fourth level of the English program of Technical University of Ambato.

CHAPTER 5.

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- After the elaboration of the research which analyzed the incidence of the Bell-Lancaster method and the development of speaking skills of the English language, it has been noticed students can develop this skill through the continuous use of this method. In brief, none of variables are practiced by the majority of students from the fourth semester of the English program.
- The majority of students are not familiar with the use of academic tutorials which could influence their academic performance. Students need to develop oral production activities in which the daily and constant practice is the best technique to improve their learning which consequently would benefit their academic performance and finally lead to become excellent professionals.
- It was noticed that the main cause which determined the limited development of speaking skills on students is the lack of vocabulary. It is known that this subskill is important in a learner's speaking performance. This fact generates that students do not communicate in a proper way. Furthermore, the level of acceptance and collaboration of students to assist and interact with their teaching tutors is not the expected.
- Finally, it determined that exists a relationship between the " Bell-Lancaster method" and the speaking skills limiting students to seek inappropriate counseling. The strategies and activities used in this method allow students to improve their vocabulary and the sentences creation.

5.2 Recommendations

- Teachers are recommended to make extensive use of the “Bell- Lancaster method” with their students for the proper development of the speaking skills. This method is an advantage for students for being interesting and useful for becoming good communicators
- To foster trust and the interest of the students to attend the academic tutoring hours. The fulfillments of activities or tasks during the academic tutoring hours allow students practice daily and avoid making mistakes.
- Teachers are suggested to have long periods of practice of speaking skills through activities that promote to master grammatical structures and vocabulary.
- Finally, it is recommended the continuous application of the “Bell-Lancaster method with strategies and activities that promote speaking skill development. In this way, to maintain the level of efficiency reached with its application and see in the students an advanced level in the handling of oral skills (Speaking) in the English language.

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Annexes

Anexe 1: Scientific Article

ANEXE 1: ACADEMIC ARTICLE

“BELL-LANCASTER METHOD AND THE SPEAKING SKILLS OF THE ENGLISH LANGUAGE IN THE STUDENTS FROM THE FOURTH LEVEL OF THE ENGLISH PROGRAM OF TECHNICAL UNIVERSITY OF AMBATO

AUTHOR: María Belén Espín Dávila

TUTOR: Lcdo. Mg. Edgar Encalada Trujillo

Universidad Técnica de Ambato, Ecuador

Abstract

Teaching English demands to find appropriate strategies, methods to increase interest in students towards learning. The fact of speaking fluidly by attending academic tutoring hours is an activity that is observed irregularly in most institutions in Ecuador. Therefore, this study aimed to analyze the incidence of the Bell-Lancaster method and the development of speaking skills in the English language from the fourth semester students from the English Program of Ambato Technical University, Tungurahua province. The research was centered on a quantitative approach through the use of a survey. In this survey, the students' opinions about the Bell-Lancaster method and the speaking skills if they are applied in the classroom. The collected data was tabulated,

analyzed and verified through the Chi square statistical which helped to verify the relationship between the “Bell-Lancaster method and the speaking skills development.

As well as the achievement of results that show that there are certain activities that are not considered in the academic tutoring hours which affect in the speaking skills development that is essential in the English learning to have a better communication.

Through the research the investigators propose that there is a positive relation between the Bell-Lancaster method and the speaking skills influencing in the communication and in leaning more personal.

Key words:

Bell-Lancaster method- speaking skill- communication - activities- more personal

Introduction

Nowadays, the English language is considered the most important language around the world.

Having a good level of English is an advantage that permits people to get a better job, to access more knowledge and information about different cultures.

In Ecuador, the English language has a low level. According to the English Proficiency Index one of the highest worldwide rankings for English assessment. In the ranking, 80 countries participated, Ecuador ranked 55th.

For this reason, the government establishes the increase of the English hours (5 hours per week) which is an advantage in people's education. (Heredia, 2017)

The present academic article is about the Bell-Lancaster Method and the speaking skills in the fourth semester of the English program of the Technical University of Ambato. This paper is developed in consideration of the results obtained through the survey.

The reason is the lack of knowledge in the students about the importance of academic tutorials influences in student's

academic performance. The student must know some aspects of speaking skills such as pronunciation, fluency and spelling which are required to communicate.

The stage of language learning and the importance of it is sometimes related with communicative functions that have the purpose of conveying the message for the development of oral expression. Oral expression activities teach language functions explicitly that are meaningful to students.

Furthermore, this study will determine the causes of limited theoretical understanding of speaking skills and to analyze the relationship between the Bell-Lancaster method and speaking skills to prevent the student from seeking inappropriate counseling

Ramirez (2002) determines in his article "The Speaking Skills" that to be good communicators consist to have developed the integrated language oral.

Furthermore, the author emphasizes the pragmatic: part of the linguistics that studies language in its relationship with users and the circumstances of communication. For example: a

conversation between friends, a debate with other students, etc (Ramirez, 2002).

Cassani (1994) states that to be a good communicator, it needs some characteristics which are:

- Center the subject according to the occasion
- Control the tone of voice
- Be ethical, be sincere
- Respect the register (Cassany, 1994).

Wilson (1997) states that the importance of the speaking skills allows students to have the ability to translate their thoughts and ideas into words. Without the adequate knowledge of the language, learners will suffer. Furthermore, speaking skills plays an essential role in developing of reading and writing skills (Wilson, 1997).

The Bell- Lancaster method

Ashwin (as cited in Ting, 2013) maintains that the tutorial method consists on helping an individual or a small group of students. Students

expect that tutorials can help them to have a better understanding of a subject and improve their academic skills. Furthermore, pupils may be motivated to accomplish particular education experience by which will need tutors that help them by providing feedback and strategies to improve their learning.

Goodlad and Beverly (1989) emphasize that the way in that teachers dictate the class. It depends a lot on the knowledge, level of preparation and the experience that teacher have to know how to impart correctly their knowledge to the students. The Bell-Lancaster method allows teachers to prepare their class of reinforcement or tutorial classes with innovative tasks as well as techniques and forms that allow them to get the interest of the students and participate actively (Goodlad & Beverley, 1989).

Harrison and Guymon (1980) consider that in this learning method (Bell-Lancaster) the two parts involved are benefit. For the tutor as mentioned above performs a new

learning experience when looking for information, or additional support to what he already knows, to be able to learn in the first place and then be able to impart the knowledge to his students. When students have a doubt, a need of clarification or understand something in regards to the learning syllabus that they receive and after having attended his tutor; he has cleared his doubts. Students always look without doubting the strategy or methodology with which the teacher and the student have identified themselves (Harrison & Guymon, 1980).

History of the Bell-Lancaster Method

Ediger (1999) explains that Joseph Lancaster, an English teacher, left home to teach poor people in Jamaica. Lancaster returns home and he thought a plan of instruction in which a large amount of pupils could be taught in a free manner. In 1805, the English teacher traveled to the United States of America; he found about 1.000 pupils and taught them to read, write, and others academic subjects. Monitors and tutors gave rewards, an example of positive

reinforcement to students for doing well (Ediger, 1999).

Methodology

The present research is developed within a quantitative approach. Quantitative approach determines the methodology to be used will be applied and to verify the hypothesis of the present study.

The research takes into account a group of fourth semester students of the English program to whom will be applied a survey to acquire information on the knowledge that they possess as far as speaking skill and the academic tutoring hours.

The research was carried out with a scientific analysis in libraries and technological sources for what is a bibliographic research, and documentary techniques employed and above all its way of application constitutes and characterizes the work as a field research.

Population

The population consisted of 46 students from the fourth level from the English Program, province of Tungurahua.

The instrument of investigation was a survey. The survey had 12 questions which were about the variables.

The independent variable: Bell-Lancaster method.

The dependent variable: the speaking skills.

The analysis of the data was made with a statistical test “The Chi- square” based on a study of twelve questions.

Results

Independent variable

1. The importance of the academic tutoring hours

Alternatives		Frequency	Percentage Frequency
1.1	Always	13	28%
1.2	Sometimes	28	61%
1.3	Never	5	11%
TOTAL		46	100%

Source: Student Survey
By: Espín, M. (2017)



Source: Student Survey
By: Espín, M. (2017)

In the figure above, it can be seen that 28% of students determined they know the importance of the academic tutoring hours in the learning process, meanwhile 61% said that they sometimes know the importance of it. 11% of students mentioned they never obtained information about the academic tutoring hours. From this data, it can be concluded that few students notice how important the tutoring hours are in the learning process. Academic tutoring hours provide students strategies that allow them to improve the speaking skill.

2. Students with difficulties in speaking skill assist to academic tutoring hours

Alternatives		Frequency	Percentage Frequency
1.1	Always	12	26%
1.2	Sometimes	19	41%
1.3	Never	15	33%
TOTAL		46	100%

Source: Student Survey
By: Espín, M. (2017)

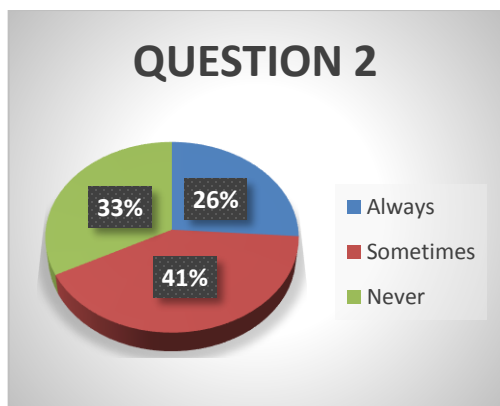


Figure 2.
Source: Student Survey
By: Espín, M. (2017)

In second question, 26 % of people determined when they had speech difficulties chose the best option that is academic tutoring hours, meanwhile 19 students (33%) rarely go to academic tutoring hours to require help to solve their problems in speaking. 41% of respondents did not have any idea that monitoring hours are an option to improve their oral skill. The academic tutoring hours are part of the solution to manage the speaking difficulties.

Dependent Variable Speaking Skills

5. In the classroom, there are oral production activities which promote that student know how to form their sentences to communicate

Alternatives		Frequency	Percentage Frequency
1.1	Always	17	37%
1.2	Sometimes	24	52%
1.3	Never	5	11%
TOTAL		46	100%

Source: Student Survey
By: Espín, M. (2017)

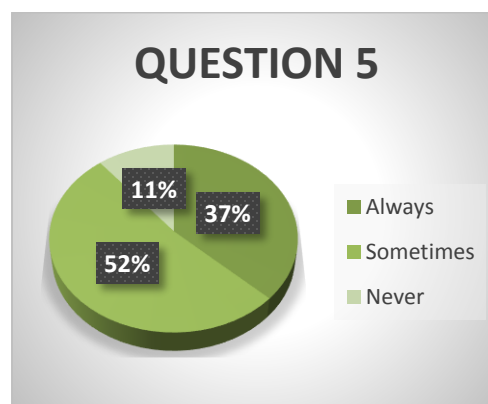


Figure 5.
Source: Student Survey
By: Espín, M. (2017)

In figure number 5, it can be observed that 37% of students consider that the oral production activities presented in the classroom let the learner knows how to form sentences to communicate. 24 (52%) people affirm that the oral production tasks few times help to get knowledge of to create sentences. However, 5% answered that never the oral production activities permit the students the sentences creation to have a better communication. The production activities

help to discover how to form a sentence and transmit a message.

6. Teachers assign activities where students can express their ideas

Alternatives		Frequency	Percentage
1.1	Always	16	35%
1.2	Sometimes	26	56%
1.3	Never	4	9%
TOTAL		46	100%

Source: Student Survey
By: Espín, M. (2017)

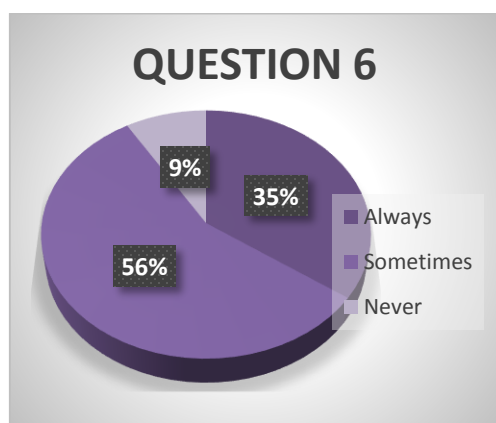


Figure 6.
Source: Student Survey
By: Espín, M. (2017)

In question 6, 35% of students agree that teacher present activities where their ideas can be expressed, 56% of people consider the few times; professor gave them these kind of activities. For 9% of students, teachers did not assign activities like these. The activities which let students express what they feel help to

improve the fluency and organize their ideas.

Discussion

For the present research, it was collected of existent evidences about Bell-Lancaster method and the speaking skills. In the scientific paper “Student Teacher’s Reflective Practice on a Tutorial Teaching Approach”; Kuan Ting-yun (2013) from the Canadian Center for Science and Education established a project with a group of high school students who had different tutors to improve their lexicon, pronunciation, speaking strategies. The project was developed in four months (March-June). This project consisted on tutors approve the needs of the language students and then, in their language classes, tutors teach them to solve those needs applying different strategies. (Ting, Student Teachers’ Reflective Practice on a Tutorial Teaching Approach , 2013)

In comparison of the results obtained by Kuan Ting-Yun and my results, it determined that tutors learn teaching strategies and use production activities for students improve their conversation skills.

In conclusion, it observed that the use of Bell-Lancaster method to develop the speaking skills helps improving fluency, pronunciation, lexicon important aspects that are necessities to have a good communication.

Conclusions

- After the elaboration of the research which analyzed the incidence of the Bell-Lancaster method and the development of speaking skills of the English language, it has been noticed students can develop this skill through the continuous use of this method. In brief, none of variables are practiced by the majority of students from the fourth semester of the English program.
- The majority of students are not familiar with the use of academic tutorials which could influence their academic performance. Students need to develop oral production activities in which the daily and constant practice is the best technique to improve their learning which consequently would benefit their academic performance and finally lead to become excellent professionals.
- It was noticed that the main cause which determined the limited development of speaking skills on students is the lack of vocabulary. It is known that this subskill is important in a learner's speaking performance. This fact generates that students do not communicate in a proper way. Furthermore, the level of acceptance and collaboration of students to assist and interact with their teaching tutors is not the expected.
- Finally, it determined that exists a relationship between the "Bell-Lancaster method" and the speaking skills limiting students to seek inappropriate counseling. The strategies and activities used in this method allow students to improve their vocabulary and the sentences creation.

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Ziauddin, S. (2015). *Teaching Productive Skills to the Students: A Secondary Level Scenario*. BRAC University.

ANEXE 2.

Guided survey of the English Program for Students

Objective: To collect information about the Bell-Lancaster method and speaking skills of the English Language

Instruction: Read the questions carefully, mark with an “X” the answer of your choice

1. Do you know the importance of academic tutoring hours in the learning process?

Always() Sometimes () Never ()

2. When you have speech difficulties are academic tutoring hours a good option to help you?

Always() Sometimes () Never ()

3. How often do you attend your academic tutoring hours?

Always() Sometimes () Never ()

4. During the academic tutoring hours, does the tutor present activities to improve the pronunciation?

Always() Sometimes () Never ()

5. In the classroom, are oral production activities promoted in such a way that the student knows how to form their sentences to communicate?

Always () Sometimes () Never ()

6. According to your point of view, do teachers assign activities which you can express your ideas?

Always () Sometimes () Never ()

7. According your point of view, does the autonomous work help to develop the speaking skills ?

Always() Sometimes () Never ()

8. Do academic tutoring hours help to develop the autonomous learning?

Always() Sometimes () Never ()

9. Do you consider students use previous knowledge for developing the speaking skill?

Always() Sometimes () Never ()

10. Do you consider that the lack of vocabulary affects in the speaking development?

Always() Sometimes () Never ()

11. Do you consider that not attending the academic tutoring hours affect the speaking skill development?

Always() Sometimes () Never ()

12. From your point of view , do you find the academic tutoring hours an advantage for improving the language practice?

Always() Sometimes () Never ()

THANK YOU FOR YOUR COOPERATION

ANEXE 3.

URKUND	
Documento	Tesis Belen Espin Davila.docx (D33646263)
Presentado	2017-12-11 14:27 (-05:00)
Presentado por	belen2819@gmail.com
Recibido	eg.encalada.uta@analysis.orkund.com
Mensaje	tesis Mostrar el mensaje completo 4% de estas 22 páginas, se componen de texto presente en 4 fuentes.