

UNIVERSIDAD TÉCNICA DE AMBATO



FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS

Tema: PMI METHOD TO DEVELOP SPEAKING SKILL ON STUDENTS

Trabajo de Titulación previo a la obtención del Grado Académico de
Magister en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés

Modalidad de titulación: Proyecto de Desarrollo

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Ambato – Ecuador
2021

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A la Unidad Académica de Titulación de la Facultad de Ciencias Humanas y de la Educación.

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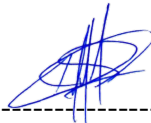
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ACKNOWLEDGMENT

Thanks to God for giving me the opportunity to keep on increasing my knowledge. To the university for this program. To all teachers who shared their experiences with me. To my family for being with me.

Lourdes Elizabeth Castillo Medina

DEDICATION

To my son, who is the most important person in my life. To my family, who has helped me and supported me all the time.

Lourdes Elizabeth Castillo Medina

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TEMA: PMI METHOD TO DEVELOP SPEAKING SKILL ON STUDENTS

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LÍNEA DE INVESTIGACIÓN:

- Métodos y medios para la enseñanza

FECHA: 24 de agosto de 2021

RESUMEN EJECUTIVO

Este trabajo investigativo fue realizado con el propósito de desarrollar la habilidad de hablar mediante el uso del método PMI, en los estudiantes del décimo año de Educación Básica de la Escuela de Educación Básica “Teniente Hugo Ortiz”. Para el desarrollo del estudio se utilizó una metodología descriptiva, correlacional y como técnica de recolección de datos un pre-test y post test de conocimientos que fue aplicado a 62 estudiantes del décimo año paralelos “A y “B”. Los resultados demostraron que la mayoría de los estudiantes tenían un nivel bajo en la habilidad del habla. Los estudiantes no respondieron algunas preguntas sobre deportes, comida, rutinas diarias, etc. Por tal razón, se propuso el uso del método PMI para mejorar la habilidad del habla de los estudiantes en el idioma inglés. Hubo ocho secciones donde los estudiantes tuvieron la oportunidad de interactuar y participar en discusiones. Los temas eran familiares según el contexto del estudiante. Tuvieron que hacer una lluvia de ideas sobre los aspectos positivos y negativos del tema. Hubo algunos aspectos interesantes sobre las notas de los estudiantes. Luego, los estudiantes compartían sus opiniones en pequeños grupos. Después de eso, toda la clase compartían sus ideas. Asimismo, las actividades no sincronizadas se entregaban por WhatsApp todos los días, por lo que los estudiantes practicaban su habla todos los días. Estas actividades permitieron a los estudiantes hacer del habla un hábito.

Adicionalmente, se aplicó un posttest de conocimientos que demostró que los estudiantes pasaron de un nivel básico a intermedio, estableciendo la efectividad de este método en la adquisición de competencias lingüísticas, específicamente en la destreza del habla. Después de culminar con la investigación, es visible que el PMI método ayudó a desarrollar las habilidades de habla de los estudiantes porque se les animó a usar el idioma inglés en situaciones reales, como resultado, pudieron hablar con naturalidad y sin miedos. Finalmente, se aplicó un cuestionario validado por tres expertos en el área que contenía 10 preguntas a fin de conocer la perspectiva de los estudiantes sobre este nuevo método de enseñanza.

Descriptor: Método PMI, habilidad del habla, competencia lingüística, educación primaria, vocabulario, lluvia de ideas, interacción, comunicación, punto de vista positivo, punto de vista negativo.

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THEME: PMI METHOD TO DEVELOP SPEAKING SKILL ON STUDENTS

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LINE OF RESEARCH:

- Métodos y medios para la enseñanza

DATE: August 24th, 2021

EXECUTIVE SUMMARY

This research work was carried out to develop the ability to speak through the use of the PMI method in students of the tenth year of the School of Basic Education "Teniente Hugo Ortiz." For the development of this study, a descriptive and correlational methodology was used, and as a data collection technique, a pretest and posttest of knowledge was applied to 62 students of the tenth year, parallels "A and "B." The results showed that most of the students had a low level of speaking skills. Students did not answer to some questions about sports, food, daily routines, etc. For this reason, the use of the PMI method was proposed to improve the students' speaking ability in the English language. PMI method took place after the application of the pretest. There were eight sections where students had the opportunity to interact and participate in discussions. The topics were familiar according to the student's context. They had to brainstorm positive and negative aspects about the topic. There were some interesting aspects about the student's notes. Then, they share their opinions in small groups. After that, the whole class share their ideas. Moreover, asynchronic activities were deliver by WhatsApp every day, so students were practicing their speaking daily. These activities allowed students to make speaking a habit. Additionally, a posttest of knowledge was applied, which showed that the students went from a basic to an intermediate level, establishing the effectiveness of this method in acquiring linguistic competencies, specifically speaking skills. After finishing the investigation, it is visible that the PMI helped to develop students' speaking skills because they were encouraged to use the

English language in real situations as a result they could speak naturally without fears. Finally, a 10-question questionnaire which was validated by three experts in the field was applied in order to find out the students' perspectives of this new teaching method.

This research work was carried out to develop the ability to speak through the use of the PMI method in students of the tenth year of Basic Education of the School of Basic Education "Teniente Hugo Ortiz." For the development of this study, a descriptive and correlational methodology was used, and as a data collection technique, a pretest and posttest of knowledge was applied to 62 students of the tenth parallel year "A and "B." The results showed that most of the students had a low level of speaking skills. Students did not answer to some question about sports, food, daily routines, etc. For this reason, the use of the PMI method was proposed to improve the students' speaking ability in the English language. Additionally, a post-test of knowledge was applied, which showed that the students went from a basic to an intermediate level, establishing the effectiveness of this method in acquiring linguistic competencies, specifically speaking skills. Finally, a 10-question questionnaire which was validated by three experts in the field was applied in order to find out the students' perspectives of this new teaching method.

Key words: PMI method, speaking skills, linguistic competence, primary education, vocabulary, brainstorming, interaction, communication, positive point of view, negative point of view.

CHAPTER I

THE RESEARCH PROBLEM

1.1. Introduction

English is a required subject in most of Latin America countries. About 12 countries from Mexico to Chile, they had promoted some programs to learn English. Moreover, they have invested money in education since students need to improve English language ability. However, according to the EF English Proficiency Index in Latin America, the English level is quite low in Colombia, Mexico and Ecuador. The World Bank mentions that covid-19 pandemic impacted education in Latin America due to the massive schools closures.

Olsen, (2020). Ecuadorian English education is not guarantee, the Ministry of Education would be facing some problems because of the decreasing in the teaching staff and the number of students intersection to the public education system. On the other hand, covid-19 had affected education in Ecuador. Nevertheless, there would be a possible return to classes in a blended modality. It will need a pedagogical effort for students and teachers. Therefore, the Ministry of Education is training teachers in Active Methodologies, Strategies for students with special Needs, Human Rights, Technology Innovation and Digital Media and Interdisciplinary Projects in order to help them come up with pedagogical tools to improve student's education learning process.

On the other hand, based on the researcher personal experiences, there were some troubles at "Teniente Hugo Ortiz" school regarding to the English speaking skill. It showed that students could not organize their ideas when they wanted to express an opinion in English. To determine this the teacher applied a diagnostic test at the beginning of the school year. After analyzing the results, it was found that students did not know how to brainstorm, connect information or communicate their ideas. Moreover, students are not motivated to keep on learning because of the lack of strategies to teach speaking since teachers have been using the traditional kolb's experimental learning.

1.2. Justification

This research was conducted at “Teniente Hugo Ortiz” School. Applying PMI method in class will benefit students because it will help to organize their ideas before to interact. Also, teachers will be benefit because they can improve the way of teaching any subject. Therefore, both students and teachers will be the **beneficiaries** of this method.

This research was **important** because PMI method helped students to communicate their ideas by giving them confidence to participate in the activities. In spite of students felt nervous and did not know enough vocabulary to speak fluently. They were able to interact with other students and the teacher.

In addition, the research was **feasible**, since the principle and teachers of the institution were interested about PMI method in order to solve speaking problems in L2. As well as the institution, students had access to internet connection, technological devices such as computer, tables, and smartphones. This research was conducted thanks to the institution, authorities, and the internet connection.

The **impact** of this research is based on Plus Minus Interesting Method. It helped students to speak naturally about topics that students are interesting in. The project counted with the support of other investigations like “Plus-Minus-Interesting exercises to encourage student reflection” mention that PMI model helps students to share their ideas and be creative and it focuses on a new curriculum model.

Finally, PMI method is **innovative** because it had been used to help students to speak English and other languages in different parts of the world, allowing them to lose their fear to speak, interact in a relaxed environment and develop their critical thinking to solve problems in real life. However, this is the first time that PMI method was applied at Teniente Hugo Ortiz School with 10 level in the morning.

1.3. Objectives

1.3.1 General Objective

To develop speaking skills through the use of PMI method in the EFL classroom

1.3.2 Specific Objectives

- ✓ To diagnose the students' English speaking level through a questionnaire.
- ✓ To explore how the PMI method is apply in the EFL classroom.
- ✓ To determine the benefits of using the PMI method in order to develop speaking skills.

CHAPTER II RESEARCH BACKGROUND

2.1. State of the Art

The research carried out in this work involves an international exploration of investigation and collection of information sources that verify the state in which the application of the PMI method is found, to this effect we have resorted to scientific journals, theses, and scientific articles which have been ordered by year of publication,

The largest amount of information that could be obtained was from regions of the Asian continent, where apparently there is a better awareness of the use of this method. In Europe and America, there were found few studies about PMI method and it could explain the delay and the difficulty for Latin Americans to express themselves in another language.

The study has been ordered by years of publication from the most current to the oldest with a theme that is more or less similar in its plot lines.

In relation to the application of the plus, minus and interesting method (PMI) Lo Pui, (2020) in his thesis *The effects of PMI schooling and other socio / psycholinguistic factors on the production of Mandarin consonants by Hong Kong Cantonese speakers* makes an approach to The application of the PMI method as a strategy to improve the speech of Cantonese to Mandarin, the main objective of this research was to determine how effective the PMI method is in improving the pronunciation of consonants of Mandarin / ts / - / tɕ /, / tsh / - / tɕh / and / s / - / ʂ / in learning to later apply it in Cantonese. The research was applied to six students who a posteriori were invited to participate in a control interview, to verify the effectiveness of the method.

As a result of this research, Lo Pui found that there is no significant relationship between the application of the PMI method and the development or improvement of oral language. However, it was noted that one of the groups that had worked with the PMI method managed to have a somewhat better result, which, although it does not show high effectiveness, it shows an improvement.

Lo Pui mentions that the advancement and development of students in comprehension and understanding Mandarin is directly involved with the political, economic and social situation of the region and that in reality what determines motivation and the desire to learn are related to the social acceptance and not directly with the method.

The author states that in order to improve the pronunciation of consonants in students it is necessary to apply the method from the lowest levels of education and that even then it is difficult in a single cycle to determine if the method was successful.

Lo Pui concludes that despite the poor performance shown in the understanding and writing of Mandarin learning, the application of the PMI contributes to a better understanding both orally and in writing, for this reason the author recommends that this method to be applied from the initial learning levels, the learning process should not only focus on academics, but also on infrastructure, environment, interrelation processes and learning strategies, positive results will only be seen if it is worked from home and that the method itself can help however, it is not decisive in the learning process, it is more important to work from home.

Suprihatin, (2019). The use of plus minus interesting (PMI) strategy to improve the students "reading narrative skill among the eighth grade students at SMPN 1 Batanghari east Lampung. State institute for Islamic studies of metro 1441 h.

This research provides a study of the PMI, and its contribution to the improvement of reading and learning skills. The main objective of this thesis is to develop reading skills in students.

Suprihatin focuses its study on eight grades of SMPN 1 Batanghari between 2018 and 2019.

The research was carried out at the Batanghari school which is located in Batanghari East Lampung. Their study aims to compare the level of understanding and expression through a previous survey carried out in two institutions. The author discovered that in the Batanghari school there is a lower level of understanding of texts, using a practical sample of action research in the classroom focused on two moments: planning, and acting without neglecting observation (CAR). The first moment consisted of choosing the grades in which the sample would be applied, he used two types of texts: narrative

and descriptive, he applied them in eight grades of the school, these texts are contextualized and planned according to different contextual situations allowing the development of the oral skill.

The author understands that this method will only work if it is possible to understand the text as a whole, that is, contextually and not in isolation. The second moment and based on the narrative texts that are delivered to all students, the author gives instructions to work with the PMI method, which allows him to observe the development of skill, as well as the ability to participate and creativity.

The results obtained from the application of both stage one and stage two present difficulties especially in the use of the material, which is why different texts were distributed to each student and thus identify the weaknesses in the reading and writing of both narrative and descriptive texts, after the application of these strategies, an improvement was obtained from 62.24 in the initial stage to 77.03 with the application of the PMI method.

Therefore, the author concludes that the social conditions, infrastructure, although it is true they influence the understanding of students, they also have the possibility of motivating the practice of oral skill, the PMI method, showed that the correct application of the strategy generates a substantial improvement in this skill.

Ramos Rojas, (2019). The PMI as a strategy to develop decision-making in initial education boys and girls of the i.e.i. No. 276 of San Juan de Porongo, district of Uchiza, Tocache, San Martin.

In this thesis the author sets herself as the main objective of her work, to improve the decision-making of children in initial education, applying the PMI strategy, in an educational institution in San Juan de Porongo.

Ramos uses for his research, a population of 70 students of the initial level, aged between 3 and 5 years of different sex, demonstrating that the method could work if a random non-probabilistic sample is used and applied to 24 children at the age 5 years.

For this research, a direct observation, a survey and a checklist have been used that have allowed it to store each of the data that corroborate its initial objective.

The results obtained from the descriptive inferential statistics determine that the use of the PMI strategy (positive, negative, interesting) contributed to the improvement of decision-making in three dimensions: affective, efficiency and satisfaction,

Concluding that the strategy used PMI, significantly increased three social dimensions that are neglected when the method is applied. The positive aspects of the method contributed to improving the ability of students to decide and be aware of their own learning, the interesting dimension developed creativity and the negative dimension generated awareness of their work as a student.

Hasanah, (2019). Using plus minus interesting (PMI) technique (a quasi-experimental research at tenth grade of SMA Muhammadiyah 3 Jetis in the academic year 2017/2018).

The objective of the investigation is to observe if the 10th grade students of SMA Muhammadiyah Jetis Ponorogo have a better result with the application of the PMI strategy or if, even, with the use of the strategy it remains the same.

For that purpose, the author has used a quasi-experimental quantitative investigation, divided into two different strategies: on the one hand, an experimental class was chosen in which the PMI method was applied in a population of 16 students that make up the 10th grade. On the other hand, a class of 16 students was taken in which the method was not applied, obtaining results that were recorded in different documents and a t-test was used for the validation of the method.

The result obtained through the t test, determined that there is a considerable improvement not only in speech but also in the performance of the students of the experimental class.

From this it is concluded that the use of the PMI method not only improves the ability of students to speak, but also helps them to lose fear of participating in classes, and to exchange conversations in a second language with their classmates.

Nikijuluw, Puspitasari, (2018). The influence of plus, minus and interesting (Strategy towards students 'speaking ability in an Indonesian private secondary school)

In this thesis, the authors have the main objective of motivating students to communicate using the plus-minus-interesting method, in addition to identifying whether the use of the PMI method has a better result than the question and answer strategy.

The study was based on a quasi-experimental investigation carried out to the second grade students SMP-IT As-Salam Ambon, in 8 sessions, which were distributed from the initial interview, then to the 6th session and finally in the last session, on the other hand, we worked with the second group with the question and answer strategy. The results obtained show that the PMI method could be beneficial in developing the ability of students to communicate orally, and that they can participate with more motivation in discussions in another language.

Merzantin, (2020). The influence of plus minus interesting (PMI) strategy towards students' writing analytical exposition text ability.

The author's objective is to determine if there is a significant effect in the application of (PMI), in the process of writing an analytical text in the eleventh grade of SMK Negeri Padangsidempuan. To achieve this objective, an experimental method of group design was used, that is, a pre-test and a post-test were carried out on 71 students that make up the total universe of a tenth grade, after that a sample was taken per cluster and the information obtained was recorded on an observation sheet and a proof test to a total of 34 students. The results determined that the students who took the pre-test before teaching the PMI method obtained 60.75, that is, a performance which is categorized as "fair", while the post-test after having developed the PMI method, obtained 80%, categorizing it as "excellent".

Merzanti concludes that the application of the PMI method has a significant effect on the learning and writing of analytical expository texts in the eleventh grade.

Nyoman Mantra. (2016). The implementation of plus minus strategy in improving speaking skill of the fourth semester students of fkip unmas Denpasar.

In this research, the author sets the objective of improving the oral skills of FKIP fourth semester students using the PMI strategy. To meet this objective, the method was applied to 30 students in an action-research that consisted of establishing two class

cycles, in the first cycle they were encouraged to speak naturally and thus know the pre-existing level in each of the participants; the second cycle, on the other hand, was structured with the application of the PMI method, in the same students, thus developing not only the ability to speak but also to interrelate and the way of behaving in class.

The author concludes that based on the approach given to the students who demonstrated greater difficulty in the pre-test there is a significant advance when the PMI strategy is implemented, so that the fourth semester students developed better communication skills.

Kurnia, (2013). The effect of using plus minus interesting technique toward students' speaking ability at the second year of state senior high school 2 pekanbaru.

In this research, the author sets the objective of identifying the significant development of high school students to speak when using the PMI method, for this she uses two groups of students, on the one hand she uses a control group and an experimental group of a total of 180 students, applies a sample calculation obtaining 46 students from the two groups to which the strategy will be applied, then they are randomly selected in a quasi-experimental investigation of a non-equivalent group.

This research was carried out through two tests, an initial oral test that identified the expression level of the experimental group without using the PMI technique, and the PMI technique was applied to the control group; the second oral test was applied when the method was developed. The results obtained after applying the PMI method were verified with the SPSS formula "T". The author concludes that the proposed hypothesis is accepted since from the tests carried out it was determined that the group of students who received classes with the PMI method obtained a higher level than the group that did not receive the method, denoting a better level of ability at the time to speak.

NURINSANI. A. (2016). Using plus minus interesting (PMI) strategy in teaching speaking towards the second grade student of mts mahyajatul qurra'lassang-takalar

This thesis aims to improve the ability to speak of students in the second grade of MTs Mahyajatul Qurra 'using the PMI method, to meet this objective the classroom action technique (CAR) was used in two cycles to a universe of 25 students through direct

observation. In the preliminary test, of the first cycle it is determined that there is a low level of participation and pronunciation, while in the last cycle, this level improves notably, obtaining as a result that in the initial test without the use of the PMI they obtained a result that increased from 2.32 to 3.84 in the first cycle test, in the same way the level of pronunciation increased from 2.06 to 4.04 and in each of the tests taken: grammar, precision and fluency increased at least 1 percentage point, for What is concluded that when applying the PMI method there is a significant improvement in the development of the oral expression skills, in addition this method helps the student to reflect and develop its creativity.

Sharma & Priyamvada, (2017). PMI (Plus-Minus-Interesting): A creative thinking strategy to foster critical thinking

In this article, the authors propose to show how the PMI method develops critical ability and decision-making and how to ensure that the interaction of students is effective through the use of multimedia, for this they consider following the instructions given by Phillips , (1997), which states that the use of audio video, image or different technological resources benefit the development of learning, making it attractive for students, understanding that no student has the same way of learning but that there are different abilities in each student, This article concludes that the use of multimedia resources is more effective in the teaching-learning process since it is better focused on the objectives, so it is more flexible and adapts easily to the reality of the students, this invites them to develop their speaking skills and the ability to make decisions.

Supartinah, (2010). The use of PMI (plus, minus, and interesting) to develop students 'critical thinking through speaking activities (2008/2009).

In this research, the author asks whether the use of PMI can help students' motivation and improve English learning, as well as questioning whether they can develop critical thinking, based on the application of the method. The author has divided her research thesis into three cycles that consist of planning, action and observation, closing with a final reflection.

To carry out this research, a quantitative and qualitative investigation is proposed through tests and surveys, relying on the statistical method to obtain results.

The application of these methods show that the PMI method helps and improves the critical capacity of students as well as motivation, pronunciation and level of articulation, reaching the conclusion that the proper application of the method brings benefits in all levels supporting student self-confidence and benefiting all fields of orality.

Arciniegas González & García Chacón, (2007). These authors, in their article, Methodology for the planning of classroom pedagogical projects in the initial education of children up to six years of age in the Republic of Venezuela, set out to meet educational management objectives in the teaching and learning processes by applying strategies instructional programs such as the PMI and the Pedagogical Classroom Projects (PCA), that is, the study by projects, for this the authors use an empirical methodology based on a case study based on the diagnosis, planning, and execution. They suggest that for the implementation of an educational project aimed at improving learning, not only the method must be taken into account, but also the institutional organization to carry out the aforementioned application, the primary objective that these authors consider is to promote learning experiences for strengthen and build their knowledge and their creative and networking skills. The article concludes with the importance of a bibliographic and documentary investigation of the effectiveness in the application of different methods that contribute to understand the real needs of educational institutions and an adequate process of strategy implementation.

Zafiri, (2017). The Development of Speaking Skills using the Immersion Teaching Model: A Case Study of a 5th Grade Greek Primary Class in a EFL Context.

In this article, the author sets the objective of using an immersion model (ITM) and a process differentiation form to demonstrate if the context in which students develop will influence the learning of English, this model is applied in students of fifth grade in Greece. As a result of the application of this method, the author determines that although the method works in children who have just started their study in a different language since it motivates them, in advanced levels the method has no impact, nonetheless, it is adaptable and can be applied to develop emotional skills rather than language learning, reaching the conclusion that the use of this method could significantly develop the learning of students who are faced with a second language for the first time.

Dueñas Macías, Cardozo Becerra, & I Peña Ibarra. (2015). Developing Speaking Skills Through Speaking - Oriented Workshops.

The objective of this article is to use workshops to develop the ability to speak and express oneself through puppets, which would allow for a more experiential interrelation of the experience of interacting. These workshops were carried out in Colombia in a school located in Boyacá, applying a qualitative methodology or research for action, which allows through a process of observation, action and reflection to record the data obtained in video recordings and through the direct interviews that were carried out with the students and participants, obtaining the conclusion that the use and application of workshops with instruments such as puppets, at certain levels, fosters the interaction and confidence of the students to talk and cooperate with the rest of the participants.

Oradee, (2012). Developing Speaking Skills Using Three Communicative Activities (Discussion, Problem-Solving, and RolePlaying)

In this article, the author's main objective was to identify the attitude of 11th grade students and their level of oral expression when interacting with other members of the community based on various instruments such as lessons, questionnaires, interviews, etc. These activities were applied to a sample group made up of 49 students from a secondary school in Udon Thani Thailand, in three phases or cycles according to their level: initial, intermediate, advanced, applying a quantitative investigation derived from the oral test, from the attitude of a semi-structured questionnaire and the teacher's diary in addition to a t-test, yielding an average of 60.80 at the beginning of the study, while in the subsequent test there was a significant improvement in the students, achieving 85.63 after applying the strategy by what it is determined that the use of methods in the classrooms is adequate, however and despite the results obtained by the author, the application turns out to be too diverse to verify the effectiveness of each of the instruments used.

Sánchez Asanza, (2015). In the thesis Creative activities to improve the speaking skill with students of 3rd grade of basic education at "Luis Humberto Benitez Costa" the author is proposing a study to improve the ability to speak in third year school students, through 12 sessions with a quantitative methodology applied through tests and

questionnaires to measure the effectiveness of creative activities. The author also states that in her research the greatest difficulty that she encountered when speaking was the lack of motivation and the limited learning of vocabulary, this contributes to the fact that the students do not put effort into improving. The results obtained from the application of various creative exercises such as: conversations, diaries, systematic observation of images, so that the method is eminently descriptive and establishes the differences between one strategy and another determine that of the 10 items applied the following were evaluated: pronunciation, answers, questions and fluency to which the method was applied obtained a development in a percentage of 0.63 in the correlation coefficient. She concluded that the application of different creative strategies are positive in the motivation and interaction of the students.

Musdalifah & Syaripuddin, (2015). In his research project named “The Improvement of the students’ Speaking Proficiency through Plus, Minus, Interesting (PMI) Strategy” this investigation aimed to validate if students can improve their speaking proficiency by applying Plus, Minus, Interesting (PMI) method. The author applied a pre-experimental method. He did two instruments a pre-test and post-test to evaluate speaking skill, so he used rubrics to score speaking activities before and after applying this method. Among the main findings of this research is that Plus, Minus, Interesting (PMI) students can develop their speaking skill, so students have fluency and accuracy in speaking proficiency.

Sercan Uztosun, (2013). In this doctoral thesis, a study is carried out to determine the problems that are generated when developing the ability to speak in different contexts, with the objective of identifying the effects of motivation and the level of participation of students in the ability to speak. The methodology used in this thesis uses tools such as observation, intervention and questionnaires, these tools allow us to understand the degree of motivation and participation that students have in different classes. The author states that it is not necessary to have a predetermined scheme to work in class since the activities must be adjusted to the reality of each group, so he concludes that the ability of conversation and vocabulary must be adapted to the reality of each student group.

Summarising the PMI method has been used not only to improve speaking, pronunciation, writing and reading skills but also in social aspects such as: decision making, creativity, efficiency, satisfaction and so on; helping them to be conscious and

responsible of their own learning. Also, help them to feel more confident when they perform different activities whether they are oral or written. In addition, the PMI should be applied from early education stages.

CHAPTER III RESEARCH METHODOLOGY

3.1. Location

This research took place at Teniente Hugo Ortiz School which is located in “Huachi la Magdalena”, Tungurahua province. It is a small public school. This institution is located in José Peralta and Pedro Arteta streets, near to Universidad Católica. This study was carried out with students from 14 to 15 years old, who are in tenth level of Basic Education. There are two parallels: A in the morning with 30 students and B in the afternoon with 32 students.

Indeed, The PMI method was applied with students in the morning class who had access to technological devices and social media such as: WhatsApp, Zoom, Teams, and so on. Due to the pandemic this investigation was done online.

3.2. Materials and Equipment

This investigation used the following materials and equipment.

Table 1. Materials and Equipment

Technological devices	Camera Computer Cellphone Laptop Wi-Fi, internet connection
Materials	Paper Flash memory Office supplies Agenda School supplies (pen, pencil)
Software	Excel IBM, SPSS Statistics Zoom, Teams

	WhatsApp
Instruments	Rubric Pretest Posttest

Source: Direct research

Prepared by: Castillo, E. (2020)

Students and the teacher used a computer or cellphone to have virtual classes by using Zoom and Teams. To develop this investigation, students who are in the morning class needed an internet connection. It was because students were not able to go to the school. Since everyone was facing the Covid-19 pandemic, and PICE is still in step 1. Moreover, the lessons were developed for used on Zoom and Teams. Teams is an interactive platform that allows students to have communication with their classmates and teachers. Also get and send classroom and home activities. In addition, there was face to face interaction by using the computers' tools such as: camera, microphone and keyboard. Students who did not have a permanent internet connection were able to do asynchronous activities by using WhatsApp. On the other hand, the teacher used a pretest the first day of the investigation, while the posttest was taken at the end of the investigation. Both tests served as an instrument of the investigation to measures the variables. The teacher used a pretest and posttest in order to collect data and compare the results of the investigation. There were eight synchronic lessons where the teacher used the Plus Minus and Interesting method and asynchronous activities were sent during 3 weeks daily. Each class last forty minutes where students had interaction. So, students had the chance to practice more. Additionally, a rubric helped to score speaking skills before and after using the PMI method. The rubric took into account the following components of speaking: fluency, comprehension, vocabulary, pronunciation and grammar. Moreover, the scores were from 0.50 to 2. So, 0.50 was weak and 2 was Excellent. The Rubric had some parameters like weak, fair, good and excellent. All of them had a description according to the components of speaking skills and the scores.

3.3. Research method

First, it is a cross-sectional research because the investigator can detect and monitor the relationship between the two variables. It was applied in a specific period of time in which the students were evaluated by a pretest and posttest, and they did some activities. Therefore, the pretest and posttest helped to collect data and analyze the effectiveness of Plus, Minus and Interesting method to develop speaking skills on students.

Second, the present research was bibliographic – documental. It means that data was collected from books, magazines, journals, articles, websites and so on. It involved analyzing, understanding, and contrasting information from different authors (Matos, 2020). In addition it established antecedents, definitions, theories and arguments, so it needed to understand the Plus, Minus and Interesting method from a different author's point of view. For that reason, the research had to collect data from different sources, so they were trusted and reliable.

Third, this was a descriptive research, so, it answered the following question: what is going on? (Facal, 2015). It facilitated answering questions related to the nature of the phenomenon. Consequently, it involved the description of the variables in the theoretical context, and in the application of the data collection instruments with the students. In this case through technological tools like Zoom, Teams and WhatsApp, due to the context of the pandemic which forced teachers to conduct their classes virtually.

3.4. Hypothesis – Research Questions- Idea to Defend

Null Hypothesis (HO)

The Plus, Minus and Interesting (PMI) method does not develop the speaking skill on students.

Alternative Hypothesis (H1)

The Plus, Minus and Interesting (PMI) method does develop the speaking skill on students

Research Question:

How does The Plus, Minus and Interesting (PMI) method develop students' speaking skills?

3.5. Population or Sample

This research took into account 62 students aged 14 to 15. However, the sample was of 30 students. They were in the tenth level of basic education. It is a heterogeneous group of participants.

3.6. Data Collection

First, the investigator applied a pretest before the intervention with the Plus, Minus and Interesting (PMI) method which tested the speaking skills on students from the tenth level. A rubric and a questionnaire were used. It is important to mention that the pretest took place the first day. This pretest had some questions about different topics like family, free time activities, food, daily routines, school, home, hobbies, and personal information, so students selected one question per each category. Then he or she answered it orally and sent the answers via WhatsApp. To grade the answers of the students was used a rubric, which evaluated the following components: fluency, comprehension, vocabulary, pronunciation and grammar. Next, students attended to eight lessons, each lesson lasting about 40 minutes in Zoom and Teams. The lessons focused on different topics such as hobbies, food, daily routines and so on. The Plus Minus and Interesting (PMI) method helped to teach these. Finally, the posttest took place on the last day, and had the same questions and structure of the pretest. Students selected some questions, answered them orally and sent them by WhatsApp.

3.7. Data Processing and Analysis

Data was collected and processed through SPSS (Statistical Package for the Social Sciences), it is a statistics software which helped to collect and validate data.

It established the significant relationship between the independent and dependent variable. The relationship was positive when the values are more than 0, there is no relationship if it is equal to 0 and negative when they are less than 0.

3.8. Response Variables or Results

It needed a pretest and posttest in order to measure the dependent variable. Moreover, students had to choose some questions and answer them orally; a rubric helped to examine data. Data is in the next chapter, which deals with results and discussion. Likewise, the Rubric had several components: they are fluency, vocabulary, grammar, pronunciation and comprehension. Additionally, the criteria of test were weak, fair, good and excellent. On the other side, the independent variable, the Plus, Minus and Interesting (PMI) method was not measured because it was a qualitative variable, so it is

a non- experimental design. Therefore, this research is showing the relationship between the two variables.

CHAPTER IV

RESULTS AND DISCUSSION

The results got of the research work are presented in order to make a comparison and analysis about the data collected, in which the qualifications achieved by the elements of the sample are contrasted. This analysis is conducted with the rubric criteria. Finally, the data collected and the results of the descriptive statistics establish the differences in the results of the final grade.

4.1. Results and Analysis of Data Collected about Pretest

4.1.1. Fluency

Table 2. Results of the Pretest of Fluency

Scale	Frequency	%
Excellent	1	3%
Good	2	7%
Fair	11	38%
Weak	15	52%
Total	29	100%

Source: Direct Research

Prepared by: Castillo, L. (2020)

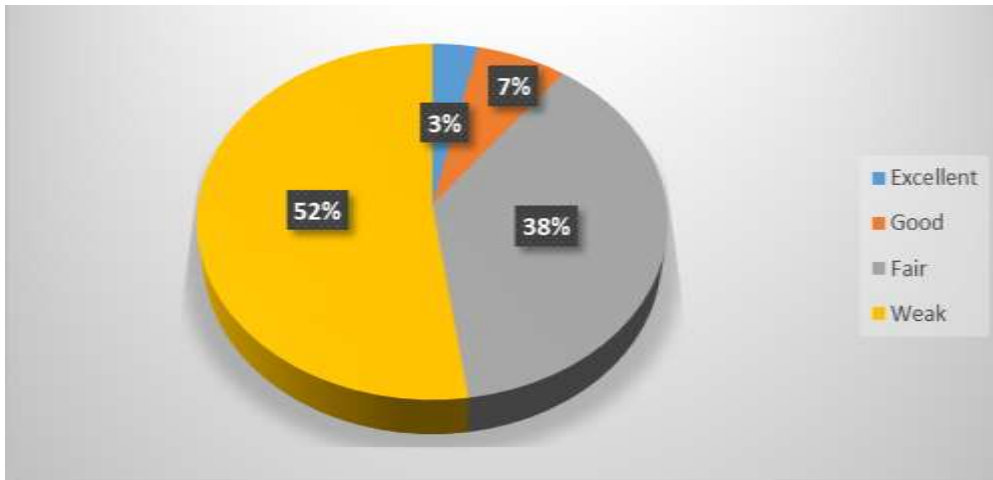


Figure 1 Results of the Pretest of Fluency

Prepared by: Castillo, L. (2020)

Analysis and Interpretation

The descriptive statistics showed that 52 % of students were weak, so they did not answer any question. On the other hand, 38% of students were fair, so they took a lot of time to answer the question about familiar topics, they also paused too much. On the contrary, 7% of students were good because they were able to answer the questions with some troubles, but they did it. Finally, 3% of students were excellent, meaning that their communication was clear without any trouble. To sum up, the results validated that the

majority of students needed to improve fluency in order to speak naturally without fear and anxiety problems.

Before the application of PMI method to develop their speaking skills, 30 students took the pretest in order to know their speaking level. The statistics demonstrated that their speaking skills were not good enough to be fluent. It showed that 80% of students were not able to ask and answer questions about familiar topics like sports, food, music, etc. They presented some problems to listen and understand information.

4.1.2. Comprehension

Table 3. Results of the Pretest of Comprehension

Scale	Frequency	%
Excellent	1	3%
Good	2	7%
Fair	9	30%
Weak	18	60%
Total	30	100%

Source: Direct Research

Prepared by: Castillo, L. (2020)

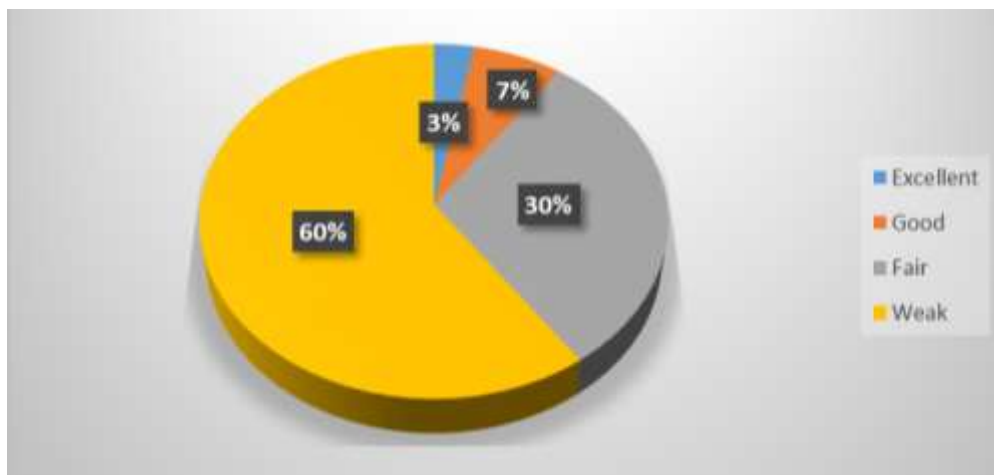


Figure 2 Results of the Pretest of Comprehension

Prepared by: Castillo, L. (2020)

Analysis and Interpretation

The descriptive statistics showed that 60% of students' comprehension was weak which means that interaction did not take place and questions were repeated several times. Moreover, 30% of students' comprehension was fair which showed little understanding of questions. On the other hand, 7% of students' comprehension was good since they answered in more or less appropriate manner and their interaction took place. Finally,

3% of students' comprehension was excellent since students' answers were correct and they followed all the instructions properly.

The majority of students that represents the 90% had problems in communication; comprehension of questions was difficult at this stage. Finally, students' answers were no clear and their ideas did not go straight to the point during the pretest.

4.1.3. Vocabulary

Table 4. Results of the Pretest of Vocabulary

Scale	Frequency	%
Excellent	1	3%
Good	2	8%
Fair	11	36%
Weak	16	53%
Total	30	100%

Source: Direct Research

Prepared by: Castillo, L. (2020)

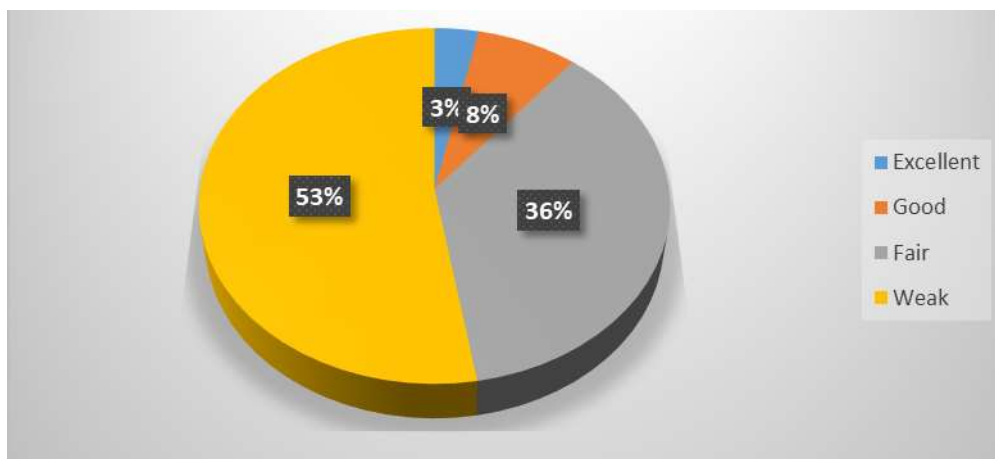


Figure 3 Results of the pretest of Vocabulary

Prepared by: Castillo, L. (2020)

Analysis and Interpretation

The descriptive statistics displayed that 53% of students' use of vocabulary was weak due to inadequate vocabulary words such as bananetion, duplication, and summation in communication. Furthermore, 36% of students' use of vocabulary was fair because they used repetitive words, so they could not expand their ideas. Additionally, 8% of students' use of vocabulary was good which showed the use of new lexicon according to the situation given. Finally, 3 % of students' use of vocabulary was excellent, rich, precise and impressive usage of vocabulary learned in a beyond of class was presented.

The data of the Pre-Test demonstrates that students did not manage enough vocabulary and their ideas were not expressed due to the lack of lexicon. The 89 % of students had troubles with lexis.

4.1.4. Pronunciation

Table 5. Results of the Pretest of Pronunciation

Scale	Frequency	%
Excellent	0	0%
Good	1	3%
Fair	10	34%
Weak	19	63%
Total	30	100%

Source: Direct Research

Prepared by: Castillo, L. (2020)

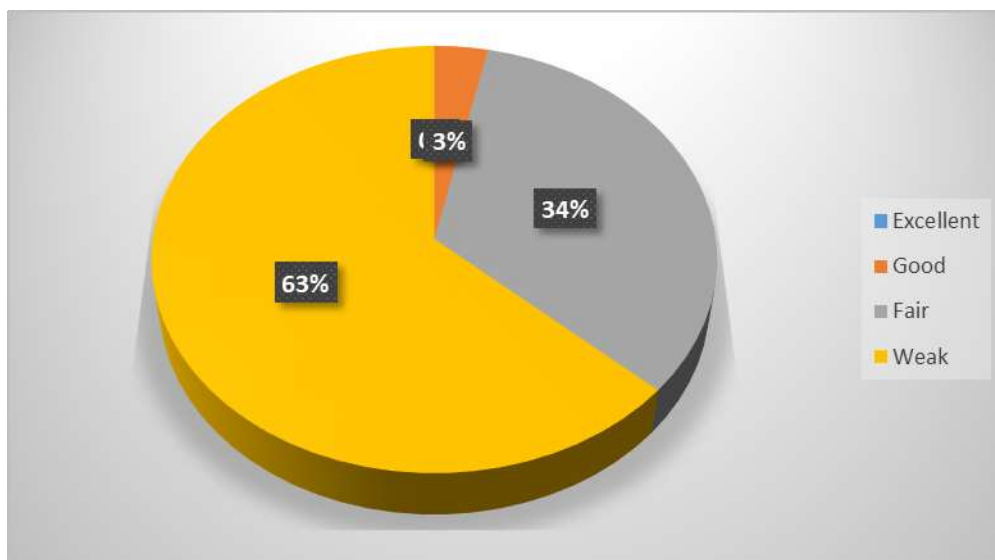


Figure 4 Results of the Pretest of Pronunciation

Prepared by: Castillo, L. (2020)

Analysis and Interpretation

The descriptive statistics show that 63% of students' pronunciation was weak since there was L1 interference making understanding impossible. On the other side, 34% of students' pronunciation was fair because mother tongue interference appeared. Students pronunciation made understanding difficult, but with effort. In contrast, 3% of students'

pronunciation was good; most of the words were understandable. Finally, this pretest showed that no students or 0 % were excellent.

The data of the pretest demonstrates that the 97% of students were not able to pronounce their ideas well. It means that pronunciation is a weakness in students' speaking skills.

4.1.5. Grammar

Table 6. Results of the Pretest of Grammar

Scale	Frequency	%
Excellent	1	3%
Good	2	7%
Fair	11	37%
Weak	16	53%
Total	30	100%

Source: Direct Research

Prepared by: Castillo, L. (2020)

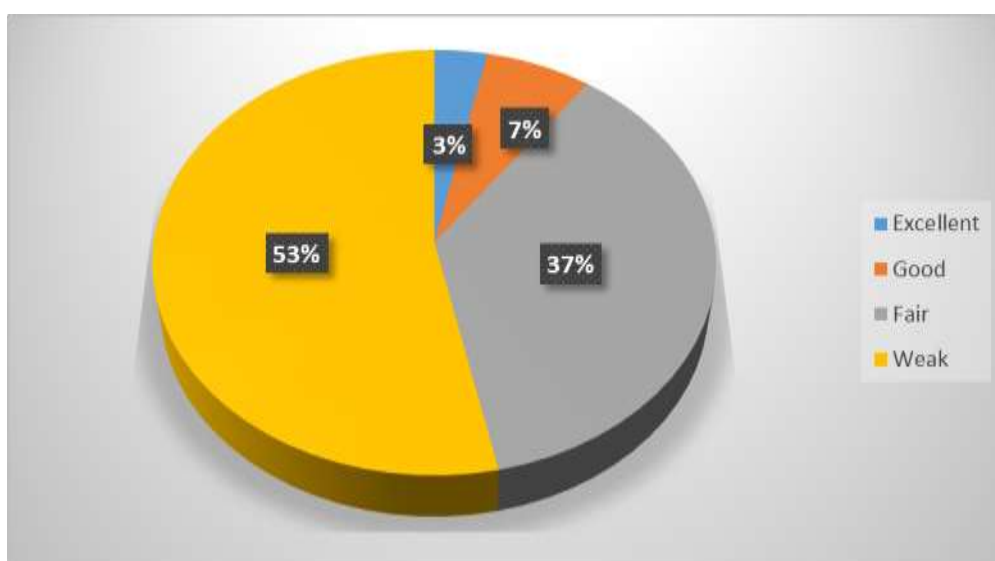


Figure 5 Results of the Pretest of Grammar

Prepared by: Castillo, L. (2020)

Analysis and Interpretation

The descriptive statistics show that 53% of students' grammar was weak, there were many grammar mistakes, so students did not identify the time and the subject to whom was the question directed. On the other hand, 37% of students' grammar was fair because they were able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses. Moreover, 7% of students' grammar structure was good since their ideas had some mistakes with their tenses. However, they were corrected on time. Finally, 3% of students' grammar

structure was excellent because students' ideas and responses were told in proper sentence structure and tenses.

The data of the pretest demonstrated that the 97% of students were not good at grammar because they were not able to express their ideas in the correct grammatical tense and sentence structure.

4.2. Results and Analysis of data collected about posttest

4.2.1. Fluency

Table 7. Results of the Posttest of Fluency

Scale	Frequency	%
Excellent	5	17%
Good	6	20%
Fair	9	30%
Weak	10	33%
Total	30	100%

Source: Direct Research

Prepared by: Castillo, L. (2020)

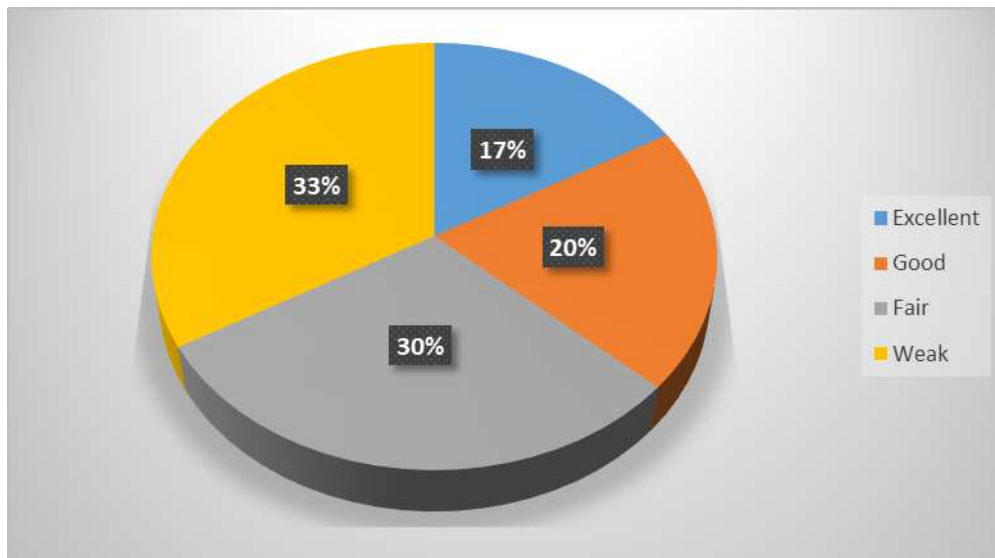


Figure 6 Results of the Posttest of Fluency

Prepared by: Castillo, L. (2020)

Analysis and Interpretation

The descriptive statistics showed the percentage of students' fluency as the following; 30% fair, 33% weak, 20% good and 17% excellent.

All of these results showed the progress of student's fluency in L2. 37% of students were able to communicate their ideas with no difficulty showing a positive result. On the other hand, 30% of students took time to ask and respond to questions, but they were able to continue speaking. Consequently, this method did not affect the students' speaking skills level.

4.2.2. Comprehension

Table 8. Results of the Posttest of Comprehension

Scale	Frequency	%
Excellent	5	17%
Good	7	23%
Fair	9	30%
Weak	9	30%
Total	30	100%

Source: Direct Research

Prepared by: Castillo, L. (2020)

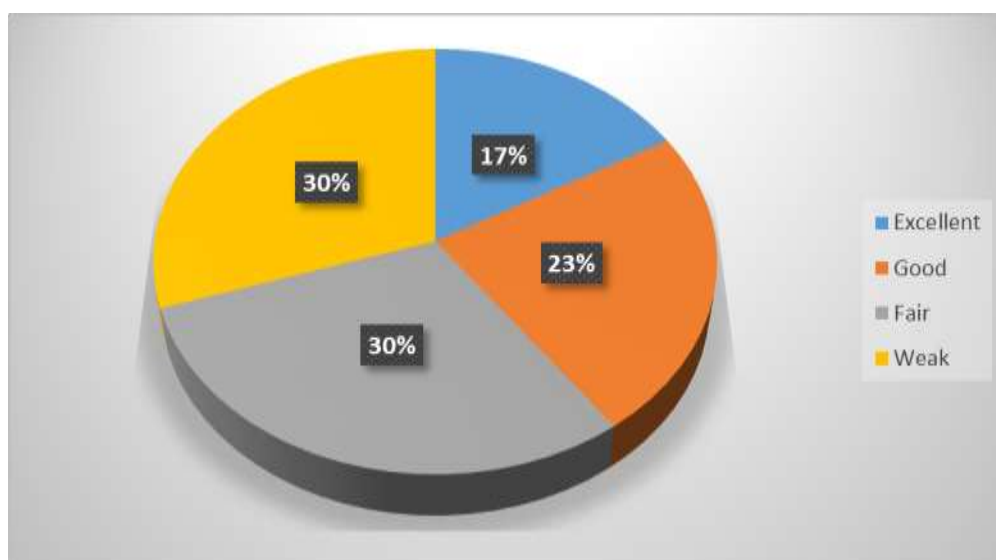


Figure 7 Results of the posttest of Comprehension

Prepared by: Castillo, L. (2020)

Analysis and Interpretation

The descriptive statistics showed the percentage of students' comprehension as the following; 30% fair, 30% weak, 23% good, and 17% excellent. Data showed that 47% of student's responses were correct and they followed all the instructions properly.

All of these results demonstrated a short progress in comprehension. Certainly, the PMI method contributed in comprehension since the 40% of students fully understood the questions and answered them accurately.

4.2.3. Vocabulary

Table 9. Results of the Posttest of Vocabulary

Scale	Frequency	%
Excellent	6	20%
Good	8	26%
Fair	10	34%
Weak	6	20%
Total	30	100%

Source: Direct Research

Prepared by: Castillo, L. (2020)

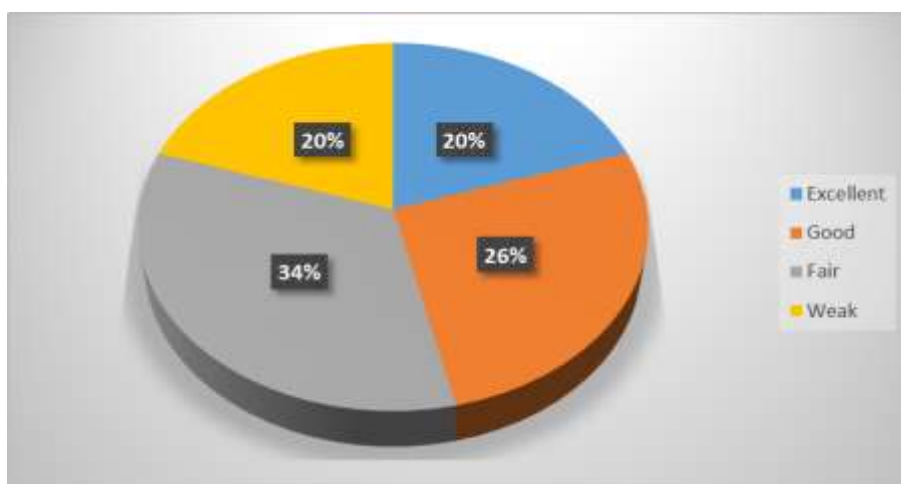


Figure 8 Results of the Posttest of Vocabulary

Prepared by: Castillo, L. (2020)

Analysis and Interpretation

The descriptive statistics showed the percentage of students' use of vocabulary as the following: 34% fair, 26% good, 20% weak, 20% excellent. To sum up, 46% of students improved lexis.

The PMI method contributes in vocabulary. For instance, the 46% of students managed and used complex and new words. Nevertheless, few students kept on the same level of it. To conclude, the improvement of students' use of vocabulary revealed the effectiveness of this method.

4.2.4. Pronunciation

Table 10. Results of the Posttest of Pronunciation

Scale	Frequency	%
Excellent	5	17%
Good	7	23%
Fair	10	33%
Weak	8	27%
Total	30	100%

Source: Direct Research

Prepared by: Castillo, L. (2020)

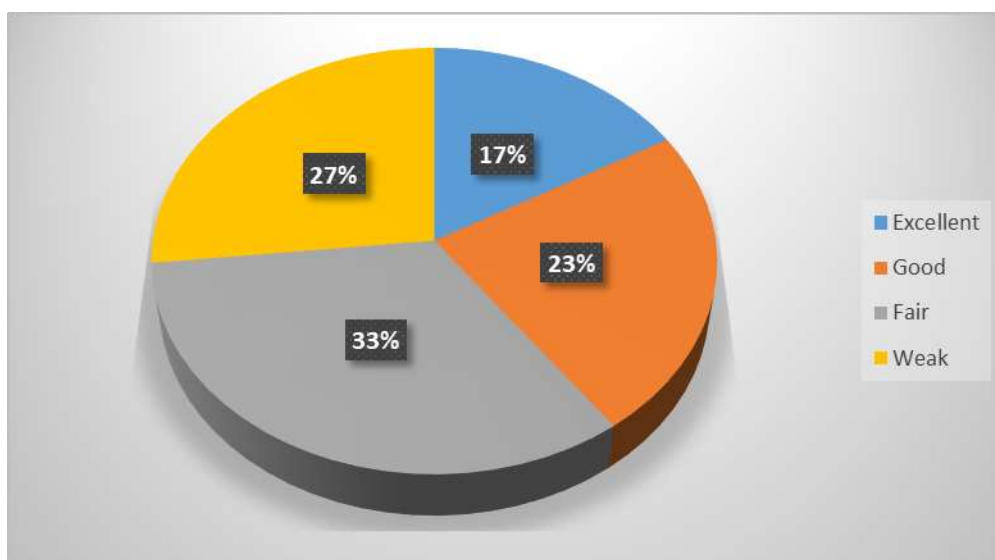


Figure 9 Results of the Posttest of Pronunciation

Prepared by: Castillo, L. (2020)

Analysis and Interpretation

The descriptive statistics showed the percentage of students' pronunciation as the following: 33% fair, 27% weak, 23% good, and 17% excellent.

As the 40 % of students improved their pronunciation which showed a slight improvement on students' accent. Due to the PMI method contributes in pronunciation; the learning process should not only focus on academics, but also on learning strategies.

4.2.5. Grammar

Table 11. Results of the Posttest of Grammar

Scale	Frequency	%
Excellent	5	17%
Good	7	23%
Fair	10	33%
Weak	8	27%
Total	30	100%

Source: Direct Research

Prepared by: Castillo, L. (2020)

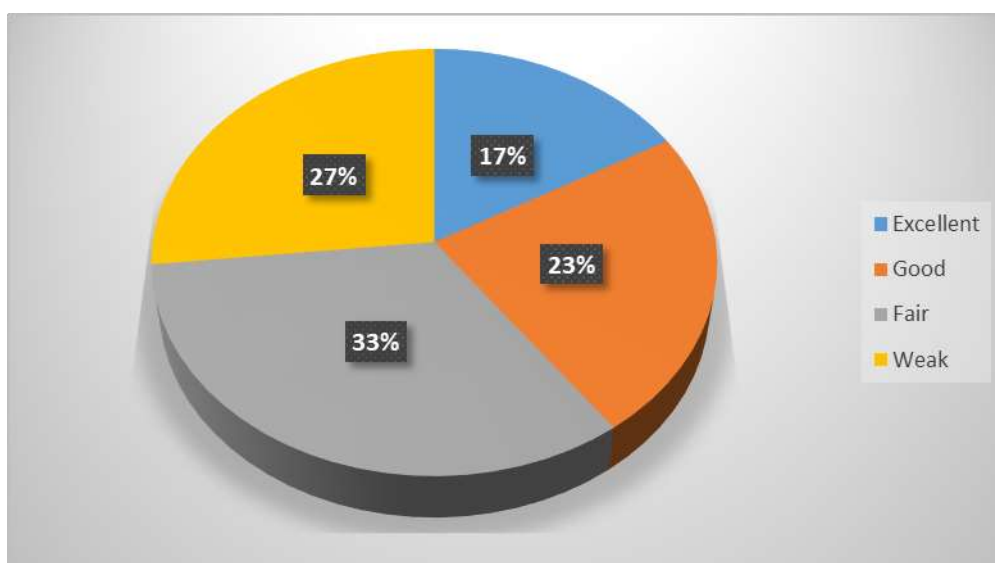


Figure 10 Results of the pretest of Grammar

Prepared by: Castillo, L. (2020)

Analysis and Interpretation

The descriptive statistics showed the percentage of students' grammar structure as the following: 33% fair, 27% weak, 23% good, and 17% excellent. As a result, students improved grammar as the posttest presented less weak students.

Although, the results are not as big as expected. It is possible to notice that the 40% of students presented a little improvement on using grammar when they communicate. Thus, using The PMI method in more lessons will contribute to have a bigger progress in the future.

4.3. Analysis of the Score Pretest and Posttest

To sum up, the results of the descriptive statistics helped to establish a value of the pretest and posttest. Hence, the results reveal that students developed their speaking skills.

Table 12. Analysis of the Score Pretest and Posttest

Students	RESULTS	
	PRETEST	POSTTEST
1	2,5	2,5
2	2,5	2,5
3	2,5	2,5
4	2,5	2,5
5	2,5	2,5
6	2,5	2,5
7	2,5	2,5
8	2,5	2,5
9	2,5	5
10	2,5	5
11	2,5	5
12	2,5	5
13	2,5	5
14	2,5	5
15	2,5	5
16	2,5	5
17	5	5
18	5	5
19	5	7,5
20	5	7,5
21	5	7,5
22	5	7,5

23	5	7,5
24	5	7,5
25	5	7,5
26	5	10
27	5	10
28	7,5	10
29	7,5	10
30	10	10

Source: Direct Research
Prepared by: Castillo, L. (2020)

The results showed that the PMI method helped students to improve their speaking skills. Twenty-two students could talk about their favorite topics like personal information, family, free time activities, daily routines, food, school, etc. In addition, the PMI method did not have a negative effect on speaking skill because only eight students kept their initial speaking skill level and the rest had progress on it.

4.3.1. Data Correlation

First, it needed the Pearson method in order to make the correlation. Then, it helped to make a relation among the pretest and posttest, as a result the value is 0,832. Moreover, it determine the significant correlation, so the value is close to 1. It means the Plus, Minus and Interesting (PMI) method does develop the speaking skill on students.

Table 13. Data Correlation

Descriptive Statistics			
	Media	Desviación típica	N
Pretest	4,0000	1,92533	30
Posttest	5,7500	2,63841	30

Source: Direct Research
Prepared by: Castillo, L. (2020)

Correlation			
		Pretest	Posttest
Pretest	Correlación de Pearson	1	,832**
	Sig. (bilateral)		,000
	N	30	30
Posttest	Correlación de Pearson	,832**	1
	Sig. (bilateral)	,000	
	N	30	30

Source: Direct Research

Prepared by: Castillo, L. (2020)

** . The correlation is significant at the level of 0,01 (bilateral).

4.3.2. Hypothesis verification

In order to analyze the results of the data collected through this research work, the author applied the “T-students” statistical test.

4.3.2.1. Null Hypothesis (HO)

The Plus, Minus and Interesting (PMI) method does not develop the speaking skill on students.

4.3.2.2. Alternative Hypothesis (H1)

The Plus, Minus and Interesting (PMI) method does develop the students’ speaking skills.

It was necessary to determine and calculate the descriptive statistics and the degree of freedom in the program.

Table 14. Hypothesis Verification

	Media	N	Desviación típ.	Error típ. de la media	N	Correlation	Sig.
Postest	5,75	30	2,63841	0,48171	30	0,832	0
Pretest	4	30	1,92533	0,35152			

Source: Direct Research

Prepared by: Castillo, L. (2020)

Table 15. Test of samples related

Test Related Samples				
	Diferencias relacionadas			
	Media n	Desviación típ.	Error típ. de la media	95% confidence Interval mean
				lower
Postest - Pretest	1,7500 0	1,48991	,27202	1,19366

Source: Direct Research

Prepared by: Castillo, L. (2020)

Test Related Samples				
	Related Differences	t	gl	Sig. (bilateral)
	95% confidence Interval for the mean			
	Upper			
Postest - Pretest	2,30634	6,433	29	,000

Source: Direct Research

Prepared by: Castillo, L. (2020)

The data base validates the alternative hypothesis, so t is 6,443 which is greater than 1,695. The level of trust is 0,05. H1: the Plus, Minus and Interesting (PMI) method does

develop the speaking skill on students. On the other hand, the null hypothesis is excluded.

CHAPTER V

CONCLUSIONS, RECOMMENDATIONS, REFERENCES AND ANNEXES

5.1. Conclusions

In conclusion and taking into account the linearity of the research in the global context and in relation to the use and application of the Plus, Minus and Interesting method (PMI) in descending order from 2020 to 2010, it is possible to come up with the following conclusions.

First of all, it was determined that students' English proficiency level was low according to the pretext results. The students got 4 over 10 in the general results. Meanwhile, analysing specifically, it was detected that students were weak in the following aspects: grammar, vocabulary, fluency, comprehension and pronunciation. These aspects were set up into a rubric to evaluate the students' speaking skill. Furthermore, a t-test was used to analyse the collected data.

Second, the PMI method has been applied in various ways and with different language skills based on the research articles. For instance, some researches use writing to brainstorm ideas from different points of view, reading to get the main and specific aspects of a text like positive, negative and relevant information and speaking to list students ideas from different points of view like positive, negative and interesting that allows students to comprehend the information, get vocabulary, organize their ideas before speaking with fluency.

Finally, there are several benefits of using the PMI method in order to develop speaking skill. One of them is the critical thinking development because they analysed the positive, negative and interesting aspects of a situation when using the speaking skill.

Based on that, it helps students to speak naturally without anxiety and solve problems in their real environment. Moreover, this strategy develops decision-making ability due to students choosing from an alternative from different perspectives for example positive and negative points about any topic.

5.2. Recommendations

Based on the conclusions, it is essential to recommend the following.

Apply methods such as PMI in order to develop the speaking skill due to the fact that students got a low score in the pretest. PMI method helps students to share their ideas, opinions and feelings without any trouble. Students have the opportunity to brainstorm their ideas before speaking, so it allows them to think and express themselves in a different way.

More experimentation with PMI method must be developed regarding the speaking skill since it involves many aspects such as comprehension, vocabulary, grammar, pronunciation and fluency which need to be developed together.

The frequency of application of the PMI method in the EFL classroom must be expanded in the EFL classroom since beyond practicing the speaking skill it promotes the critical thinking and the decision making.

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5.4. Annexes

5.4.1. Annex 1. Commitment Letter



ESCUELA DE EDUCACIÓN BÁSICA
"TENIENTE HUGO ORTIZ"



CARTA DE COMPROMISO

Ambato, 29 de abril de 2020

Doctor

Victor Hernández del Salto

PRESIDENTE DE LA UNIDAD DE TITULACIÓN DE POSGRADO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
UNIVERSIDAD TÉCNICA DE AMBATO

Presente. -

Lic. Hugo M. Ninacuri T, en calidad de Director de la Escuela de Educación Básica "Teniente Hugo Ortiz" me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "PMI METHOD TO DEVELOP SPEAKING SKILL ON STUDENTS" propuesto por la estudiante Lourdes Elizabeth Castillo Medina, portadora de la Cédula de Ciudadanía 1804593190, de la Maestría en Pedagogía en los Idiomas Nacionales y Extranjeros Mención Inglés Cohorte 2019, 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. Hugo M. Ninacuri T

C.I.1802228716

N.º teléfono convencional 032 585068

N.º teléfono celular 0998531827

Correo electrónico: hugo.ninacuri@educacion.gob.ec



5.4.2. Annex 2. Approved Instrument validation documents. Expert Teacher # 1.



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Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "PRE/ POST TEST" PERTENECIENTE A LA INVESTIGACIÓN:

TÍTULO DEL TRABAJO: "Plus Minus and Interesting method to develop speaking skill on students"

AUTOR/A: Lic.Lourdes Elizabeth Castillo Medina

GENERAL OBJECTIVE:

To identify the effect of Plus, Minus, Interesting (PMI) method to develop speaking skill on students from tenth year at Teniente Hugo Ortiz School.

SPECIFIC OBJECTIVE:

-To collect data before and after applying Plus, Minus, Interesting (PMI) method

-To validate if students can improve their speaking skill by applying Plus, Minus, Interesting (PMI) method.

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE

2R- REGULAR

3B- BUENO

4O- ÓPTIMO

PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1 Tell me about you Your name, your age, your hobby, your family, your birthday.				✓				✓				✓				✓
Pregunta 2				✓				✓				✓				✓



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Choose one option and talk about it. -Your favorite animal -Your favorite book -Your favorite tv program -Favorite day of the week																
Pregunta 3 Choose one question and talk about it. -What are you going to study? -What career choices will you consider? -What does your father do? -What does your mother do?				✓				✓				✓				✓
Pregunta 4 Talk about a family member *Please, take into account the following aspects. What does he or she look like? How old is he or she? What does he or she like? What color are his or her eyes?				✓				✓				✓				✓
Pregunta 5 Free time activities				✓				✓				✓				✓



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Choose one question and talk about it. -What do you do in your free time? -What do you do on weekends? -Do you like to play computer games? What kind of computer games? -Do you like to go shopping? What do you like to buy? -Do you like to go fishing? -When do you go fishing? -When you meet your friends, do you like to hang out with them and go to places? Where do you go?																				
Pregunta 6 Daily Routines Choose one question and talk about it. -What do you do in the morning? -How do you go to school? - what do you have for breakfast and where do you eat breakfast? -What is your favorite tv			✓																	✓



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program? -What do you do in the afternoon?																				
Pregunta 7 Food Choose one question and talk about it. -What is your favorite food? -Do you ever shop for food online? -Do you like to eat fast food? -How often do you eat fast food? -How often do you eat with chopsticks?			✓																	✓
Pregunta 8 School Choose one question and talk about it. -What is your favorite subject? -What time do you finish school? -What do you eat at school?			✓																	✓



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		student was trying to say.		
Grammar	Student was difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes.	Student was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.	Student ideas had some mistakes with their tenses. However, they were corrected on time.	Student ideas and responses were told in proper sentence structure and tenses.

Adapted from: <https://www.rcampus.com/>

Observaciones:

Realizado por:
 Lic. Lourdes Elizabeth Castillo

Validado por:
 Mg. Lina Mariela Sanchez Sailema
 C.I.: 150333879-5

Source: Direct Research
Prepared by: Castillo, L. (2020)

5.4.3. Annex 3. Approved Instrument validation documents. Expert Teacher # 2.



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FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "PRE/ POST TEST" PERTENECIENTE A LA INVESTIGACIÓN:

TÍTULO DEL TRABAJO: "Plus Minus and Interesting method to develop speaking skill on students"

AUTOR/A: Lic. Lourdes Elizabeth Castillo Medina

GENERAL OBJECTIVE:

To identify the effect of Plus, Minus, Interesting (PMI) method to develop speaking skill on students from tenth year at Teniente Hugo Ortiz School.

SPECIFIC OBJECTIVE:

- To collect data before and after applying Plus, Minus, Interesting (PMI) method
- To validate if students can improve their speaking skill by applying Plus, Minus, Interesting (PMI) method.

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE 2R- REGULAR 3B- BUENO 4O- ÓPTIMO

PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1 Tell me about you Your name, your age, your hobby, your family, your birthday.				✓				✓				✓				✓
Pregunta 2			✓				✓				✓					✓



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Choose one option and talk about it. -Your favorite animal -Your favorite book -Your favorite tv program -Favorite day of the week																			
Pregunta 3 Choose one question and talk about it. -What are you going to study? -What career choices will you consider? -What does your father do? -What does your mother do?			✓																✓
Pregunta 4 Talk about a family member *Please, take into account the following aspects. What does he or she look like? How old is he or she? What does he or she like? What color are his or her eyes?			✓																✓
Pregunta 5 Free time activities			✓																✓



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Choose one question and talk about it. -What do you do in your free time? -What do you do on weekends? -Do you like to play computer games? What kind of computer games? -Do you like to go shopping? What do you like to buy? -Do you like to go fishing? When do you go fishing? -When you meet your friends, do you like to hang out with them and go to places? Where do you go?																			
Pregunta 6 Daily Routines Choose one question and talk about it. -What do you do in the morning? -How do you go to school? - what do you have for breakfast and where do you eat breakfast? -What is your favorite tv			✓																✓



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program? -What do you do in the afternoon?																		
Pregunta 7 Food Choose one question and talk about it. -What is your favorite food? -Do you ever shop for food online? -Do you like to eat fast food? -How often do you eat fast food? -How often do you eat with chopsticks?			✓					✓										
Pregunta 8 School Choose one question and talk about it. -What is your favorite subject? -What time do you finish school? -What do you eat at school?			✓					✓										



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Pregunta 9 Home Choose one question and talk about it. -Who do you live? -How many bedrooms are there? -Where do you watch tv? -What is your favorite room? -Do you like cooking?			✓					✓										
Pregunta 10 Hobbies Choose one question and talk about it. -What is your hobby? -What do you do in your free time? -What are some traditional sports in other countries? -Where have you seen them played? -Give examples of extreme sports. -Which extreme sports can you do in your country?			✓					✓										



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Speaking Rubric				
	0,50 pts	0, 75 pts	1 pts	2 pts
Fluency	Weak Student was unable to ask or respond to most questions. Difficult for a listener to understand.	Fair Student took a long time to ask and respond to questions. A lot of unnatural pauses and hesitations. However, the student is able to continue.	Good Student was able to ask and answer the questions, but with some difficulty. He or she makes some pauses, but overall speech was not difficult to follow.	Excellent Students were able to communicate clearly with no difficulty. Student asked and answered questions with almost no hesitation, and no trace of unusually long pauses or hesitation. Fluent and spontaneous.
Comprehension	Questions were repeated several times. Interaction did not take place. Responses were not clear.	Student showed little comprehension of questions. Made significant mistakes understanding questions, responses are somewhat clear.	The student understood most of what was asked of him/her, and responded in a more or less appropriate manner. Interaction took place despite some mistakes when asking and answering questions.	The student fully understood the questions asked and answered correctly. Made few mistakes understanding questions, responses and questions are mostly clear
Vocabulary	Minimal vocabulary. Student used inadequate vocabulary words to communicate.	Basic vocabulary. Student was able to use some vocabulary words but they were repetitive so student cannot expand on his/her ideas.	Student made use of new words learned in class, in an accurate manner for the situation given.	A varied and relatively complex vocabulary. Rich, precise and impressive usage of vocabulary words learned in and beyond of class.
Pronunciation	Student's pronunciation was not clear, making understanding impossible.	Mother tongue interference apparent. Student's pronunciation made understanding difficult, but with effort, possible to guess what	Student's pronunciation was good enough to understand what he/she was trying to say.	Student's pronunciation was clear to understand the message.



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		student was trying to say.		
Grammar	Student was difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes.	Student was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.	Student ideas had some mistakes with their tenses. However, they were corrected on time.	Student ideas and responses were told in proper sentence structure and tenses.

Adapted from: <https://www.rcampus.com/>

Observaciones: El instrumento cumple con condiciones de validez, confiabilidad y practicidad.

Realizado por:
Lic. Lourdes Elizabeth Castillo

Validado por:
Dra. Narcisca Fuentes Pineda.
CE: 1002091161

Source: Direct Research
Prepared by: Castillo, L. (2020)

5.4.4. Annex 4. Approved Instrument validation documents. Expert Teacher # 3.



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FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "PRE/ POST TEST" PERTENECIENTE A LA INVESTIGACIÓN:

TÍTULO DEL TRABAJO: "Plus Minus and Interesting method to develop speaking skill on students"

AUTOR/A: Lic.Lourdes Elizabeth Castillo Medina

GENERAL OBJECTIVE:

To identify the effect of Plus, Minus, Interesting (PMI) method to develop speaking skill on students from tenth year at Teniente Hugo Ortiz School.

SPECIFIC OBJECTIVE:

- To design a lesson plan based on Plus Minus and Interesting method in order to develop speaking skill.
- To propose a set of activities based on Plus Minus and Interesting method in order to develop speaking skill.
- To validate if students can improve their speaking skill by applying Plus, Minus, Interesting (PMI) method.

Señale mediante un ✓, según la validación para cada pregunta:

PREGUNTAS	1D- DEFICIENTE				2R- REGULAR				3B- BUENO				4O- ÓPTIMO			
	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1 Tell me about you Your name, your age, your hobby, your family, your birthday.				✓				✓				✓				✓



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Pregunta 2 Choose one option and talk about it. -Your favorite animal -Your favorite book -Your favorite tv program -Favorite day of the week				✓				✓				✓				✓
Pregunta 3 Choose one question and talk about it. -What are you going to study? -What career choices will you consider? -What does your father do? -What does your mother do?				✓				✓				✓				✓
Pregunta 4 Talk about a family member *Please, take into account the following aspects. What does he or she look like? How old is he or she? What does he or she like? What color are his or her eyes?				✓				✓				✓				✓



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Pregunta 9				✓																✓
Home Choose one question and talk about it. -Who do you live? -How many bedrooms are there? -Where do you watch tv? -What is your favorite room? -Do you like cooking?																				
Pregunta 10				✓																✓
Hobbies Choose one question and talk about it. -What is your hobby? -What do you do in your free time? -What are some traditional sports in other countries? -Where have you seen them played? -Give examples of extreme sports. -Which extreme sports can you do in your country?																				



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Speaking Rubric				
	0,50 pts	0, 75 pts	1 pts	2 pts
Fluency	Weak Student was unable to ask or respond to most questions. Difficult for a listener to understand.	Fair Student took a long time to ask and respond to questions. A lot of unnatural pauses and hesitations. However, the student is able to continue.	Good Student was able to ask and answer the questions, but with some difficulty. He or she makes some pauses, but overall speech was not difficult to follow.	Excellent Students were able to communicate clearly with no difficulty. Student asked and answered questions with almost no hesitation, and no trace of unusually long pauses or hesitation. Fluent and spontaneous.
Comprehension	Questions were repeated several times. Interaction did not take place. Responses were not clear.	Student showed little comprehension of questions. Made significant mistakes understanding questions, responses are somewhat clear.	The student understood most of what was asked of him/her, and responded in a more or less appropriate manner. Interaction took place despite some mistakes when asking and answering questions.	The student fully understood the questions asked and answered correctly. Made few mistakes understanding questions, responses and questions are mostly clear
Vocabulary	Minimal vocabulary. Student used inadequate vocabulary words to communicate.	Basic vocabulary. Student was able to use some vocabulary words but they were repetitive so student cannot expand on his/her ideas.	Student made use of new words learned in class, in an accurate manner for the situation given.	A varied and relatively complex vocabulary. Rich, precise and impressive usage of vocabulary words learned in and beyond of class.
Pronunciation	Student's pronunciation was not clear, making understanding impossible.	Mother tongue interference apparent. Student's pronunciation made understanding difficult, but with effort, possible to guess what	Student's pronunciation was good enough to understand what he/she was trying to say.	Student's pronunciation was clear to understand the message.



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		effort, possible to guess what student was trying to say.		
Grammar	Student was difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes.	Student was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.	Student ideas had some mistakes with their tenses. However, they were corrected on time.	Student ideas and responses were told in proper sentence structure and tenses.

Adapted from: <https://www.rcampus.com/>

Observaciones:



CRISTINA DEL
ROCIO JORDAN
BUENAÑO

Realizado por:

Lic. Lourdes Elizabeth Castillo

Validado por:

Lcda. Cristina Jordán Buenaño, Mg.
CJ.1864010500

Source: Direct Research
Prepared by: Castillo, L. (2020)

5.4.5. Annex 5. Rubric to evaluate students speaking skill



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Speaking Rubric				
	0,50 pts	0, 75 pts	1 pts	2 pts
Fluency	Weak Student was unable to ask or respond to most questions. Difficult for a listener to understand.	Fair Student took a long time to ask and respond to questions. A lot of unnatural pauses and hesitations. However, the student is able to continue.	Good Student was able to ask and answer the questions, but with some difficulty. He or she makes some pauses, but overall speech was not difficult to follow.	Excellent Students were able to communicate clearly with no difficulty. Student asked and answered questions with almost no hesitation, and no trace of unusually long pauses or hesitation. Fluent and spontaneous.
Comprehension	Questions were repeated several times. Interaction did not take place. Responses were not clear.	Student showed little comprehension of questions. Made significant mistakes understanding questions, responses are somewhat clear.	The student understood most of what was asked of him/her, and responded in a more or less appropriate manner. Interaction took place despite some mistakes when asking and answering questions.	The student fully understood the questions asked and answered correctly. Made few mistakes understanding questions, responses and questions are mostly clear
Vocabulary	Minimal vocabulary. Student used inadequate vocabulary words to communicate.	Basic vocabulary. Student was able to use some vocabulary words but they were repetitive so student cannot expand on his/her ideas.	Student made use of new words learned in class, in an accurate manner for the situation given.	A varied and relatively complex vocabulary. Rich, precise and impressive usage of vocabulary words learned in and beyond of class.
Pronunciation	Student's pronunciation was not clear, making understanding impossible.	Mother tongue interference apparent. Student's pronunciation made understanding difficult, but with	Student's pronunciation was good enough to understand what he/she was trying to say.	Student's pronunciation was clear to understand the message.



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Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

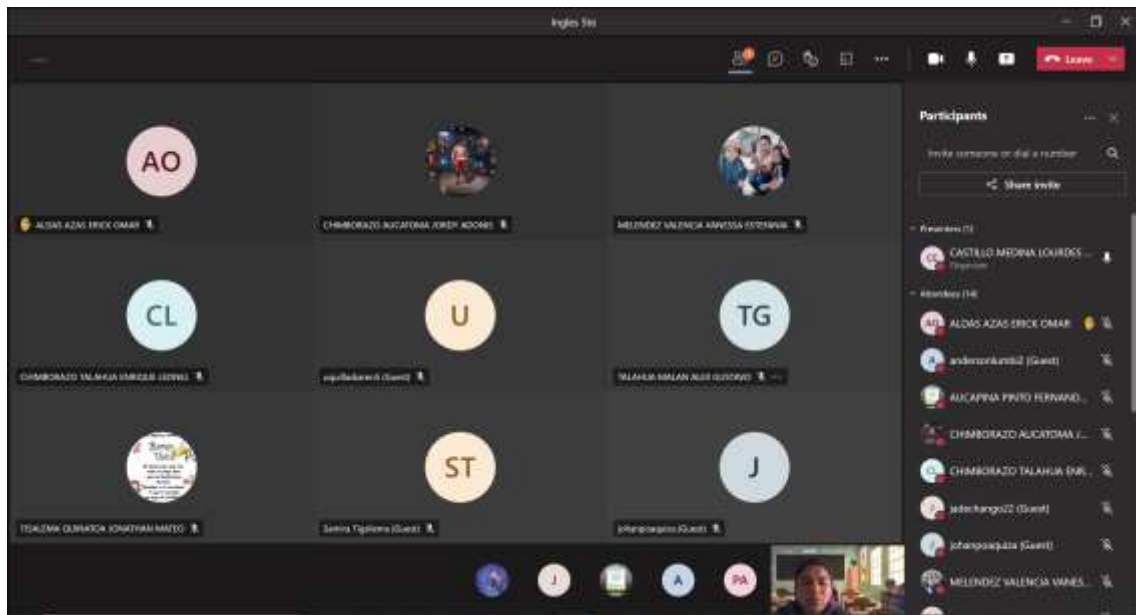
		effort, possible to guess what student was trying to say.	
Grammar	Student was difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes.	Student was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.	Student ideas had some mistakes with their tenses. However, they were corrected on time. Student ideas and responses were told in proper sentence structure and tenses.

Adapted from: <https://www.rcampus.com/>

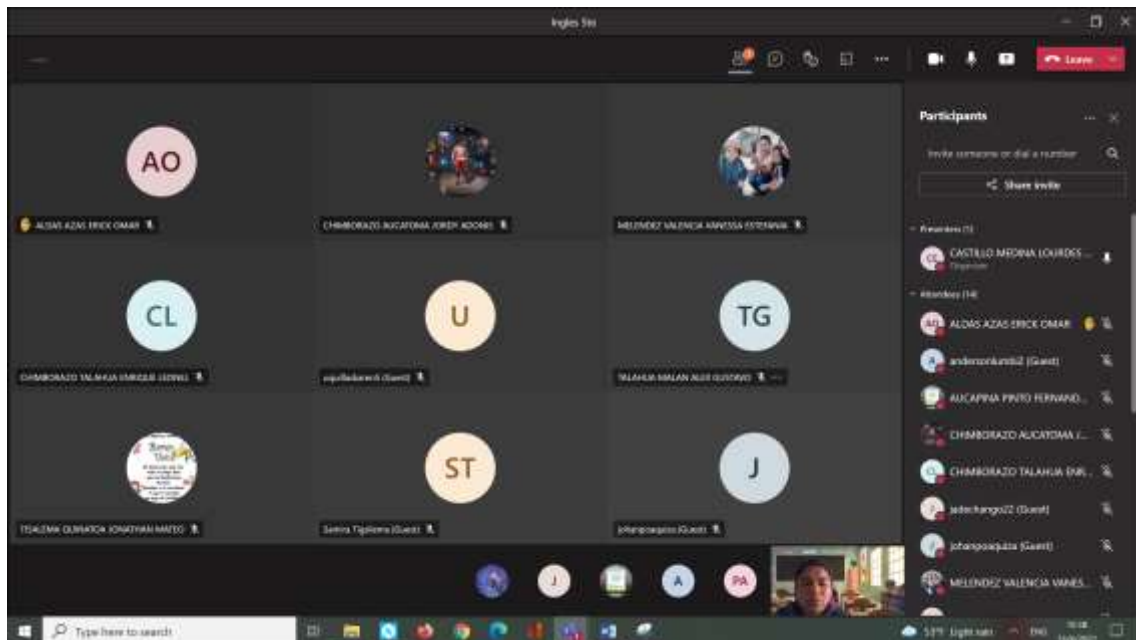
Observaciones:

Source: Direct Research
Prepared by: Castillo, L. (2020)

5.4.6. Annex 6. Evidences of the application



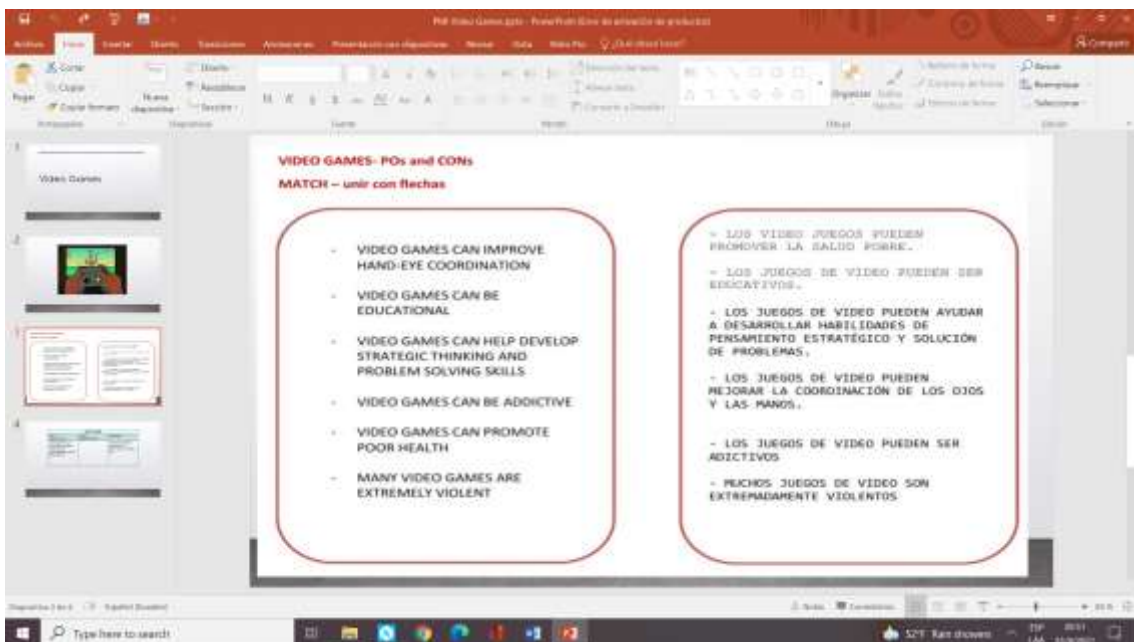
Source: Direct Research
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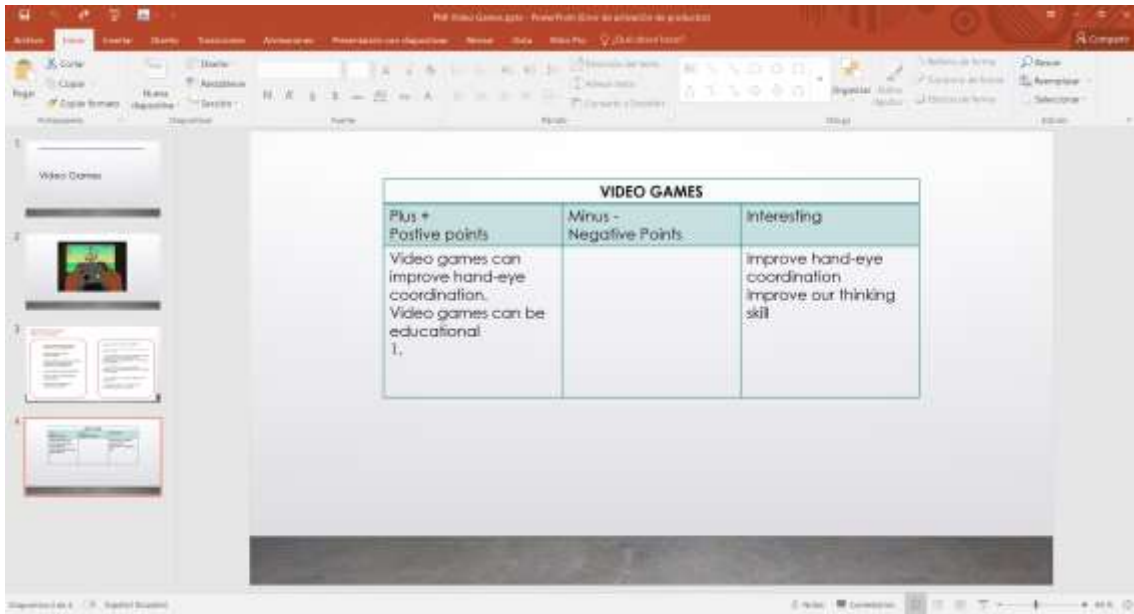
Source: Direct Research
Prepared by: Castillo, L. (2020)



Source: Direct Research
Prepared by: Castillo, L. (2020)



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Plus, Minus and Interesting chart


PMI Chart



PLUS



MINUS



INTERESTING

Name:

PLUS	MINUS	INTERESTING

Source: Direct Research
Prepared by: Castillo, L. (2020)

5.4.7. Annex 7. Urkund analysis

