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**MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS MENCIÓN INGLÉS**

**“LEARNING-CENTERED APPROACH TO ENHANCE ENGLISH ORAL PRODUCTION
ON EFL SENIOR HIGH SCHOOL STUDENTS”**

A Master Thesis Submitted in Partial Fulfillment of the Requirements for the Maestría en
Pedagogía de los Idiomas Nacionales y Extranjeros: Mención Inglés

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To my daughter, who has been my strength since she was born. To my husband, my parents and the rest of my family because they have constantly been supporting me to overcome hard situations. All of them have helped me to become a better person and a better professional.

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Abstract

The main approach selected by the author was the Learning-Centered to focus on the teacher's role, construction of the student learning, the role of content, the importance of the activity objectives and activity procedure to solve some facts that hinder English oral production. The mixed approach was applied in this thesis project to develop and apply data collection instruments with 26 EFL senior students and 1 teacher who belong to "San Juan Diego" high school. Furthermore, the research methods applied to describe the phenomena were the descriptive method, the case study model and non-experimental research method. The target group provided relevant information about their real level of English oral production, which approach was used by the teacher in class, activities, and difficulties they faced in class. That data helped to make a contrast with several facts that were mentioned in the theoretical framework about oral production issues and the advantages of applying Learning-Centered approach. The results showed just 13% of the participants got an A2 and B1 level in English oral production, the teacher used a traditional approach like Grammar translation to teach English in class and the students' English oral participation was limited. As a result, an academic proposal with innovative and varied activities was created as an extra instrument for teachers to help students develop this communicative skill. It is worth to say the proposal has the teacher's and student's guide to show how to utilize the activities, strategies, and approach appropriately.

Keywords: teaching approach, knowledge construction, fluency development, interaction, and performance.

Resumen

El enfoque principal seleccionado por el autor fue el Learning-Centered para enfatizar en el rol del docente, la construcción del aprendizaje del estudiante, el rol del contenido, la importancia de los objetivos de la actividad y el procedimiento de la actividad para resolver algunos hechos que dificultan la producción oral en el inglés. El enfoque mixto se aplicó en este proyecto de tesis con el fin de desarrollar y aplicar instrumentos de recolección de datos con 26 estudiantes de último año y 1 maestro pertenecientes a la escuela secundaria “San Juan Diego”. Además, los métodos de investigación aplicados para describir los fenómenos fueron el método descriptivo, el modelo de estudio de caso y el método de investigación no experimental. El grupo estudiado proporcionó información relevante sobre su nivel real de producción oral en inglés, cual fue el enfoque utilizado por el docente en clase, actividades y dificultades que enfrentaron en clase. Estos datos ayudaron a contrastar con varios hechos que se mencionaron en el marco teórico sobre cuestiones de producción oral y las ventajas de aplicar el enfoque Centrado en el Aprendizaje. Los resultados mostraron que solo el 13% de los participantes obtuvieron un nivel A2 y B1 en la producción oral en inglés, el maestro usó un enfoque tradicional como la traducción de gramática para enseñar inglés en clase y la participación oral en inglés de los estudiantes fue limitada. Como resultado, se creó una propuesta académica con actividades innovadoras y variadas como un instrumento extra para que los docentes ayuden a los estudiantes a potenciar esta habilidad comunicativa. Vale la pena decir que la propuesta tiene la guía del maestro y del alumno para mostrar cómo utilizar las actividades, estrategias y enfoque de manera adecuada.

Palabras clave: enfoque de enseñanza, construcción de conocimiento, desarrollo de la fluidez, interacción y desempeño

CHAPTER I

THE PROBLEM

1.1 Introduction

English is used as the language for global communication especially among people who do not speak it as mother tongue. In Ecuador, English is a foreign language, considered an important subject part of the Ecuadorian public and private educational system curriculum (Ministerial Agreement 0041-14, 2014). So, from different perspectives, if students started the language learning process since elementary school, it is expected they speak English fluently when finishing high school, but this does not happen because during that process, different factors are bounded either with the students, the teachers, or the learning environment (Heredia, Oñate, Rivera & Arcos, 2018).

There is a considerable number of students with oral production difficulties even though being proficient in a foreign language is an expected result which the Ministry of Education is promoting in all the institutions in Ecuador, based on the Common European Framework of Reference for languages (CEFR) standards (Intriago, Villafuerte, Bello & Cevallos, 2019). The teaching learning process is crucial because depending on how it is managed in class, student's performance varies significantly. English Teachers must apply an approach adequately to facilitate this process, and at the same time, to promote non-traditional activities to teach the target language and develop oral production (Amaliyah & Pramudiani, 2020).

Learning-centered approach enables learners to develop specific skills (Eira, Robertson, Allen & Withey, 2017) because at applying this approach, the teachers engage an active learning process using authentic activities to develop the expected abilities and encourage a better understanding of what students really need to learn and produce (García, Hoover, Lajoie, Andrade, Quevedo & Wong, 2018). Content Language Integrated Learning (CLIL) is the

official approach promoted by the Ministry of Education to be applied at teaching English as a foreign language (Intriago et al., 2019,) but it can be combined with Learning-Centered approach, appropriate strategies and activities focused on helping students become fluent through a pedagogical guide.

This research presents six different chapters to describe the following information as the result of examination made by the researcher to support this study.

Chapter one describes the problem which was the basis for starting this research. It also explains the contribution and impact that it may generate in the educational field and finally the objectives used to carry out this study.

Chapter two is about the theoretical framework that describes how English as a foreign language has been taught in Ecuador through the time, the CEFR in this country, the proposed approach and oral production.

Chapter three presents the research methods and approach selected to conduct this thesis project to collect data before presenting the results, the academic proposal, conclusions, and recommendations.

Chapter four is related to the presentation of the findings after applying the instruments to collect data for the necessary analysis.

Chapter five focuses on the development of the proposal which is the compilation of tasks focused on the combination of Learning-Centered approach combined with the CLIL and appropriate strategies to strengthen oral production.

Chapter six is about conclusions and recommendations provided by the researcher based on the information gotten through the evaluation instruments applied through this research.

1.2 Problem Description

English is a language that has been learned by students since elementary school, but some of them still find it difficult to use, even though they have learned this language for a long time, they cannot produce it orally (Erling, 2002). The situation related to English production in Ecuador is still an issue in the country, Ecuador is in 35th place of 63 countries with low English level because in Latin America, the English level in Adult people is poor (Cáneppa Cáneppa, Dahik & Feijóo, 2018). It is worth saying that during many years, English was considered an optional subject which was not relevant in some high school and primary school across Ecuador until 2007 (Cáneppa et al., 2018).

The Ministerial agreement MINEDUC-ME-2016-00020-A (Ministry of Education, 2016) sets up that English must be taught in all public and private institutions since 2nd grade to senior high school class as a mandatory subject. However, Serrano, Vizcaino, Cazco and Kuhlman (2015) state Ecuador is a country with a high number of teachers who have neither appropriate methodology to teach English language properly nor a proficiency certificate.

Nonetheless, it is also necessary to mention oral production is not well developed when some of the following factors are part of the teaching-learning process. Students' oral production difficulties are produced because the teachers are the ones who use and practice English most of the time in class and the students are passive and limited to make one or two sentences in the target language (Alharbi, 2015). Besides, many learners do not have the opportunity to spend more time studying a foreign language since they may focus on other subjects, so they practice English only in the classroom, then without the presence of a learning approach, it is harder to develop productive skills like oral production (Huy, 2015).

According to Huy (2015), the absence of authentic learning when learning English in class can be the cause of deficiency in oral production due to the fact students cannot put in practice their knowledge or abilities in a real context to finally get involved into this language.

Moreover, motivation is an important element which encourages learners to pursue a specific objective. So, when the learners are motivated, they can develop any skill especially oral production because it will help them to internalize knowledge and produce the foreign language (Chandio & Chandio, 2017).

Additionally, poorly designed classes with little or no use of a variety of activities and strategies can induce to traditional classes and it might be a cause for students' low proficiency level in the target language. If learners are involved in active classes, that provide them a meaningful educational process and thus, they will become communicative learners (Baepler, Walker, Brooks, Saichaie & Petersen, 2016).

After having raised the problem behind the lack of proficiency in oral production, it is relevant to mention that the purpose of this research work is to present the learning-centered approach as an alternative for enhancing oral production to start changing the statistics mentioned before about the shortcomings that Ecuador faces regarding the English language production in schools.

1.3 Research Question

As aforementioned, there are some problems that learners face during the educational process and that affect their oral production. As a result, it is necessary to pose the following research questions:

What is the real level of oral production on EFL senior high school students?

How can Learning-Centered approach enhance English oral production on EFL senior high school students?

1.4 Justification

Producing a second language is the last part of the process of language acquisition. For that reason, the Ecuadorian Ministry of Education disposed through ministerial agreement 2016-0020-A that students must learn English as a foreign language from elementary school to

high school to achieve a B1.2 proficiency level in the four English skills based on the Common European Framework of Reference for Languages standards (Ministry of Education, 2016) and this includes oral production.

Andrade, Padilla, and Padilla (2020) state that when the learner is not able to produce the target language orally, that means something is affecting the process. In educational aspects, production issues are things that concern either teachers or institutional authorities because students are the ones who should be beneficiaries of teacher's capacities and better learning opportunities (Larasaty & Yutinih, 2018). Therefore, production is a relevant element which must be considered as part of the teaching-learning process because without being able to produce a language, communication would not be possible in a real-life situation.

Hence, this research is justifiable because it seeks to contribute to the educational process with a new and different approach and guide teachers to use it correctly to encourage the English production. It also aims at fostering the English language learning and teachers' awareness about the importance of oral communication in the target language. This research also seeks to benefit the educational community in general, students and teachers, specially, at San Juan Diego high school which is part of this research and to the rest of the society as well.

1.5 Significance

This research is aimed at looking for real solutions to develop oral production specially when people use a foreign language in an oral way. Therefore, before finishing this thesis work EFL senior students and teachers from San Juan Diego high school will have a new innovative alternative presented by the author with different activities to improve this skill. Likewise, it is relevant for the rest of high schools since the whole project will be available on internet for all the English teachers everywhere to promote the use of the English language with communicative purposes.

1.6 Feasibility

This research is feasible because the author has the high school permission to start working with all the beneficiaries. There is enough time to develop the research with the students because it is possible to interact with them. The author has used all the necessary instruments and covered all the economical expenses to support this research project to improve the students' speaking skill.

1.7 Objectives

1.7.1 General Objective

- To use the Learning-Centered Approach to enhance English oral production on EFL senior high school students from “San Juan Diego” high school.

1.7.2 Specific Objectives

- To apply a diagnose test to determine the EFL speaking level of senior high school students.
- To design an academic proposal with innovative didactic activities focused on Learning-Centered approach to enhance EFL oral production.
- To socialize the academic proposal to the EFL senior high school students and English teachers to draw conclusions and recommendations.

CHAPTER II

THEORETICAL FRAMEWORK

English is used as a foreign language by people from different countries with various mother tongues to respond to the needs of keeping up with the globalized world in which the necessity of speaking another language arises every day (Yassi, 2018). Although learning a language involves the development of four different skills like reading, writing, listening, and speaking, the last skill is the most important one because through this, people communicate in a more practical and real manner in daily situations (Barrionuevo, Venegas & Otavalo, 2020).

As aforementioned, it is particularly necessary to develop productive competences in all the students because English is an implemented subject to be taught as a foreign language in Ecuador, then teachers have to seek the most suitable way to facilitate the acquisition and production process in students to communicate as efficient as native English speakers without leaving the country (Carabajo, Gonzalez & Pacha, 2020).

Nevertheless, this is not easy especially because English has not been used as a lingua franca for communication in some countries in Latin America, that is why not all the people in this part of the continent are proficient (Gimenez, Salles El Kadri, & Cabrini, 2017). This occurs because oral production has not been developed correctly according to the reality students face and not all the teachers have realized speaking is more than producing words, it involves correct pronunciation, clear sounds, and fluency in all the aspects (Barrionuevo et al., 2020).

2.1 Teaching English as a foreign language

English is the main bridge for communication among people from different cultures and countries with diverse mother tongues (L1). English is not an official language in all the countries in Europe, however this language is in contact with several L1 because the use of

English has been increasing during the recent years according to the necessary contexts which the speakers are exposed to (Cenos & Jessner, 2000).

For instance, according to Shurkamp and Viebrock (2018), English is considered a foreign language in German and it started to be taught in elementary schools and high schools for communicative purposes since 1964, but students not only began to learn that language and develop the four skills, but they also had the opportunity to know more about cultural aspects of countries where English is spoken as a mother tongue. That included the implementation of some approaches over many years like Grammar translation, communicative approach, and Content Language Integrated Learning (CLIL) approach. As a result, in 2014, 41% of Germany learners achieved a B1 level according to the Common European Framework of Reference for languages (CEFR) because of all the improvements the government applied to improve the way teachers promote the foreign language.

Likewise in Spain, teaching English as a foreign language started in 1923 and the main purpose of this was to provide students with the necessary tools to communicate in an oral and written way, so through time, CLIL has been used as a main approach for teaching and developing English skills and additionally others were included like Language for Specific Purposes, Cognitive Academic Language Learning and Task-based as support to help students develop communicative skills and get better results (Tsuchiya & Perez, 2019). Anastassiou and Andreou (2020) state that in Greece, government considers learning English as a foreign or third language is relevant, thus teachers provide enough guidance to students to be in contact with that language so this can provide them a myriad of opportunities to improve their professional and personal life.

In Latin America, English also has a predominant position in the development of the society because of the opportunities it offers learners to become more successful either in educational, social, or economic fields (Kamhi-Steim, Díaz & de Oliveira, 2017). Like the case

of Brazil, teaching English as a foreign language was established around 1831 in all the schools, since then, this language has been considered a tool for being in contact with all the specific opportunities available only for bilingual people (Rajagopalan & Rajagopalan, 2014). Nowadays, the approach used by English teachers in Brazil is CLIL, but they are conscious of the challenges this involves (Finardi, Leao & Pinheiro, 2016).

Based on Kamhi-steim et al, (2017) English is the main concern of the Chilean government, consequently the program “Inglés Abre Puertas” was implemented in 2003 to make sure students from elementary school to high school have enough opportunities to be in contact with English through well-prepared teachers aimed to developing receptive and productive skills.

“El Programa Nacional de Bilinguismo” was established since 2003 to 2019 in Colombia with the intention to pay attention to communicative competences that students had to acquire. Similarly, in Argentina since the 1960s until nowadays, English as a foreign language was implemented from primary to secondary level to promote receptive and productive skills to respond to the necessities people face daily, achieve goals and become successful in any field. (Kamhi-steim et al, 2017).

Eventually, English is part of the education system and it has been taught as a foreign language in most schools in different countries across South America to foster the necessary competences development that learning another language requires, then the use of appropriate approaches and strategies becomes essential to develop receptive and productive skills effectively (Anastassiou & Andreou, 2020).

2.1.1 Historical background of English as a Foreign language in Ecuador

English is part of the education system in different countries in South America because authorities realized the importance of learning this language specially to succeed in economic,

social, and educative context, and as a result, the population are the main beneficiaries of this educational progress (Kamhi-steim et al, 2017).

In the case of Ecuador, English is taught as a subject with the aim of developing and using productive skills to communicate with people with a different L1 and confront situations that take place in a globalized world (Kamhi-steim et al., 2017). Regrettably, the four English skills are not well developed on time because the Ecuadorian education system is not focused on solving limitations, which hinder English production (Cadena, Castillo, Céleri & Damián, 2018). However, learning English as a foreign language has had an important role in Ecuadorian education through history because of the evolution of Ecuadorian society, globalization, and the necessity to have the same academic standards as other countries (Cáneppa et al, 2018).

Nonetheless, English was not as important as now in Ecuador, according to Caneppa et al (2018)

In 1912, the educative Institutions around the country began to teach English and in 1950, the subject of English began to be part of the curriculum in the Government of the president Galo Plaza Lasso. In that time, the lack of English teachers was a big problem, therefore the students received only an hour a week in the high schools and nothing in the primary schools (p.40).

Based on the previous citation, English was considered as a subject since the beginning of the 20th century, but the government did not promote the real importance of this language. Therefore, high school students only had a limited number of hours per week to learn this language and the primary school students did not even have the opportunity to learn it at an early age. In addition, there were not enough English teachers, hence this has led to several issues in the education field.

In 1993, the “CRADLE” project was implemented in Ecuador (Intriago, Villafuerte, Bello & Cevallos, 2019) and the purpose of this project was to strengthen English competences in students by applying the Functional-communicative approach. Despite this fact, not all the teachers were able to keep up with this new idea, some of them were not well trained to apply this project, others did not have any idea about how to apply pedagogy and methodology and the rest could not stop using the grammar translation approach because they preferred to stay in their comfort zone or keep the students as busy as possible in class (Cáneppa et al., 2018).

Therefore, oral production was not developed as it was expected, especially because students just were able to say a few words and were focused on repeating things after the teacher, for that reason, this project did not work as it was expected (Intriago et al., 2019). Nevertheless, in 2006 the minister of education Raúl Vallejo started the ten years education, in 2007 his project was supported by the president Rafael Correa Delgado who sought to emphasize the importance of quality education, so they focused on increasing the teaching-learning English process at creating opportunities for students to learn a language for global communication (Kamhi-stein et al, 2017).

With the desire of improving the English skills, from 2012 to 2014, the Ecuadorian government also promoted the program “Go Teachers” to let English teachers improve their language skills and study in the USA to expand their knowledge about teaching methods, strategies and become more qualified educators for public education (Kamhi-stein et al, 2017).

Subsequently, the new Ministerial agreement 0041-14 dictated that students since 8th grade must have five hours per week to learn English but in this case, English was not part of the curriculum for students in elementary school (Ministry of Education, 2014). Then they had not been in contact with this language until 2016, then the ministerial agreement MINEDUC-MINEDUC-ME-2016-00020-A was published and established the new curriculum and workload, whereby all students from 2nd grade to 7th grade must have three hours of English as

a foreign language and students from 8th grade had to stay with the same five hours weekly (Ministry of Education, 2018).

Based on these two previous ministerial agreements, for two years students from primary school did not have the opportunity to learn English, therefore when this subject was finally included in the educational curriculum, these students may not have been at the required proficiency level for a specific course and this may have created a gap between their knowledge and the skills that students had to develop while the Ministerial agreement 0041-14 was in force.

According to the ministerial agreement MINEDUC-ME-2016-00020-A issued in 2016, all the senior high school students only must have 3 hours of English as a foreign language (Ministry of Education, 2016). This meant the workload was reduced and that may have affected the process of English skills development because they just had three hours to develop the necessary skills for communication purposes, that represented a limitation for the teaching-learning process.

Currently, English is part of the curriculum for all the students in primary and secondary school which can have the opportunity to be in contact with this foreign language, but in spite of this fact, when these learners finish high school, some of them still continue having problems using this language (Intriago et al., 2019). As a result, for some Ecuadorian foreign language learners, oral production is the most complicated skill to develop because it involves a varied lexicon and the ability to respond to daily situations spontaneously (Benalcazar & Ortega, 2019).

2.1.2 Common European Framework of Reference (CEFR)

The CEFR measures a candidate's English proficiency level, nonetheless it is essential to explain what being proficient means. According to Guevara-Betancourt (2015) being proficient in English language shows someone has achieved communicative and linguistic

competences to use them in social aspects for communication purposes almost similarly as English native speakers does. Hence, a proficiency certification reflects the speaker has reached the necessary competences to use this foreign language as they would do with their L1.

Many countries around the world have considered the CEFR to measure the level of English in non-native speakers emphasizing on their receptive and productive skills, it was created in 2001 to establish international standards which must be considered to communicate in a foreign language effectively (Uri & Abd Aziz, 2018). CEFR has six different levels which are classified in three different groups “Proficient users (levels C1 & C2), Independent users (levels B1 & B2) and Basic users (levels A1 & A2)” (Uri et al, 2018, p.168). Ecuador is not the exception and the Ministry of Education has dictated the most appropriate proficiency levels that students must reach based on their age, grade, and previous knowledge from pre-A1.1 to B1.2 before graduating from high school and the idea was to adapt the curriculum for teaching English according to the CEFR (Kamhi-steim et al, 2017).

In fact, English teachers who work with senior high school students must adapt their daily activities according to the new prioritized curriculum and the proficiency level these learners which ought to be achieved at the end of the school year, that is B1.2 based on the CEFR. It means educators must follow and learners must fulfill learning objectives to improve communicative competences like oral and written production (Curriculum Priorizado, 2020)

However, it is possible to realize there is a low level of English in Ecuador because of an evaluation applied by English First to know what is the country with the highest level of proficiency and “Ecuador is in 65th place out of 88 countries worldwide” (Intriago et al., 2019, p.230) and as a consequence, this reflects the real situation that students face especially when they finish high school and start a university career, the majority of them have an A1 level in average, and it sounds contradictory because the current proficiency level they are supposed to get before graduating from secondary school is B1.2 according to the English curriculum

(Intriago et al., 2019) and the prioritized curriculum still keeps this level as the one required for senior high school students (Ministry of Education, 2020)

For that reason, the Ministry of Education must consider training teachers to apply the curriculum appropriately and focusing on improving the students' skills and preparing them for real life situations beyond the established content in the English textbook to achieve the appropriate proficiency level when they finish high school (Fabre, Boroto & Soto, 2015). Similarly, Intriago et al., (2019) mention the best way to achieve the goals proposed by the Ministry of Education and develop communicative skills like oral and written production is to apply activities focused on the students' needs, then teachers must be well-trained to look for the best way to teach English as a foreign language through similar situations students face in their daily life.

2.3 Approaches to teach English as a Foreign Language

Teaching and learning have been considered a process in which grammar and vocabulary are almost always presented for many teachers as a mean of language achievement but a foreign or second language acquisition and production go beyond those elements mentioned. Behind the learning process, there are several approaches that can be used as a pathway to apply diverse strategies and activities focused on improving students' knowledge and enhancing abilities and reach the required goals in every single class and lesson (Cooze, 2017).

Next, a table is presented in which it is possible to see different approaches that are very common among teachers. All of them have a brief description to understand the importance of considering an approach for teaching and enhancing the use of a foreign language.

Table 1

A description of the most used English teaching approaches

Approaches	Description
Communicative Language Teaching (CLT)	It focuses on using the language in a natural manner to talk using specific structures (Matamorros, Rojas, Pizarro, Vera & Soto, 2017)
Content Language Integrated Learning (CLIL)	Teaches different content about other subjects through the use of English language to combine all of them and create a compact knowledge acquisition process. (Andrade, Padilla & Padilla, 2020)
Teacher-Centered	The teacher is the center of the learning process and focus on input. Students are submissive and are limited to learn information without producing or using it. (Emiliana, 2017)
Learning-Centered	Focuses on active collaboration between learners, communication among all the members of the class, promotes knowledge exchange, considers learning styles, and uses the content. (Al Ahmad, 2018)
Flipped-Classroom	Teachers just provide guidance, but learners are the center of the learning process, are in charge of what they learn, classwork can also be done at home and homework can be done in the class. (Akçayır & Akçayır, 2018)
Grammar Translation	The teacher is the unique owner of knowledge, avoids encouraging speaking skill, uses the mother tongue to teach a second language, focuses on learning content by heart, promotes submissive students. (Matamorros et al., 2017)
Task-based Language Teaching (TBLT)	Before selecting the activities and material, the teacher makes the analysis of student's knowledge, what they need to learn through the recreation of possible situations they will face. (Richards, 2016).
Project-Based	Promotes other purposes for acquiring knowledge, they go beyond just learning a topic for a grade. Students work on different assignments to develop projects, benefit the general public and capture the audience attention (Halvorsen, Duke, Strachan, & Johnson, 2018).

Source: The author

Then, after making a review of these approaches, it is essential to say Learning-Centered has been selected as the main approach for this research because it promotes the cooperation, interaction, focuses on students' needs and also is interested on keeping in mind the content (Al Ahmad, 2018) and the second approach as a support for developing the first one is CLIL because it is mainly promoted by the Ministry of Education in Ecuador and also seeks to encourage a real communication among students (Andrade, et al., 2020).

2.4 Learning-Centered Approach

Learning-Centered is an approach focused on implementing the development and use of student's new knowledge in class through the necessary tools to achieve learning goals, develop skills to express all ideas with the purpose of enhancing their level of communication. According to Blumberg (2019), the basis of this approach is the Constructivism. On the other hand, Bathia (2018), explains in her book that constructivism is a solid pathway for students to build and found student's knowledge with the help of their previous experiences about the world. However, it is important to comprehend this process needs to be guided by the educator to make learners fulfill the learning outcomes and strength the skills in an efficient way (Blumberg, 2019).

After analyzing what Blumberg and Bathia pointed out, constructivism is the foundation of the Learning-Centered approach and it is aimed at constructing learners' knowledge through the combination of personal conceptions of the world and the new topics learned in class. This process implies the use of educational tools like strategies, activities, or tasks. It is also necessary to include the learning objectives, content and additionally student's previous experiences to promote the development and application of oral production in English as natural as possible. The main purpose of constructivism and Learning-Centered approach is to make students become active learners because teachers should be considered just a guide due to the fact students are the most essential part of the class, and the main participants of the educational process.

Also, Blumberg (2019) points out there are some principles of constructivism which have served as the basis for using the Learning-Centered approach and one of these characteristics is to promote active students with the aim of participating enthusiastically in classes through dynamic tasks. Also, the creation and encouragement of constant interaction among learners to combine previous knowledge with new information is another bridge for

enhancing the necessary skills to face real life situations. Another principle is related to teachers because they must also use the correct tools based on the content and learning objectives for guiding learners. As this approach promotes active communication among students, this is a good option to improve oral production in the English language.

Thus, every single skill needs to be developed through the appropriate approaches to get the required results especially when the speaker wants to produce the language either in a written or spoken way (Lewis, 2018). Based on what was mentioned before, it is important to think either in the way the teacher develops the learning process especially when a foreign language must be achieved to be produced or in the students' necessity for being proficient particularly in oral production. Through a suitable approach, students will be able to be fluent and proficient in productive skills like oral production and have the capability to face any context of real-life in which English is required (Gargallo & Verde,2019).

The Learning-centered approach is related with the learning process which will be applied in class combined with the contents from the book which will be used to apply those contents based on what students really need and how they are supposed to employ that knowledge in their context (Blumberg, 2019). The teacher is the one who guides the learners in this process and must focus on what really matters and offer the required tools to facilitate the production of English.

The use of Learning-Centered approach in education provides students with enough opportunities to learn with the help of their previous experiences, teachers need to combine this knowledge with the correct activities to provide meaningful learning and this builds up the oral production as a sample of what the student is possible to achieve (Eira, Robertson, Allen & Whitney, 2017). According to Blumberg (2019) there are five concepts or constructs which must be considered for applying Learning-Centered approach:



Figure 1. A description of what the Learning-Centered approach focuses on (Blumberg, 2019)

This approach mainly focuses on construction of knowledge through the necessary experiences and self-error correction because it promotes students' autonomy who are just guided by the teacher to achieve the expected skills like oral production (Gargallo, Perez, Verde & García, 2017). The learner is the main character in the learning process, so the instructor provides guidance, advice, is in constant interaction and promotes continuous communication among learners and creates activities to let them become successful when producing English as a foreign language.

In the same way, Najafabadi, Andersson and Karlsson (2016) consider that Learning-Centered approach focuses on the construction of knowledge and reach better results through the statement of objectives at the end of every lesson so in this way it can be implemented to integrate interaction, content, and students' previous knowledge with the new content with the aim of acquiring the necessary skills to use English as a foreign language in a better way.

2.4.1 Focus on the course objective

O'Brien, Millis, and Cohen (2009) state that before applying learning-centered approach, the teacher must consider the purpose of the course and what students should learn, the group of students, their previous knowledge, and interaction to be applied in class. At the same time, through applying this approach, teachers will encourage students to be independent when they produce English language in class. It is aimed at creating an equilibrium among teacher, student advancement and initiative.

Every single course has a specific goal to achieve and learning-centered approach suggests the instructor focus on that purpose and be in charge of the process to fulfill what learners should be able to do at the end of every lesson (O'Brien, et al, 2009). Similarly, Eira et al (2017) consider this is not a traditional approach, furthermore it is useful to teach any area because it allows the learner to reach specific abilities and develop skills. Applying this approach in a course to teach English as a foreign language will facilitate a better English production.

Furthermore, Blumberg (2019) suggests that learning objectives are closely connected with the rest of principles proposed in this approach because the learning goals influence the correct selection of tasks, the application of these activities to encourage interaction, self-reflection and practice to improve communicative skills like oral production. Hence, different activities are presented below which the correct use of Learning-Centered approach can be reflected.

2.4.2 Strategies to apply Learning-Centered Approach

When using the learning-centered approach, both instructor and learners keep learning all the time because the teacher ought to know more about every single student's necessity or learning style before designing appropriate activities while they select the correct strategies to fulfill a specific goal, on the other hand students put into practice what they know, what they learned and interact all the time in class (Al Ahmad,2018).

Blumberg (2019) also suggests that the instructor must realize student's previous knowledge, find out what they really need to learn before selecting a strategy and designing any activity to develop oral production, the idea is combining the content with specific strategies and activities to focus on students' needs and construct knowledge. Teachers must keep enhancing oral production constantly through an approach like Learning-Centered to reinforce information and learning exercises. Next, different strategies are presented which are consistent with the aforementioned principles about the use of Learning-Centered approach to strength oral production.

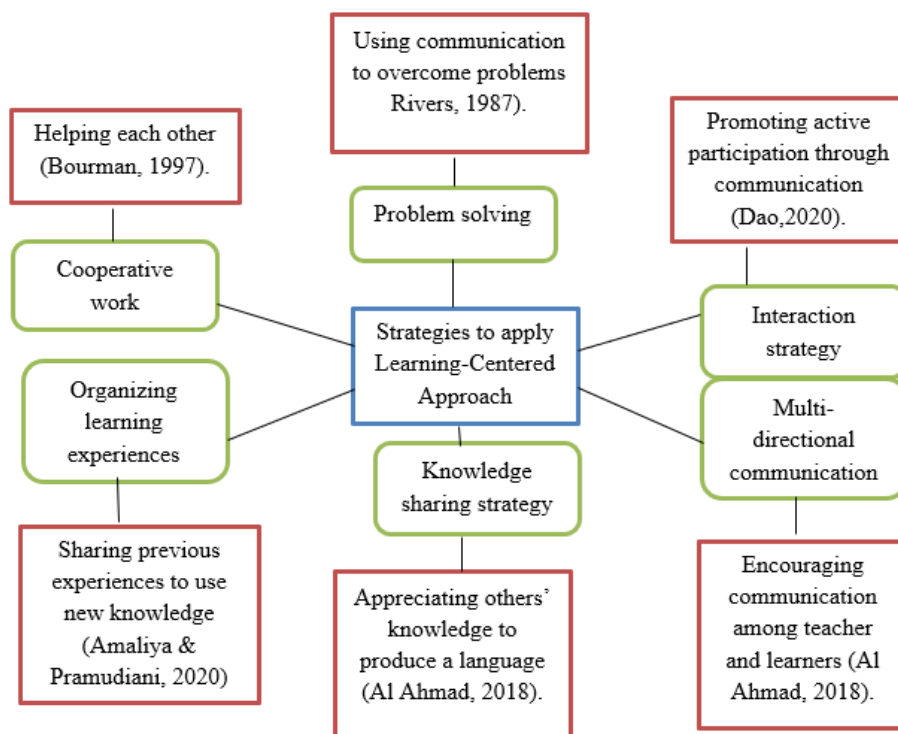


Figure 2. Strategies to apply the Learning-Centered Approach
Elaborated by: The author

Cooperative work: to apply Learning-Centered approach and focus on cooperative work strategy to develop cooperative activities focused on the established content from the book, the teacher can use activities to intensify oral production like giving directions, finding out about the school or rhyme words to talk about themselves (Hirsch & Beres, 1996). Gargallo et al. (2019) also mention that learning-centered approach is focused on promoting knowledge and enhancing skills but they also suggest this approach can be combined with a strategy like cooperative work to apply different activities centered on what this approach focuses on.

Similarly, Bourman (1997) says that when the teacher implements cooperative work, it creates a nexus among learners because they can help each other, learn from others' experiences at the same time and concrete a skill. Based on what it was mentioned before, applying cooperative work fits on what learning-centered approach seeks to implement in the learning process and develop oral production.

Problem solving: It can be combined with Learning-Centered approach to focus on using students' previous knowledge about any topics to solve real life situations in an oral way (Rivers, 1987). This strategy proposes students develop certain skills to face the real world and solve different situations through effective communication as much as possible to internalize what was learnt.

Based on Chalmers and Hunt (2013) if the teacher applies learning-centered approach, that will improve oral production because several aspects need to be taken into consideration like previous abilities, knowledge, course objectives and content. The combination of those elements mentioned before will encourage enough facilities to produce a foreign language and be able to solve similar situations as learners do while they are using their L1, as a mean of communication.

Interaction strategy: It can be combined with the Learning-Centered and CLIL approach to reach the goal of content and tell in an oral way important events based on students'

perspectives (Rivers, 1987). It is essential to foster interaction among students because that is the main purpose any course should fulfill. Not all the teachers focus on oral production as the main result of learning process, but if an appropriate approach is considered like learning-centered, it will be easier to identify which strategies and tasks should be considered when developing a lesson, this to fulfill communicative purposes and in this case interaction strategy is the one that fits in what the teacher seeks to achieve.

Through a research, Dao (2020) proved the importance of the interaction strategy in class, and he provided a positive result, even though the participants were almost sixty foreign language learners, the results showed this strategy was completely useful for enhancing oral production due to the fact it encourages an active participation among learners to talk each other and increased their capacity to reflect and communicate what they think about specific topics to construct their productive skills. What it proves is that interaction is a good strategy for improving oral communication and for that reason it addresses what the Learning-Centered approach promotes.

Knowledge Sharing strategy: This strategy is suggested by Al Ahmad (2018) to use as a bridge for applying the Learning-Centered approach and he also suggests that through the application of this strategy, either the teacher or the learners have the capacity to transmit knowledge and help others improve any skill and at the same time, while they are sharing knowledge especially in a foreign language, they can use and produce the language.

It is also pivotal to mention the importance of promoting the knowledge sharing strategy during the class, because it allows learners to provide their point of view about different topics based on to their previous experiences especially through oral production and interaction, so this strategy encourages activities which are focused on real life situations because it promotes the necessity to present a specific point of view as in a normal situation (Zebua, 2018).

Multi-directional communication strategy: It is also another strategy used to apply the Learning-Centered approach and through the application of this, students are going to have the opportunity to become more active instead of just acquiring knowledge from the teacher (Al Ahmad, 2018). Meanwhile, if the educators promote the multi-directional communication strategy, the learners will be immersed in an environment where they are encouraged to use what they know in English and while they are using this language; they will increase their productive skills like oral production.

Also, this strategy refers to the teacher's responsibility of selecting the most suitable activities and materials for promoting the correct learning process and generating active communication among learners, while the teacher shares and explains the material and activities to be applied by the students in class and after using them, the instructor creates a discussion environment among all the members of the class to talk about the materials and activities proposed by the teacher and how they are going to help them develop skills like oral production before applying them (Malla & Atfal, 2019).

Organizing Learning Experiences: The main purpose of this strategy is to establish different activities to let learners bring previous experiences into the class, mix them with the new content and topics to organize a better learning experiences according to what the Learning-Centered approach seeks to promote on learners (Amaliya & Pramudiani, 2020). For that reason, the organization of learning experiences has to be focused on what students need to learn and it is combined with what they already know with the purpose of developing productive skills to express how life is perceived by the student.

Additionally, Kalmpourtzis (2018) suggests this strategy, as a means to design activities for increasing motivation and as a result, encourages the presence of previous experiences to make the new knowledge useful for enhancing communication. From that perspective, this

strategy is closely connected with the production of knowledge, the interaction of learners and the motivation which is a fundamental part of producing a language.

2.4.2 Considering Learning Styles

Learning styles must be considered before organizing activities focused on Learning-centered approach and the previous strategies to increase oral production (Ehly, 2008). So, the educator should consider that every single student learns in a different way and think in stopping restricting the learning process applying just one strategy or just one kind of activity, all the students with different learning styles should have the opportunity to develop oral communication and teachers should at least exchange strategies and activities to pay attention in their students' needs.

Three different learning styles ought to be considered by the teacher as part of the learning process (Priscylio, Rochintaniawati & Anwar, 2018):

Table 2

Learning Styles

Learning Style	Concept
Visual	Knowledge is acquired through pictures or images to internalize and use it in context (Priscylio et al, 2018)
Auditory	These students learn a target language through listening information before producing it (Kayalar & Kayalar, 2017)
Kinesthetic	This learning style is related to active participation in class which involves the movement of the body (Tyas & Safitri, 2017)

Source: The author

Based on this chart, there are three different learning styles which have an influence on the learning process, so the educator must consider all of them before designing appropriate activities to help students to develop different skills. Thus, learning styles is a relevant aspect to consider in every single class, but it is also essential to consider the approach and strategies to be used in the class. Hence, Learning-Centered approach proposes to improve different skills considering learning styles because every single student learns in a different way (Al Ahmad, 2018)

Moreover, using learning-centered approach, students can develop as they expect because they focus on showing their real knowledge and increasing their desire to keep learning and producing what they already know (Harpe, Phips & Alowayesh, 2012). This can happen if at least the most common learning styles are considered by the educators after applying any activity in class for learning and using English.

Eira et al. (2017) argues learning-centered approach is more focused on some strategies and tools to avoid traditional paradigms, promote production of the target language, make learners feel forced to be active in class and develop what is expected, but the teacher also has to consider students' needs and their learning styles to create and apply specific activities to catch their interest, the educator should also consider those learning styles as an ally at the moment of promoting learning process before reaching an expected goal that is oral production.

In the same line, Al Ahmad (2018) considers Learning-Centered approach especially focuses on the importance of learning styles for enhancing different skills that are helpful for the real world for which students need to be trained in the classroom. Based on this researcher, when focusing on learning English as a foreign language, it is relevant to use a variety of activities, if teachers consider students' needs and learning styles, the opportunities for students to improve their oral production will be significant for their learning process because it will motivate them to prove they are able to reach any goal and produce the foreign language.

2.4.3 Motivation and the Learning-Centered approach

According to Blumberg (2019) Learning-Centered approach is also associated with four different psychological principles which are: Inclusion of students and make them feel appreciated, make learners manage their learning process, make learners feel motivated to be self-confident and encouragement of constant formative evaluation. But in this section, motivation will be discussed to develop oral production because constant formative evaluation

can be applied with the activities mentioned in the oral production section and the strategies above.

Every student is a different world and responds to a specific incentive in a different way. Every mind is different, but it is possible to influence the way each brain captures knowledge based on external motivation to encourage the desire to learn a language through appropriate activities (Kempe & Brooks, 2016).

An external aspect to stimulate students' brain and use of the L2 is motivation. There are some researchers who believe that motivation is an important key to improve learners second language acquisition process. For instance, Suryasa, Prayoga and Werdistira (2017) state without motivation, it is difficult for students to learn something because that is not part of their interests. Moreover, Mat and Yanus (2014) argue that learning is not only a process based on students' intelligence, but motivation is also a factor which influences the foreign language understanding because it is a bridge for students to become successful at using it and thus strengthens their emotional and mental capacity. Hence motivation influences the teaching-learning process because through this, learners will feel they can become proficient in any language.

Furthermore, Geopang, Bughio, and Pathan (2018) believe the educational environment is an important fact in the learning process since if learners do not feel comfortable in class, they will get stressed and that will block their mind to learn a second language. Based on those words, the teacher has the responsibility to make students feel motivated and comfortable for learning a foreign language because that allows them to develop oral production with the purpose of using variety of words as much as possible.

A nice way to let students keep in contact with the EFL and be motivated at the same time in class is to communicate with a native speaker, that can be a good technique to make them get involved in this language as part of their language acquisition and production

(Toohey, 2000). This promotes a motivating atmosphere because it might push students to speak English based on their necessities but if it is not possible to bring a native speaker into the class, teachers ought to modify the way they manage the activities and use only English all the time to promote the input and make learners feel motivated to use this language.

2.4.4 CLIL approach in the Ecuadorian Curriculum for teaching EFL

Since 2016, the Ministry of Education incorporated the CLIL approach for teaching English as a foreign language in all the public institutions in Ecuador but not all the teachers apply this approach in their classes because in some cases the English subject is taught in Spanish for giving explanations or the Grammar-translation approach is mainly used to explain the content (Intriago et al., 2019).

It is considerable to say that the use of CLIL approach requires enough training for its appropriate use and creations of the necessary conditions for enhancing written or oral production in the learner, however, most of the teachers in public institutions tend to apply this approach with no guidance or enough preparation, this means that the expectations set by the government regarding the development of English skills are not fully developed or achieved (Andrade, Padilla & Padilla, 2020).

Similarly, Cáneppa et al. (2018) carried out a research about the reasons for having low proficiency in English language in Ecuador and the results showed that most of the time teachers have been using the approach established by the government in a wrong way especially because Grammar- translation approach is still being used by them to emphasize on several activities just to keep students busy in class. Nevertheless, they are not focused on what is important, developing receptive and productive competences.

Recently, Andrade et al. (2020) carried out a research in Ambato city at CEBI Bilingual Educational School and teachers were interviewed about the use of CLIL and they answered they do not have a clear idea about how to use this approach in teaching English as a foreign

language and consequently, they teach this subject trying to apply the approach imposed by the government without being well-trained to apply CLIL correctly. The following graphic shows that finding.

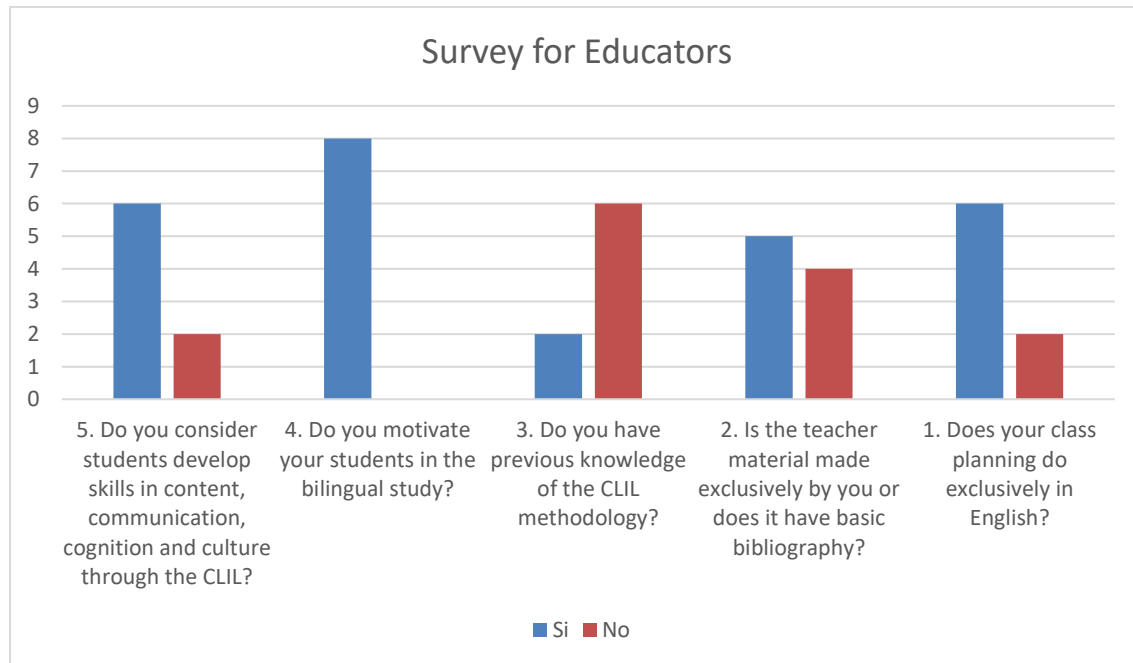


Figure 3. Survey for English educators. Source: (Andrade et al., 2020)

Figure 1 reflects the reality English teachers face daily and that may create consequences in the learning process specially when a foreign language is involved when an approach is not well used at being implemented. It is worth saying, on average, senior high school students graduate with an A1 proficiency level according to the CEFR, this means the educational system has made many changes for many years, however it has not provided the necessary tools to increase receptive skills to develop productive skills (Intriago et al., 2019). Then, even though CLIL is the main approach proposed by the ministry of education as part of the curriculum, teachers might think in using an extra approach to support the teaching process and having an extra tool to help the learners get the expected proficiency level to develop oral production (Barrionuevo et al., 2020).

According to Andrade, Padilla, and Padilla (2020) CLIL is used to combine the teaching of English with different contents and different contexts, this combination provides students

the necessary tools to use a foreign language and acquire specific knowledge related to subjects like social studies, sciences and so on but teachers must be clear about the use of this approach. This combination focuses on promoting other kind of contents in English to immerse students in this foreign language through familiar topics.

Nevertheless, Andrade et al. (2020) also state that despite the fact CLIL is promoted by the Ecuadorian Ministry of Education, teachers still find this approach difficult to apply as it should be, and consequently, using English becomes a challenge for learners. For that reason, it is relevant to mention some CLIL strategies which can be combined with the learning-centered approach to combine them and try to change the statistics and findings presented before:

Scaffolding: According to Gonulal and Lowen (2018) scaffolding is a tool to create a cooperative environment in which the instructor helps the learners according to their needs and provides enough support to promote a better learning experience using previous knowledge, then the teacher is who guides the learning process and students are the main actors in the educational field. This strategy is closely related to the CLIL approach because it promotes an active communication among students with the correct teacher's guidance and it also fits with the Learning-Centered approach scope which is to encourage enough interaction to make the learning experience as real as possible.

Likewise, Carloni (2018) considers the application of Scaffolding with CLIL through interactive activities to let students be active and productive with the purpose of generating the basic and necessary knowledge to make them become participative and effective using productive skills like oral communication. In other words, this strategy, which is closely related to CLIL, promotes the application of the target language among learners to be proactive because they are using specific productive tasks to keep up with English and have the capacity to be cooperative in different situations presented in class.

Long's Interaction Hypothesis: This hypothesis refers to the promotion of interaction among learners with the purpose of getting feedback from their own classmates, it means, students learn from others at helping each other to increase their level of oral production and correcting their mistakes at the same time (Namaziandost & Nasri, 2019). Thus, this hypothesis proposes the use of interactive activities for enhancing either oral production or vocabulary without having the teacher's feedback. Learners correct others to improve their confidence in regard to make errors when they are producing the target language.

2.5 Oral Production

Guevara-Betancourt and Flores (2020) affirm that before acquiring reading and writing as skills, human beings must learn to speak due to the fact that they tend to use this skill daily more than the other ones mentioned before, thus this skill becomes the most essential one for communication because this happens not only with the mother tongue, it is also related to learning a foreign language. That is why, oral production requires a lot of practice and having opportunities to use the language in different situations.

Therefore, a language was created to be used for communication purposes, that means when someone learns a language, it should be used to communicate with other people in different context and create interaction among them (Mu'in, Arini & Amrina, 2018). Consequently, learning a language is not a passive process, it requires previous input an active use of the language as output for internalization before using it in any context.

In fact, communicative competences and oral production are the main purposes for learning a foreign language, so teachers should consider these two aspects when students are learning English because it is necessary for them to know how to use this language (Surkamp & Viebrock, 2018). Oral communication is more than conversations, it is a large and complex process which needs to be promoted every day and guided appropriately.

According to Munawaroh and Imnanudin (2019) oral production is an important skill and it must be combined with an appropriate learning approach and developed in class by students especially real-life situations; it is about keeping a conversation with the interlocutor, however this skill is specially developed through a constant repetition between the involved learners because they are always interested in knowing and remembering new structures, words and phrases. So, it is easy to remember those structures while they are speaking.

However, Walqui and Heritage (2018) assert that while students are in class, they tend to spend 98 percent of their time in activities which oral production is not included and that causes serious concerns because they should use English for oral communication more than two percent of their time. Therefore, the problem is that teachers do not promote the use of the target language in a real way and students are passive learners.

Hence, when students are learning a foreign language, their instructors tend to make them practice written structures based on the content to correct grammatical mistakes before taking exams provided by the school, and as a result, learners perform in a mechanical way, but when they are asked to express themselves in an oral manner, they are required to think quickly and in some cases they fail due to the fact that they are not used to speaking in class (Baker & Westrup, 2003). Thus, oral production is an essential element to develop in class because it is a skill that is used in real life and involves the use of grammar, vocabulary, and pronunciation.

A practical way to promote oral production is to practice English saying the ideas, interacting with others, keeping in contact with the teacher using the L2 and analyzing what words they need to use in a specific situation and teachers must consider that the more the students practice English in class, the better speakers they become (Sharman, 2016), similarly Heredia, Oñate, Cifuentes and Campos (2018) consider that enhancing oral communication

make students feel involved with the foreign language even though they do not live in a bilingual environment: but at least, they would face similar situations as the real life.

Using a foreign language not only implies the use of grammar and vocabulary to become proficient, but oral production is also another aspect to consider when using English, interaction is one of the main means to communicate among people through the use of a variety of structures or words at the same time, so this should be carried out through the speaking skill (Derakhshan, Nadi & Beheshti, 2016)

For that reason, it is timely to say English is a necessary language to use for communication, but it is relevant to promote oral production and it is necessary to encourage the use of this language among students, for that reason teachers have to bring real challenges into their class: apply correct activities, stop applying retrograde strategies and focus on different aspects related to developing English skills, especially oral production (Cadena, Castillo, Céleri & Damian, 2018). In such virtue, focusing on situations during the class, taking into consideration the function that people in a conversation have and the possible ideas the interlocutor uses to interact in a conversation are tools to promote oral production, especially because this skill must be co-created by each one of the speakers to communicate effectively (Alonso, 2019).

It is relevant to mention that oral production has two important features to be covered to promote communication and produce English spontaneously: fluency and accuracy, both elements contribute with the development of an appropriate use this foreign language (Derakhshan, et al., 2016) but in this case, fluency will be considered in this research at being closely connected with oral production and proficiency which is something all the foreign speakers must fulfill (Guevara-Betancourt & Flores, 2020).

2.5.1 Fluency development in EFL classroom

Guevara-Betancourt and Flores (2020) mentioned that fluency is related to the ability of using the foreign language without hesitation and pauses because the words are expressed and ideas flow in almost a natural way as native speakers does. Furthermore, Lintunen, and Peltonen (2019) define fluency as the action of expressing ideas in a precise way in which the message is understandable for the listener. According to these ideas, fluency has to do with the action of generating ideas, producing the language, and holding an active and clear communication without problems.

Similarly, Felsbrechel (2017) states that fluency is the result of being proficient in all the English skills and consequently the speaker is able to produce the foreign language independently, interact with others without facing problems and manage other aspects of language production such is the case of the correct use of English sounds, vocabulary, grammar and pronunciation. A real language learning is essential and must be combined with an appropriate approach and include activities to promote an EFL classroom and strength fluency development in oral production.

Fluency is closely linked to learning a foreign language purposes because without a goal to achieve, there would be no reason for learning another language, so learning English is used for different purposes like academic, occupational, or communicative and depending on the goals to fulfill (Stojkovic & Tosic,2017). Likewise, Villalba (2017) consider English is used for a variety of goals but it is necessary to use this language mainly for communication purposes through comprehension of the situations, contexts, or ideas because the classroom environment and the activities have to be adapted to present only real-life situations avoiding prefabricated circumstances to make the learners feel they are using and producing the language orally.

Nelson (2020) argues many students can remember grammar structures, vocabulary and have the chance to learn English but not all of them have the opportunity to put in practice the

oral production to be fluent as they wish. For that reason, it is essential to consider and adapt strategies to make the learners practice this productive skill and develop fluency rather than only making them become passive-receptive students.

Most of the time grammar structures are commonly used among students in class to try to produce correct and complete ideas, give answer based on what the teacher is asking for, nevertheless a real oral communication should be always required and promoted in English learning process and the problem starts when students are not exposed to oral production without a mechanical response, so a fluent and real interaction becomes almost uncomfortable for them, especially when the teacher forces this situation (Defrioka, 2018).

Lintunen et al. (2019) who carried out a research with 71 participants from a university affirms that focusing on interactive activities in class lets the learners be in contact with the language as much as possible because it promotes the enhancement of oral communication and fluency. For that reason, oral production is connected to fluency because the key for becoming fluent is the combination of a constant interaction and active tasks to produce the English language in an oral manner.

2.5.2 Interaction and performance

Most of the time, interaction can become complex to apply specially with large classes but is extremely essential to recognize the importance of this resource to facilitate oral production since it provides students enough experience to start developing the necessary confidence before using the foreign language, and through this, students can also become closer to the rest of their classmates and this generates a more appropriate collaborative environment at the same time (Hall, 2017).

Therefore, interaction plays an important role in the oral production improvement as Namaziandost and Nasri (2019) mention in their research because they refer to Michael Long's interactions hypothesis developed in 1981 in which he demonstrates how interaction among

teacher and students combined with interactive tasks significantly improved the way the target group expressed themselves through speaking. Derwin (2018) also analyzed the hypothesis provided by Leong, they say that the active interaction in classes is a means to expose the learners to the foreign language like English with the aim of promoting the appropriate circumstances to strengthen the oral use of this language and establish an active output.

Larasaty and Yutinith (2018) state that promoting interaction in classes is a good way to make apprentices use the foreign language for communication because they are required to be in contact with others in class and exchange ideas, so through this, learners acquire confidence when producing the language more than when they are just listening without participating. Interaction is linked to oral production because the use of interactive activities lets learners use the language as much as possible to respond to a particular situation and tasks proposed by the teacher and as a result, it increases speaking in students.

One of the benefits of interaction among teacher and students applied in class is the possible feedback provided by the same learners or instructor to correct an understandable idea, it also promotes the possibility to listen to vocabulary and let students internalize the foreign language and improve communicative skills like oral production (Fujii, Ziegler & Mackey, 2016) and that contribution to the communicative skills development in students becomes meaningful because it encourages active cooperation and eloquent communication for using the foreign language in a concrete way (Larasaty et al., 2018).

Performance has a connection with interaction, fluency, and oral production as Amiruddin (2019) expresses, some of the learners are under pressure because they need to perform well when using a foreign language but not all of educators consider performance and interaction are a related process as the result of how long the learners practiced and how effective the interaction was. As Ünver, Aydın, and Eş (2016) say in their research, if the learner uses the target language and interact with others avoiding the use of their mother tongue,

it will influence the way he or she performs the foreign language. For that reason, interaction and performance are connected and without interaction, there will not be the correct performance which seeks to demonstrate fluency when using oral communication.

2.5.3 Planning Oral Production in Class

Walki et al. (2018) points out that activities without a previous planning can deviate the perception that the teacher should have to achieve the class objectives, content to be covered, students' needs and the skill to be developed in this case oral production. Planning a lesson is not only connected with the oral production development; it is also related to what Learning-Centered approach proposes for enhancing a skill, this approach focuses on content, previous knowledge, interaction, and students' autonomy (Blumberg, 2019). Hence it is necessary to mention this connection to understand the purpose of this subtopic.

In the same way, it is possible to develop oral production in class, but it is still important to plan all the activities and consider all the sources and strategies which will be applied with the students, then if the teacher does not establish a purpose or does not plan the activities to produce the foreign language, this can become a complex process (Wolf, 2016). Thus, when the instructor does not spend enough time planning the activities, materials and approaches, the oral production process can be truncated because of the lack of concern to help learners improve the productive skills they are supposed to use.

Equally, Arian and Mamaghani (2019) express that planning all the activities, strategies and resources previously has a huge influence on how oral production and fluency is developed in students because it produces advantages in the teaching-learning process specially when students try to use the target language in this case English, since this allows them to participate in an active environment where the teacher makes sure the tasks are the most suitable ones and guarantees this is what students exactly need.

In addition, Walki et al. (2018) state that planning everything related to the teaching-learning process stimulates the correct and appropriate oral production development by establishing first what kind of tasks will be part of the class. Everything in class has to be planned, especially the activities the teacher is going to propose because learners have objectives to fulfil and skills to achieve, similarly the educators must realize how complicated is to produce a language, particularly when they do nothing to let students overcome production problems. Communication must be the main purpose of learning a foreign language.

2.6 EFL on senior high school students

English is considered a subject which is taught mandatorily in every single elementary school and high school across Ecuador because it was established by the Ecuadorian Ministry of Education since 2014 with the following Ministerial Agreement:

Disponer la enseñanza del Inglés, a partir del primer año lectivo 2016-2017 régimen sierra y 2017-2018 régimen costa sea obligatorio desde segundo grado de educación general básica hasta tercer curso de Bachillerato para todas las instituciones públicas, fiscomisionales y particulares del país (Ministerial Agreement 0052-14, 2014: p.3)

According to this agreement, all students since 2nd grade must learn English as a mandatory subject in all the Ecuadorian primary and secondary schools to make sure all the students can learn a language is considered one of the most spoken around the world. All students started to be in contact with this foreign language since 2016 and this included senior high school students (3ro de Bachillerato). Thus, they particularly need to get immersed in this language to improve productive skills, so teachers and government are the ones who must lead this process.

2.6.1 EFL challenges

English as a foreign language is taught in Ecuador to make students develop different skills to put them into practice in different situations, so the purpose for learning a foreign language is basically communication because it is not possible to learn any language just by

being a passive learner without producing any idea in written or oral contexts (Heredia et al.,2018). However nowadays, that purpose is not achieved all the time in every single school around Ecuador because learners and instructors are facing some EFL challenges and that should change (Cáneppa et al.,2018).

The government expectations are higher and the Ministry of Education looks forward to all the students are able to communicate using English as a foreign language but Ecuadorian education still faces some problems for example there are teachers without preparation for using appropriate methods to develop oral communication and students do not have the opportunity to practice this language as much as possible with the correct communicative activities to reinforce productive skills (Heredia et al.,2018).

Another challenge learners face is to learn a foreign language some of the activities promoted by the educator because not all of them are the most appropriate (Cadena et al., 2018). So, in this case, if teachers do not change the way they manage the class and select the most suitable activities and approaches, students will not achieve the skills they really need before graduating. It is necessary to think in a way to solve the challenges Ecuadorian students face when they are learning a foreign language and the purpose of this research is to present an alternative for those issues and improve the way oral production is increased in class.

2.6.2 EFL Instruction using L1

Regarding the use of English, especially oral production in class, Llinares and Morton, (2017) state the teacher must consider avoiding the use of L1 while they are teaching the foreign language because these experts believe that is part of a traditional praxis which do not satisfy the learners' needs and do not help them develop communicative skills, Therefore, it is better to teach a foreign language using it as much as possible in classes so that students can acquire new skills and produce the target language.

Also, Erling (2002) pointed out that students from different countries like Germany learn English by using their L1 in some schools because English is considered just a foreign language in the curriculum and that hinders the correct acquisition and production of this language. According to the previous citations, the use of the native language is still applied in some classroom instead of the target language as a main tool for teaching the foreign language. That sounds difficult to understand. Nevertheless, nowadays it happens in the teaching-learning process.

Similarly, Leong and Ahmadi (2017) agree with the fact that the use of the native language does not promote the necessary opportunities to use English, and this does not produce a suitable context to improve productive skills. Based on that reality, it is relevant to develop oral production avoiding the use of the L1. It is difficult for a student to learn a new language which have not heard before or just a few times. Hence, the path to develop English oral production is the application of activities focused on generating that language and the educator must stop using the mother tongue in class.

2.6.3 EFL Contexts

A real learning process depends on how much time the teacher invests adapting the activities in the class to cover the lack of natural immersion in a foreign language (Walki & Heritage, 2018). It also contributes not only to increase skills to produce the target language, but it also improves personal progress (Wolf, 2016). Through the implementation and planning of appropriate activities and strategies, this generates the necessary improvement of communicative skills like oral production to create a sense of real immersion in the foreign language.

For Wang (2015), learning a second language without being immersed in a country in which English is not spoken everywhere could be considered an impediment for learners since they cannot become proficient naturally like people who live in an English-speaking country.

In the case of Ecuador, Spanish is the official language and English is a foreign language, for that reason, it is essential to modify the classroom environment and expose the learners to English as much as possible to compensate for the lack of opportunity to interact with native English speakers or live abroad.

Additionally, the teacher should emphasize on learners' skills development specially to help learners communicate, but most of the time students do not have the opportunity to practice English through interacting with native speakers that help them polish their pronunciation and the way they talk (Gudu, 2015). This means, not all the students have the chance to interact with a native speaker teacher or classmate, but a good approach to bring that experience into the classroom through promoting speaking activities or looking for tasks in which the learners feel exposed to different situations.

2.6.4 EFL and its impact on senior high school students

As it was mentioned before, there are some expectations about how students should learn English as a foreign language, which skills they should develop and the level of expertise the teacher should manage to select the most appropriate methods and activities, but Ecuadorian education still faces issues which are not helping to achieve the proposed goal by the ministry.

As a result, there are positive impacts when students learn English as a foreign language, for instance they will have the opportunity to communicate through a lingua franca which is used in a globalized context and they will enjoy the benefits of being immerse on academic or technological aspects because most of the information is found in English (Dos Santos, Veiga & Velez ,2020). That is why it is extremely necessary to provide students with enough chances to be exposed to English as a foreign language to use it for communicative purposes as people in other countries do.

On the other hand, there is a negative impact when senior high school students learn English, especially when they feel teachers do not apply correct and interesting strategies or activities to generate the best environment to promote English learning (Espinosa & Soto, 2015) and if some students feel in this way, this means the teaching English process is not carried out as it is supposed to. Hence, producing a foreign language can become a challenge for them when there is not enough support in the classroom.

Those impacts previously mentioned have produced some effects specially on senior high school students because they are about to graduate, so their knowledge and skills are the result of the process imposed by the government and carried out by teachers. Furthermore, it was expected that senior high school students graduate with a B1.2 proficiency level but this is not the case in some high schools in Ecuador and this is the effect produced by lack of knowledge of teachers to apply the correct methods, strategies, and activities for enhancing oral production, for this reason Ecuador has the lowest level of proficiency in Latin America (Sevy-Biloon, Recino & Muñoz, 2020).

Additionally, it is complicated to develop certain skills like speaking because it implies psychological and emotional aspects which make this process more complicated to develop (Dos Santos et al, 2020). That can be another negative effect caused by a wrong teaching-learning process and might produce problems in oral production specially because emotions are always present in students' perceptions and those are related to the approach or strategies applied in class and if those elements do not produce the expected impression in the learners, they can affect their skills development.

CHAPTER III

METHODOLOGY

3.1 Research Approach

This research work was focused on the Mixed approach because the course of this research required the combination and application of the qualitative and quantitative methodology because of the limited number of participants and the objectives of the study through a students' survey, a teachers interview, a questionnaire for students and a class observation with the aim of getting enough data to make the appropriate analysis and show reliable results, present a discussion of that information and finally design the academic proposal to satisfy the need to improve the oral production.

According to Hernandez, Fernandez and Baptista (2015) the quantitative approach fits in this research because the idea of researching this topic was based on a problem that was already found through a deep analysis of academic or scientific articles and books. Regarding Leavy (2018) this research could follow the quantitative approach because the variables were part of the topic and the main subject to research, the theoretical framework was also done based on the variables to support this research work and make a contrast with other authors' perspectives to prove this investigation is reliable. Finally, the results were quantified with numbers and percentages to analyze and interpret them for a better understanding.

At the same time, the research was combined with the qualitative method because based on this approach it was possible to analyze the teacher's opinions without quantifying them and getting different students' answers to clarify what their real level of EFL speaking level was (Graue 2015). There was the opportunity to consider the English teachers' perspectives to enrich this research work, understand their point of view about the approaches and oral production on EFL senior students, interpret their answers and analyze all the results.

3.2 Research Method

The descriptive method fits in this research because through the collection of data provided by the participants, it was possible to describe the phenomenon which was the oral production and the real necessity to increase it on EFL senior high school students through the Learning-Centered (Hernandez et al.,2015). Hence, it did not seek to compare those results with other phenomena before proposing a possible solution.

Furthermore, this research focused on the case study model because it sought to make a deep analysis of the oral production level on EFL senior high school students and examine the data provided by the English teachers related to that skill and the Learning-Centered approach before designing the proposal, socializing it with teachers and students, making conclusions and recommendations about this whole process (Sahu and Singh, 2016).

Additionally, this dissertation was a non-experimental research because, the author did not want to manipulate the situation which the target group participated or the environment where the participants were involved (Hernandez et al., 2015). This study wanted to observe and measure the oral production to identify if the factors proposed in this research truly hindered the development of this skill in this group of students before proposing a solution using the Learning-Centered approach. Nevertheless, it did not seek to control or influence neither the environment where the group of study developed their classes, the way students behaved, the results or the contents selected by the institution.

3.3 Population and Sample

This research focused on enhancing oral production through learning-centered approach and the target group is senior high school students from San Juan Diego high school. The whole universe is 23 students, thus regarding to Morales (2012) if the universe is not more than 100 people, it is more suitable to work with all the universe in the research as the following chart explains:

Table 3

Population size

Population size	Tolerated error		Population size	Tolerated error	
N	e=.05	e=.03	N	e=.05	e=.03
40	36	38	32	30	31
39	35	38	31	29	30
38	35	37	30	28	29
37	34	36	29	27	28
36	33	35	28	26	27
35	32	34	27	35	26
34	31	33	26	24	25
33	30	32	25	24	24

Table 3 explains the population size and the sample size.

Source: Morales (2012)

In other words, all the participants were considered necessary elements to collect data before making the analysis of their results and starting a discussion of all the findings. 23 senior students were part of the population. There were 15 boys and 8 girls who contributed with the required data. All of them were supposed to have an A2 level because at the end of the school year, they must reach a B1 level according to what the Ministry of Education demands. On the other hand, just one English teacher provided her opinion through an interview and a class observation. She was included in the following chart as part of the population.

Table 4

The population (the target group)

Boys	15
Girls	8
Total	23
English teacher	1
Additional Information	
Students' expected level	A2 according to CEFR
High school	"San Juan Diego"

Source: The author

3.4 Tools / Techniques

This research focused on Mixed approach, this means there was a combination of Quantitative and Qualitative instruments using technology for applying the tools for collecting

the information. Hence, the selected tools focused on quantitative approach were a student's survey and a questionnaire. The survey was used to measure both variables to quantify and calculate data (Nardi, 2018) and the placement test questionnaire with open ended questions had its own evaluation criteria to get reliable results to measure the oral production level.

Moreover, the survey for the students was applied on Google forms to collect data to find out students' perspective about how the teacher strengths oral production and compare these results with the other ones to realize what was the real situation students and teacher face daily in the English Class. On the other hand, the questionnaire was applied through the same platform the target group are used to use for their regular classes. Students' answers were recorded to assign a specific score based on the evaluation criteria before establishing their real level of oral production.

Additionally, A class observation was considered for collecting the necessary data to design the academic proposal. It was done through the same platform the teacher usually uses to teach their classes. An evaluation criterion was applied to see how the teacher managed the class, what kind of activities, strategies and approaches the teacher applied and how long students participate in class and produce the target language orally.

On the other hand, this research also sought to analyze, describe the phenomena, and propose a solution to solve the problems which were stated in the first chapter related to oral production through designing and applying different qualitative tools to collect information with interview with opened questions (Graue, 2015). In this case, a structured interview with open questions was applied to the English teacher from San Juan Diego High school through a platform to know her points of view about students' oral productions problems, progress and what approaches and activities she applied in class to improve this skill.

Before applying these four instruments, they were validated by four experts in the Education field. They triangulated them, analyzed their connection and relation with the

theoretical framework and the problem statement to confirm and attest these collecting data tools were reliable to show and express what really happens with the production of English on EFL senior high school students in San Juan Diego high school. Finally, the researcher used the same platform this high school always uses for organizing meetings and classes to socialize with teacher and the target group of students the proposal to increase oral production on EFL senior high school students.

3.5 Ethical Considerations

The purpose of this research was to show information related to the main approach and oral production as clear as possible, then the target group which was part of the research provided necessary information in an anonymous way because they did not need to provide their names during their participation and that let the researcher get more reliable data without harming anybody (Laxman, 2018). The research took place at San Juan Diego high school with previous consent of the authorities through an acceptance letter and all the information collected during the research was used by the researcher appropriately without manipulating any result to design the proposal for trying to solve the real problem and propose an alternative to practice oral production on EFL senior high school students.

CHAPTER IV

FINDINGS OF THE STUDY

As this dissertation focuses on quantitative and qualitative approach, it was necessary to consider the application of four different data-collection instruments. The selected high school to develop this research was “San Juan Diego High School” and the target group was the EFL senior students and the English teacher. Furthermore, all the participants’ names were omitted to respect their privacy. Moreover, the principal signed the required permission to allow the application of the following instruments with the aim of using the results for educational purposes.

Four different data collection instruments were applied with the target group and they will be described below:

The students survey was created with close ended questions to know how oral production was developed on EFL senior high school students according to their point of view. Interaction among students and knowledge building was also part of this instrument. The Teacher’s interview was structured and had informative questions related to the problem statement and the theoretical framework. It was created to find out which strategies and approaches the teacher applied to create the activities for the students, strength oral production, and which aspects related to the Learning-Centered and CLIL approach the teacher knew to apply in class. The educator had the opportunity to express her opinion while she was asked to answer all the questions.

The third instrument was the class observation which was used to see how the teacher strengthened oral production, what kind of activities and approaches she was used to applying in the English class and how the students used English orally. Finally, the fourth instrument was a questionnaire applied to find out the students’ real level of English focused on oral production. All the questions were structured based on what they should know if they were in

an A1, A2 or B1 level. It is relevant to mention this last instrument is also used by the National Geographic Cengage as a reliable placement test to evaluate the speaking skill.

Likewise, the four instruments were applied in different days because of the class schedule. Nevertheless, all the target group was able to provide enough information to interpret the results. The group was formed by 23 students and 1 English teacher, so it was not necessary to apply any statistical formula to select specific participants.

After collecting all the information, it was necessary to present the findings and make a deep analysis of the four instruments. Additionally, all the instruments are closely connected among them to triangulate the data and provide more relevant and reliable results. Hence, some questions which were created with same purpose were presented, compared, and analyzed together, while others which had different purposes were analyzed and presented individually.

Without any more preambles, the findings through the four data-collection instruments will be presented and analyzed.

4.1 Questionnaire for students, class observation, students survey and teacher interview

All the instruments were connected to research about the English oral production on EFL senior high school students to find out if the teacher uses the Learning-Center, Content Language Integrated Learning, or any other approach to reinforce that skill. Besides, almost all the data collection instruments with their questions shared almost the same objectives to research. Hence, this section was divided in 12 subsections. In most of the cases, the analysis was carried out through the combination of more than 1 data collection instrument. The subsections that only presented one data collection instrument was because its objective to research was unique. On the other hand, each subsection followed the same pattern. First, the results of the instruments were presented. Later, those results were analyzed. Finally, a comment was included to show, compare, and contrast the results.

4.1.1 The purpose of the Teachers Interview and Class observation:

To find out if the teacher uses the Learning-Center, CLIL or other learning approach.

Teachers Interview: Which approaches do you know for teaching English and enhancing communicative skills?

English teacher: “I know for example the Communicative Language Teaching. Task-Based Learning, Audiolingual Method. I don’t remember others. I just remember these.”

Table 5

Result of the class observation: Learning Approaches

Participants	Category	Observation
How teacher improves the use of English focusing on oral production	1) Uses appropriate and varied methods to enable student learning (CLIL/Learning-Centered Approach/Other approaches)	Quantifier: Seldom The teacher’s instruction is based on grammar teaching

Source: The author

Analysis

During the interview, the teacher expressed she was familiarized with some approaches for teaching English and enhancing oral production. Even though, she did not remember all of them, she mentioned three the Communicative Language Teaching, Task-Based Learning and Audiolingual. However, during the class observation, the teacher did not apply neither the CLIL or Learning-Centered approach nor any of the approaches she mentioned in the interview. While she was applying the activities to focus on the content, the Grammar-Translation was the evident method applied to teach English. Thus, what was observed was completely different to what was mentioned by the teacher in the interview.

4.1.2 The purpose of the Teachers Interview:

To find out how much Knowledge about the Learning-Centered approach the teacher has.

Teachers Interview: How familiarized are you with the Content Language Integrated Learning or Learning-Centered approach?

“For example, with the activities, the content, the students have to participate in class. They have to be active to participate and produce the English oral production and that’s all.”

Analysis

The teacher mentioned briefly about the Content Language Integrated Learning and Learning-Centered approach. However, her opinion was superficial because the CLIL approach focuses on the teaching of other subjects through using the English language and the Learning-Centered approach is about the construction of knowledge, the use of real-life situations in class, active participation. Based on her answer, maybe she was not familiarized with these two approaches.

4.1.3 The purpose of the Teachers interview, Students survey and Class

observation:

To find out if real-life situations are included in speaking activities in class.

Teachers Interview: Which activities do you use to engage your students to produce English during the class as they would do in real-life situations?

“Personally, I always apply some strategies. For example, today we had a debate in English. Every student participated to share their arguments. So, I applied for example a power point presentation. Then, I applied for example a free topic for the students’ interests. I have applied these three strategies so far for presentations and the discussion debate.”

Students survey: How often does your teacher apply activities focused on real-life situations as similar as the ones you face daily with the purpose of encouraging the use of the English language?

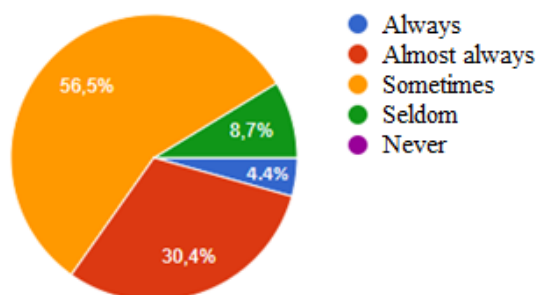


Figure 4. Students survey (Activities focused on real-life situations)

Source: The author

Table 6

Result of the class observation: Real-life situations in class

Participants	Category	Observation
How teacher develops the use of English focusing on oral production	2) Provides a range of activities to bring real-life situations to the class, challenge and stimulate students to speak in English. Considers learning styles for designing these activities.	Quantifier: Seldom Creates sentences to practice the new grammar structure (a prefabricated activity). Started the class with a video to present the new content (For visual students).

Source: The author

Analysis

It was mentioned by the teacher that she always used different strategies to focus on real-life situations to improve the use of English in an oral way. Additionally, according to her opinion debates, power point presentations and free topics were ideal activities to encourage students to talk in class as they would do in a real situation.

Nevertheless, the students' opinion and the class observation showed a different result. Just less than the 5 percent of the class stated the teacher always applied activities to bring real life situations to the class and more than the fifty percent of them said the teacher sometimes uses these kinds of activities for enhancing oral production. On the other hand, in the class observation it was possible to realize the teacher seldom brought real-life situations because she just projected a video about sitcoms, but the rest of the activities were based on the creation of sentences about a specific grammar structure.

4.1.4 The purpose of the Students survey and Class observation:

To find out if knowledge construction for oral production is promoted in class.

Students survey: Do you consider that your teacher reinforces what she has already taught you previously with the new content to make you use English orally?

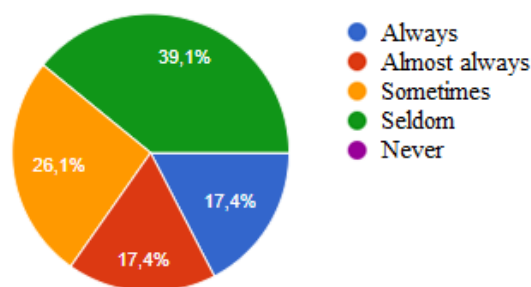


Figure 5. Students survey (Connection of previous knowledge with the new content).

Source: The author

Table 7

Result of the class observation: Teacher encourages a connection of new information.

Participants	Category	Observation
How teacher increases the use of English focusing on oral production	3) Activities and tasks are related to the contents from the book and seek to connect previous knowledge with the new ones	Quantifier: Seldom The new topic was related to the content from the book, but she did not connect this new topic with previous knowledge.

Source: The author

Table 8

Result of the class observation: Students connect new information.

Participants	Category	Observation
How students behave and act in class	8) Connects new information with previous knowledge and use it for oral production.	Quantifier: Never They tried to say sentences using the new content. Nonetheless, they did not connect new information with what they already knew.

Source: The author

Analysis

According to the students survey, almost the forty percent of them stated the teacher seldom made a reinforcement of the previous knowledge to connect it with the new content and just less than the twenty percent of them said the teacher always did it and it was evident during the class observation because the educator started with the new topic of the class, asked

the students to say sentences based on the grammar structure they were learning in that moment and they did not make a connection of what already knew with the new topic with the intention to construct knowledge

4.1.5 Purpose of the Class observation and students survey:

To know how often active participation in oral production is promoted in class.

Teachers Interview: According to your experience, how many students speak English actively in your classes and have a good level of fluency?

“I can say four or five students. The other students, I can say, they speak in Spanish and try to share their ideas in English but not fluently. For example, they share their opinion like translating their ideas”.

Table 9

Result of the class observation: Active participation encouragement

Participants	Category	Observation
How teacher promotes the use of English focusing on oral production	4) Provides students with opportunities to ask questions and talk in class in English.	Quantifier: Usually The teacher provided students with opportunities to ask and talk but they usually used Spanish to ask questions.

Source: The author

Table 10

Result of the class observation: Active participation of students.

Participants	Category	Observation
How students behave and act in class	11) Participate actively using English in an oral way	Quantifier: Seldom Some students participated using Spanish most of the time. Others used English only when they were required to say a sentence.

Source: The author

Students survey: How often do you use only the English language to participate actively in class?

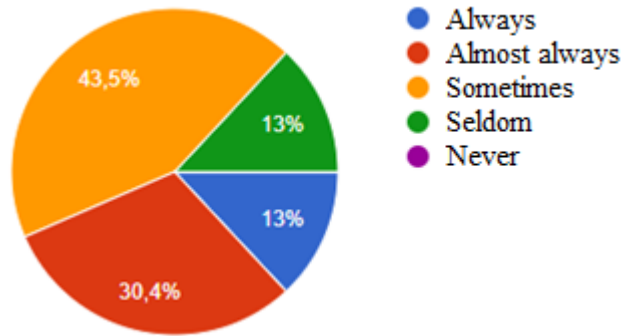


Figure 6. Active oral production of the English language.

Source: The author

Analysis

According to the students' answers in the survey, almost the fifty percent of the students sometimes participated actively using only English, while less than the twenty percent of them always did it. Nevertheless, based on the teacher's testimony, most of the students used Spanish, and when they tried to participate using English it became complicated for them. Moreover, she mentioned no more than five students used English actively to express their ideas.

Her opinion was corroborated with the class observation. During that process, it was possible to observe the teacher asked students to make questions or say sentences in English. However, most of them tended to participate using Spanish to structure questions or say ideas and they talked in English to say just one or two sentences and no more. Hence, Spanish was used for communication by most of the learners during the class most of the time.

4.1.6 Purpose of the students' survey and class observation:

To find out who the center of the class is and uses English to communicate most of the time.

Students Survey: According to your perspective, who speaks English in the class most of the time?

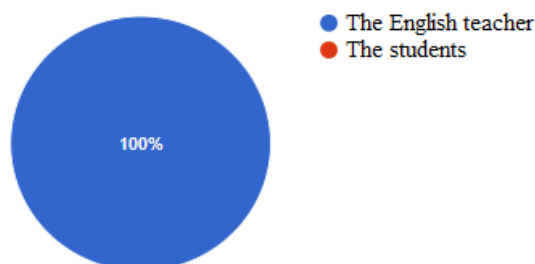


Figure 7. Active oral production of the English language

Source: The author

Table 11

Result of the class observation: The center of the class.

Participants	Category	Observation
How teacher enhances the use of English focusing on oral production	5) She is the center of the class.	Quantifier: Always The teacher was the one who spoke in the class all the time.

Source: The author

Analysis

Based on the results collected through the survey and the class observation about who the center of the class was and who spoke in English most of the time was basically the same. The teacher was the center of the class because she was the person who constantly spoke in English while the students were passive learners who used the target language in a limited way.

4.1.7 Purpose of the Teachers interview and Class observation:

To find out what is the language used by the teacher to teach English in class.

Teachers Interview: What percentage of English language do you use for teaching in your class?

“For these students I use fifty-fifty. Fifty English and Fifty Spanish because they don’t have a good level of English, they don’t understand and I have to tell them in Spanish to make them understand.”

Table 12

Result of the class observation: Target language used in class

Participants	Category	Observation
How teacher develops the use of English focusing on oral production	6) Uses the target language (English language)	Quantifier: Sometimes The teacher spoke in English and later translated what she said into Spanish.

Source: The author

Analysis

After the interview and the class observation, it is possible to mention the students listened to the teacher speaking English and translating into Spanish what she said during the whole class. According to the interview, the teacher admitted she used English and Spanish to help the learners to understand the content in English. That was corroborated with the class observation due to the fact she used Spanish and English to teach English. Thus, the strategy she used to facilitate the students understanding was translation instead of letting them get familiarized with the target language in almost a hundred percent.

4.1.8 Purpose of the Teachers’ interview, students survey and class observation:

To know if individual and collaborative activities for oral production are considered to practice oral production.

Teachers Interview: When you prepare your activities and materials, do you consider specific strategies or approaches to enhance oral production individually and collaboratively among students? What is that approach or strategy?

“The strategy I apply to enhance the English oral production in the classroom is for example visual aids, power point presentations and the book, readings because in this moment I don’t have the audios from the book.”

Students Survey: How often does your English teacher create activities to let you speak English in groups or individually?

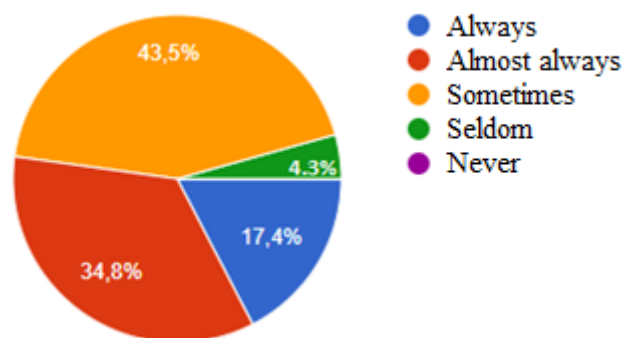


Figure 8. Students Survey (Individual and collaborative activities to use English orally.)

Source: The author

Table 13

Result of the class observation: Individual and collaborative work.

Participants	Category	Observation
How students behave and act in class	7) Develop oral production and can use it individually and in groups.	Quantifier: Sometimes They only said simple words in English individually and when they tried to say sentences, they tended to complete them using Spanish.

Source: The author

Analysis

According to the teacher's experience, she used different strategies to strengthen oral production. For instance, she applied power point presentations, visual aids, and readings. She considered these tools were useful for students to produce the language orally and improve this skill. However, almost the fifty percent of the students considered she sometimes considered individual or collaborative activities focused on speaking and just less the twenty percent of the surveyed revealed the educator always applied those kinds of tasks to create interaction among teacher and students in the class.

Similarly, it was possible to realize during the class observation the teacher used a word document to write what the learners said while the students only used English to say simple words or ideas individually. In some cases, they even tried to finish those sentences using Spanish. Hence, based to the students' experience and the observation during a regular class, it is possible to say the teacher maybe was used to using different activities to teach English, but they were not focused on enhancing oral production individually and collaboratively as it was required for a group of learners that needed to achieve a B1 level before finishing the school year.

4.1.9 Purpose of the students' survey and class observation:

To know how much Motivation is produced by the activities designed by the teacher.

Students Survey: Do you like the activities your teacher use to help you practice and speak English in class?

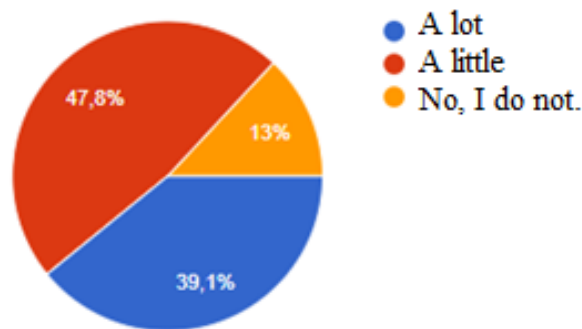


Figure 9. Result of the class observation: Students work individually and collaboratively.

Source: The author

Table 14

Result of the class observation: How motivated are the students with the oral production activities in class?

Participants	Category	Observation
How students behave and act in class	9) Show engagement, application, concentration, and are productive	Quantifier: Seldom Some students were asked to participate but said nothing. Others preferred participating using Spanish and others said a few words in English.

Source: The author

Analysis

Based on the student survey, they were required to answer if they liked the activities applied by the teacher to increase oral production. The result was that almost fifty percent of the class liked those activities a little bit while more than the ten percent of the surveyed did not like them. The class observation showed almost the same result, it was observed that while the teacher was applying an activity, she asked the students to participate. Nonetheless, some of them prefer to say nothing. Others took part in the activity using Spanish or a few words in English. With these two instruments, it was possible to realize some students did not enjoy the English class and did not show enthusiasm to produce the language orally.

4.10 The purpose of the Students survey and Questionnaire for students to know their level of oral production:

To find out what Level of English oral production on EFL senior high school students is.

Students survey: If you could use a range of 1 to 5 to measure your spoken English level, which one would you choose:

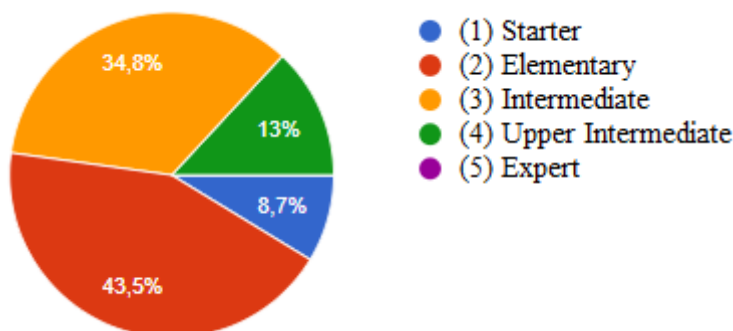


Figure 10. Student Survey - Level of English oral production (students' perspective)

Source: The author

Table 15

Results of the questionnaire for students to realize their level EFL speaking level.

Level	Questions	Total in bold (Final scores):																						
		0-5 (They still need more practice, do not achieve the level yet) 6-11 (Even though they are in the middle of the process, they do not achieve the level yet) 12-15 (They domain the level and are ready to continue with the next one)																						
		Participants:																						
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W
A1	Q1	3	5	4	3	2	4	5	3	4	2	3	4	3	4	3	5	4	4	1	4	4	4	3
	Q2	2	4	3	2	2	4	4	3	4	2	3	4	3	5	3	5	4	4	1	5	4	5	3
	Q3	3	4	3	3	3	4	5	3	4	2	3	4	3	4	2	5	4	5	1	4	4	5	3
	Total(1)	8	13	10	8	9	12	14	9	12	6	9	12	9	13	8	15	12	13	3	13	12	14	9
A2	Q4	2	2	2	2	2	2	2	3	4	1	3	3	2	2	1	4	2	2	1	1	4	3	1
	Q5	1	2	1	2	1	3	1	1	4	1	3	2	1	3	1	4	3	2	1	2	4	2	1
	Q6	2	1	1	1	1	3	2	1	4	1	3	2	1	2	1	4	3	1	1	2	4	2	1
	Total (2)	5	5	4	5	4	8	5	4	12	3	9	7	4	7	3	12	8	5	3	5	12	7	3
B1	Q7	2	1	1	2	1	1	2	2	4	1	3	1	1	1	1	5	1	1	1	1	5	1	1
	Q8	1	1	1	1	1	1	1	1	4	1	3	1	1	1	1	5	1	1	1	1	5	1	1
	Q9	1	1	1	1	2	1	1	1	4	1	3	1	1	1	1	5	1	1	1	1	5	1	1
	Total (3)	4	3	3	4	4	3	4	4	12	3	9	3	3	3	3	15	3	3	3	3	15	3	3

Source: The author

Table 4 presents the results of the questionnaire applied to the EFL senior high school students. All the numbers are the scores the students got after answering every single question. It was necessary to assign a letter to every single participant to protect their identity. Moreover, the final scores or the total were represented in bold to show what their real speaking level is.

Below, the final scores in chart 4 will be represented with percentages with the aim of understanding in a better way the final results that show their speaking level (A1, A2,B1 according to the CEFR).

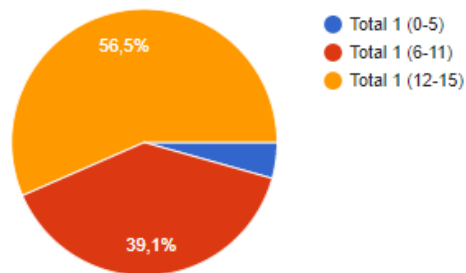


Figure 11. Final results of Elementary level (A1)

Source: The author

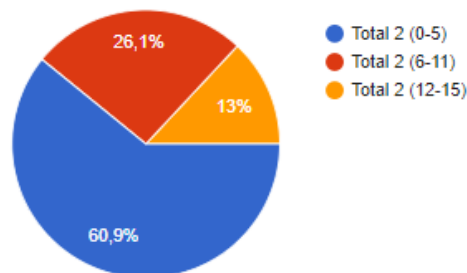


Figure 12. Final results of Pre-intermediate level (A2)

Source: The author

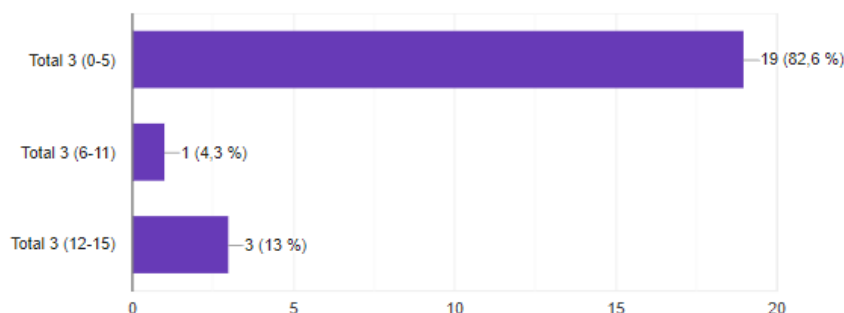


Figure 13. Final results of Intermediate level (B1)

Source: The author

Analysis

Figure ten represents the students' opinion about their possible level of English oral production and almost the fifty percent of them considered they were in the Pre-Intermediate level (A2). Moreover, the third part of the students thought they were in the Intermediate level (B1), more than the tenth part of them believed they were in the Upper-Intermediate level (B2) and just less than the ten percent of the surveyed considered they were in the Elementary level (A1).

Nevertheless, the questionnaire applied to these students showed a different result. Based on figure eleven, almost the sixth part of the participants were in the A1 level (Elemental) and can continue with the next level. On figure twelve, the thirteen percent of participants were in the A2 level (Pre-Intermediate) and the same percentage is showed in figure thirteen in which it is possible to visualize they were in the B1 level (Intermediate).

Hence, of the 100 percent of students, the 56.5% of them dominated the A1 level, of this same percentage, just 13% of participants have achieved the A2 and B1 level. The rest of students who were the 43.5 percent of participants who did not achieved the A1 level showed they needed to their oral production because they are supposed to be in the A2 level at least to achieve the B1 level when they finish high school.

4.1.11 The purpose of the Class observation:

To realize if students are Coherent when using oral production.

Table 16

Result of the class observation: Understandable ideas

Participants	Category	Observation
How students behave and act in class	12) Produce understandable ideas	Quantifier: Seldom Some of the students said incomprehensible ideas in English: “Play soccer by Diego” “Chocolate brougths by Sandra” “Chocolate for the party brings by Sandra” Other students said nothing. Others said they did not understand the topic.

Source: The author

Analysis

During the class observation, the students tried to produce understandable ideas according to the topic and content the teacher was teaching. Nonetheless, some of them stated they did not understand the new content and when the teacher asked them to take part in the

activity, they said incomprehensible ideas. Other students even tried to say something, and others were able to say understandable sentences.

4.1.12 Purpose of the Students survey:

If there was an academic proposal, would they like their teacher to use it with them in class?

Student Survey: Would you like your teacher to use varied and different activity that help you improve your English oral production level?

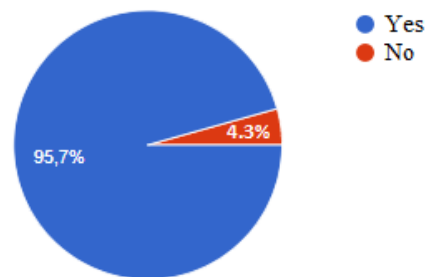


Figure 14. Students Survey (Different activities to enhance oral production on EFL senior high school students.)

Source: The author

Analysis

Before finishing the survey, the students were asked if they would like to use varied and different activities to develop the oral production and they provided positive results because almost a hundred percent of them would want the teacher to use and apply innovative tools to help them improve the way they speak English. Thus, this result supported the need to design an academic proposal which will present the new activities the learners are asking for to increase their oral production.

4.2 Discussion of main findings

The educators are responsible for teaching a subject with the appropriate tools to establish a sturdy basis and build knowledge in the students. Nevertheless, it was evident the English teacher was not aware of the different approaches for teaching a foreign language with the purpose of selecting the most suitable one to create the activities for the class. This finding is similarly to what Serrano, Vizcaino, Cazco and Kuhlman (2015) say about not all the teachers know about the approaches and how to apply them. This reflects some of them are

familiarized with the approaches, but it is relevant to keep abreast of new educational proposals or trends.

Additionally, the fact that the teacher was not familiarized with the Learning-Centered or CLIL causes ignorance regarding to the benefits of applying these approaches during the class. Thus, this result coincided with Baepler, Walker, Brooks, Saichaie & Petersen (2016) who established that ignoring how to use an approach may cause the teaching a language becomes monotonous process due to the fact the educator does not consider different resources to make the class attractive for the student.

It was also found the teacher applied activities which were not related to what the student faced daily in their real-life situations because sometimes they were not part of the English class and that disagrees with what Heredia, Oñate, Cifuentes and Campos (2018) said about the importance of these kind of activities which help students to relate the tasks in class with what they live daily to create an appropriate environment for enhancing oral production. Hence, the importance of generating real-life activities must increase in the English class, especially because it facilitates the speaking process.

The use of English among students is relevant for communication and the improvement of a productive skill like oral production and that is the ideal environment which should be created by the teacher and learners. Nonetheless, the results revealed that most of the time the students were not able to keep participating, interacting, and speaking only in English. According to Ünver, Aydın, and Eş (2016) the language acquisition process becomes successful when the mother tongue is avoided by the students and the target language is used for communication all the time. In that case, if the learners keep using their first language during the English class, they will not be able to structure coherent ideas.

Taking into consideration the fact the teacher was the person who used English and the students were passive participants of the teaching development, it is appropriate to mention

that this is not a strange scenery in the English teaching-learning process. For many teachers it is normal to be the center of the class because they do not look for appropriate activities to encourage an active participation using the target language orally and this creates a deficiency in the use of that language (Alharbi, 2015; Nelson 2020). This needs to be changed to improve the quality of education and the educators must make sure they really help learners to improve their English skills as they deserve.

Huy (2015) mentioned the importance of selecting and creating the correct activities for enhancing oral production because through them, learners can participate, collaborate with others and get familiarized with the English language to develop communication in class. The reality found through this research showed the teacher was not concerned about including a variety of individual or collaborative activities to increase oral production. The students were not part of activities that involved collaboration among them, they just focused on completing examples individually as part of the grammar examples. The implication of different tasks with the objective of promoting communicative skills are an essential part of the teaching-learning process that should not be forgotten by the teacher.

It is relevant to mention the results about the students' level of English oral production. The fact was that only twelve students who represented the 56.5 % of the whole population were in A1 level and were ready to move on the A2 level. However, only three learners who represented the 13% of the participants were in A2 and the same ones were in B1 level. That reflects there was a failure during the whole process of language acquisition and production because according to the new curriculum prioritized (Ministry of Education, 2020) this group of students should reach a B1.2 level at the end of the school year. Unfortunately, that does not adjust to what really happens in this institution. Hence, most of these students need to keep practicing as much as possible and it implies the correct application of an approach and the selection of appropriate activities to help them improve the English oral production.

CHAPTER V

ACADEMIC PROPOSAL

“INNOVATIVE ACTIVITIES TO ENHANCE ORAL PRODUCTION”

5.1 Justification and Relevance

The purpose of learning a foreign language is communication. Hence, this academic proposal is justified because it seeks to strengthen oral production in EFL senior high school students, promote the use of different, appropriate, and innovative activities supported by the Learning-Centered approach, CLIL approach and a variety of strategies to help students reach the expected proficiency level at the end of the school year (B1 level).

This academic proposal is also relevant because through these activities, the oral production will be considered as an essential skill the students must develop and increase in every single lesson. Additionally, the teacher will have an extra tool to design and prepare better lesson plans focused on the content the learners must cover but with the help of innovative activities which will try to satisfy the students' needs for a better oral production.

Finally, the proposal also will have the teacher's section in which they will find brief explanations of the strategies and approaches considered to create the document with the purpose of helping them to realize there is a diversity of ways to increase oral production. Thus, all the English teachers from San Juan Diego high school will have access to this proposal to improve their classes and keep helping their students to get the B1 proficiency level before graduating.

5.2 Theoretical Foundation

According to Blumberg (2019) the instructor must realize student's previous knowledge, find out what they really need to learn before selecting a strategy and designing any activity to practice oral production, the idea is combining the content with specific strategies and activities to focus on students' needs and construct knowledge. That means the

selection of the approach is the most relevant part of the learning process because it is the basis of the strategies and activities the teacher is going to create, and the students are going to use. The correct design of these tasks for helping students to increase their communicative skills is the pathway for improving the way they use the target language, in this case English.

The previous citation supports the contribution this proposal seeks to offer to the English teachers from San Juan Diego high school and the rest of the society because it contains a variety of strategies and innovative activities supported by the Learning-Centered as the main basis for the students learning construction to focus on oral production. Moreover, this academic proposal includes the teacher's and the students' section to show them the way to use this new tool.

The content the students should manage according to their book and the level they expect to reach, learning strategies, varied activities and their advantages, different strategies, and the procedure for using them are the focal components of the teacher's guide to show the educator how to strengthen the oral production on EFL senior high school students. On the other hand, the students' guide will be a support for them to facilitate their process of speaking English for communication purposes.

5.3 Objectives

5.3.1 General Objective

- To design an academic proposal with innovative didactic activities focused on Learning-Centered approach to enhance EFL oral production.

5.3.2 Specific Objectives

- To select different strategies based on the Learning-Centered approach focused on the oral production.

- To create specific activities to help students to intensify their oral production.

5.4 Location of the Benefited Institution

Table 17

Detailed Information about the beneficiary institution

<p>“San Juan Diego” high school</p> <hr/> <p>Detailed information: Located in Ecuador Imbabura province Ibarra city Address: Prof. Secundino Peñafiel Street 280 and Ricardo Sanchez and Carlos E. Grijalva Avenue. Private high school Target group: EFL senior high school students, one English teacher.</p>
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Table 16 mentions detailed information about the benefited institution which includes location and the identification of the target group.

Source: The author



Figure 15. Location: “San Juan Diego” high school (Google Maps, 2021)

5.5 Feasibility

This academic proposal is feasible because it will be socialized with the English teacher and students before being handed in to the institution. Moreover, it was designed to try to satisfy the results presented thanks to the collecting data instruments which proved most of the EFL senior students at San Juan Diego high school needed to build up the oral production and the English teacher needed to use a different tool focused on the Learning-Centered approach, its different strategies, and varied activities to help students reach that purpose.

Furthermore, this academic proposal is feasible because it will be helpful for the rest of the English teachers who are interested in teaching this language in a different way and using a new instrument that shows the method to use the Learning-Centered approach and its strategies focused on oral production to help their students use the English especially for communication purposes. Finally, other EFL senior students at high schools will be beneficiaries of this proposal if their English teachers use this material because they will be part of a new learning process thanks to the activities in which they will take part.

5.6 Proposal development

The academic proposal is divided in two sections, the teacher's section, and the students' section. Both have the same eight activities focused on enhancing English oral production based on the content their high school planned to cover during the school year. The first section includes the approach, the specific strategies considered for every single activity and the activity development.

The second section shows the instructions and the necessary examples the students need to follow and consider to be part of every single activity. This tool can be combined as many times as possible with the regular lesson plan the teacher manages and also it can be modified according to the teacher's point of view due to the fact it is opened for modifications.

“INNOVATIVE ACTIVITIES TO ENHANCE ORAL PRODUCTION.”

AN ACADEMIC PROPOSAL DESIGNED FOR ENGLISH TEACHERS AND EFL
SENIOR HIGH SCHOOL STUDENTS.



AUTHOR: MARIELA ELIZABETH
VARGAS CHAGNA



INTRODUCTION

Despite speaking is an important skill, Timmis (2016) states that it has not been analyzed deeply before selecting the most appropriate activities for enhancing this productive skill because most of the time, teachers select the traditional speaking activities like role-plays which does not present an extra challenge for the learners.

Producing a foreign language takes time, thus all the educators have the responsibility to train students to face different situations in which the EFL is required, creating the appropriate learning environment for developing communicative skills will make students feel confident when they are using the language through the design and application of suitable activities combined with an appropriate approach for enhancing oral production (Walki & Heritage, 2018). Consequently, it becomes a learning advantage and a good experience for learners and the educator because there will be a meaningful contribution to the educational field.

Similarly, Nelson (2020) suggests all learners can even acquire a foreign language and produce it in an oral and written manner through the consideration and application of appropriate activities which become the pathway of success in using the language. Hence, some suggested activities to intensify the use of oral production are presented below.

These activities were selected carefully because they fit with some strategies focused on the Learning-Centered approach which is related to the construction of knowledge, constant interaction, the importance of content and production of language, and the Content Language Learning (CLIL) approach that is about the process of learning different content through a target language. The innovative and practical activities are presented to be adapted according to the specific content the students need to cover.

The author

TEACHER'S SECTION

<p>Approach: Learning-Centered approach</p>	<p>Strategy: Knowledge sharing strategy This strategy is used to promote oral production through activities to share previous knowledge about different topics and produce interaction in class.</p>	
<p>Name of activity: Free talk Objective: At the end of the activity students will be able to say suggestions that guests have to consider when they visit their house. Time: 25 minutes Level: EFL senior high school students (B1 level)</p>		<p>Materials: Teacher, students, a picture.</p>
<p>Procedure: Step 1 (2 minutes) Present the topic “Possible suggestions for guests” and later say two or three words to provide a general idea about what students are supposed to talk about. For instance “must, should/shouldn’t and must not.” Ask students to say what the topic will be about based on their previous knowledge. Step 2 (10 minutes) Tell students they have to imagine their relatives are going to visit their house and their little cousins, nephew or niece are coming too. They need to think in some suggestions for those little guests. They are going to have 1 or two minutes to share their ideas as much as possible. They can remember a similar past event to use the following auxiliaries to give suggestions like should, shouldn’t, must or must not. Moreover, let students know they can learn new words while others are speaking. Step 3 (2 minutes) The teacher can use the same topic “Possible suggestions for guests” and show the students a picture of a little boy making mischief but this time it is possible to say key ideas to promote a conversation among the teacher and students. For example: “You should break the dishes”, “You shouldn’t be quiet”. “ You must use my cellphone” “You must not respect me” However, it is necessary to say incoherent ideas to encourage students talk about this topic. Step 4 (11 minutes) Let students continue the discussion about what the teacher said and find out if they should give the same suggestions or not.</p>	<p>Possible suggestions:</p> <ul style="list-style-type: none"> - Take advantage of the time the students want to spend talking. - This activity can be adapted according to the topic or content which has to be covered. - While the students are talking, try to correct them subtly. When they finish saying their ideas, try to repeat the same sentence using the correct word or tense. The students will realize their mistakes and consider them for a future conversation. - Teach this activity after teaching the use of the auxiliaries should-shouldn’t/must-must not. 	<p>Advantage of this activity:</p> <p>There will not be a wrong answer and students will use the target language through using their own knowledge. Students will share their knowledge through an active participation and interaction.</p>
<p>Learning Styles:</p> <p>Visual</p>		

ACTIVITY 1: FREE TALK

Step 1

Your teacher is going to present the topic “Possible suggestions for guests” with two or three key words to provide a general idea about what you are supposed to talk about. You have to pay attention to those clues. You have to say what the topic will be about based on their previous knowledge.

For example:

Teacher: must, must not, should, shouldn't.

Step 2

Imagine your little cousins, nephew or niece are going to visit you. You need to think in some suggestions. Take one or two minutes to say your ideas to your classmates. You can use must, must not, should, shouldn't and your previous experiences with those little visitors. You can remember a similar past event to create your advice.

For example:



Figure 1: Students talking
Source: The author

Student A: My suggestions would be: You shouldn't touch my T.V and you must stay away from my bedroom. You must not bother the dog and you should play in the yard.

Step 3

Now your teacher is going to show you a picture of her nephew making mischief to talk about the same topic but there will be key ideas. The teacher will share her knowledge about this topic using those clues, but you have to decide if you agree with her and continue the conversation. Try to understand those words and make sure you express your knowledge and ideas as well.

For example:



Figure 2: My nephew making mischief.
Source: The author

Teacher: My nephew is visiting me in the afternoon and he always makes mischief. Then, my suggestions for him will be: "You should break the dishes", "You shouldn't be quiet". " You must use my cellphone" "You must not respect me". Do you think these are good suggestions for him?

Step 4

Continue the discussion about what the teacher said and express your point of view based on your knowledge and experience.

For example:

Student A: I think those were not good suggestions, I would say "You should not break the dishes..."

TEACHER'S SECTION

<p>Approach: Learning-Centered approach</p>	<p>Strategy: Problem Solving This strategy focuses on promoting possible solutions to face a specific situation presented in class.</p>			
<p>Name of activity: Possible solutions Objective: At the end of the activity, students will be able to talk about a possible solution to a specific situation using second conditional through an active participation and interaction</p> <p>Time: 27 minutes Level: EFL senior high school students (B1 level)</p>		<p>Materials: Teacher and students.</p>		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Procedure:</p> <p>Step 1 (2 minutes) Present the topic “What would you do if you were in Quito without money” and later say they are going to listen to a short real story related to this main topic.</p> <p>Step 2 (5 minutes) Start telling the story: “Three years ago, I was in Quito because I visited my relatives. Finally, when I was traveling by bus to come back home, I realized I had no money in my pocket”. Later, ask the following question: What would you do if you were in the same situation? Tell students they have to solve that problem. Let students know there are no wrong answers.</p> <p>Step 3 (10 minutes) The teacher is going to suggest the students use second conditional to imagine a possible solution to this problem. For instance: If I were in the same situation, I would collect money in the bus. They can work in pairs to propose possible solutions. Later, they can share their ideas with the rest of the class and start a discussion. Finally, tell them how you solved the problem.</p> <p>Step 4 (10 minutes) Ask three students to present a difficult situation they had to face in the past to let the rest of the class think of possible solution using the second conditional.</p> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Possible suggestions:</p> <ul style="list-style-type: none"> - This activity can be adapted according to the topic or content which has to be covered. - Provide students as much as information as needed with the second conditional to help them remember this grammar tense. - While the students are talking, try to correct them subtly. When they finish saying their ideas, try to repeat the same sentence using the correct word or tense. The students will realize their mistakes and consider this for a future conversation. <p>Advantage of this activity:</p> <p>Though the use of this activity, students will have the opportunity to present a solution to solve a situation they could face in the real life.</p> <p>Learning Styles:</p> <p>Auditory</p> </td> </tr> </table>			<p>Procedure:</p> <p>Step 1 (2 minutes) Present the topic “What would you do if you were in Quito without money” and later say they are going to listen to a short real story related to this main topic.</p> <p>Step 2 (5 minutes) Start telling the story: “Three years ago, I was in Quito because I visited my relatives. Finally, when I was traveling by bus to come back home, I realized I had no money in my pocket”. Later, ask the following question: What would you do if you were in the same situation? Tell students they have to solve that problem. Let students know there are no wrong answers.</p> <p>Step 3 (10 minutes) The teacher is going to suggest the students use second conditional to imagine a possible solution to this problem. For instance: If I were in the same situation, I would collect money in the bus. They can work in pairs to propose possible solutions. Later, they can share their ideas with the rest of the class and start a discussion. Finally, tell them how you solved the problem.</p> <p>Step 4 (10 minutes) Ask three students to present a difficult situation they had to face in the past to let the rest of the class think of possible solution using the second conditional.</p>	<p>Possible suggestions:</p> <ul style="list-style-type: none"> - This activity can be adapted according to the topic or content which has to be covered. - Provide students as much as information as needed with the second conditional to help them remember this grammar tense. - While the students are talking, try to correct them subtly. When they finish saying their ideas, try to repeat the same sentence using the correct word or tense. The students will realize their mistakes and consider this for a future conversation. <p>Advantage of this activity:</p> <p>Though the use of this activity, students will have the opportunity to present a solution to solve a situation they could face in the real life.</p> <p>Learning Styles:</p> <p>Auditory</p>
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STUDENTS' SECTION

ACTIVITY 2: POSSIBLE SOLUTIONS

Step 1

You are going to listen to your teacher telling you a short real story related to the topic “What would you do if you were in Quito without money?”



Figure 3: What would you do if you were in Quito?
Source: The author

Step 2

Talk to your partner. Imagine you were your teacher. Think of at least 4 possible solutions for the situation your teacher faced in the past. Use the second conditional to share your ideas.

For example

Student A: If I faced that situation, I would travel without paying.

Student B: If I faced that situation, I would talk with the driver and tell him my problem.

Step 3

Share your possible solutions with the rest of the class and discuss if your classmates' solutions are the most suitable ones for that situation.

Step 4

Your teacher is going to select three different students to think of a difficult situation they faced in the past to let the rest of the class consider possible solutions for those problems using the second conditional.

For example

New situation: What would you do if you ate in a restaurant without having money?

Student A: If I were in a restaurant without money, I would...

Student B: If I were in a restaurant without money, I would...

Student C: If I were in a restaurant without money, I would...

TEACHER'S SECTION

<p>Approach: Learning-Centered and CLIL approach</p>	<p>Strategy: Long's Interaction Hypothesis This hypothesis focuses on oral production and students' feedback to promote oral production improvement.</p>	
<p>Name of activity: Choose and speak. Objective: At the end of the activity, students will be able to talk about physical activities they are going to practice and receive other students' feedback to improve their mistakes and increase their vocabulary. Time: 27 minutes Level: EFL senior high school students (B1 level)</p>		<p>Materials: Teacher, students.</p>
<p>Procedure: Step 1 (2 minutes) Start the class making some exercises to simulate you are practicing soccer and later ask the students to repeat the same movements before asking the question What is the sport we are practicing now? And the students have to answer the question. Step 2 (5 minutes) Continue the class talking about the importance of practicing sports and being always active. For example: I am going to practice a sport and my bones are going to get stronger, my muscles are going to become more resistant, my body is going to burn calories and my mood is going to change because I am going to get concentrated on what I am going to do. In summary, your life is going to change if you practice a sport. After finishing, ask students to say what they remembered about the message you told them. Step 3 (10 minutes) Suggest the students choose any physical activity or sport they really enjoy practicing and ask them to say a short message using BE GOING TO to encourage their class mates to practice that sport . Make them remember which sports they could talk about like gymnastics, baseball, soccer, running, hiking, etc. Step 4 (10 minutes) They are going to work in pairs and have to say their message while they are performing the sport they chose. Their partners have to repeat the same movements. At the end, they must provide feedback (try to correct their classmates' mistakes to help them improve their oral production or provide new vocabulary)</p>	<p>Possible suggestions:</p> <ul style="list-style-type: none"> - This activity can be adapted according to the topic or content which has to be covered. - This activity can be carried out in pairs or in groups because it involves movement, vocabulary and it is a collaborative activity. - This task has to be done after learning the use of be going to for future arrangements. 	
<p>Advantage of this activity:</p> <p>Students will work collaboratively through feedback to learn from others, correct their mistakes and improve their knowledge and experience using the English language</p>		
		<p>Learning Styles:</p> <p>Kinesthetic Auditory</p>

STUDENTS' SECTION

ACTIVITY 3: CHOOSE AND SPEAK

Step 1

Your teacher is going to start the class in a different way. However, you have to repeat what she is going to do. Later answer the following question:

What is the sport we are practicing now?

Step 2

Listen to your teacher carefully because she is going to tell you about the importance of practicing sports and being always active. After your teacher finishes, you have to say what you remember about the message you heard.



Figure 4: The importance of practicing sports

Source: The author

Step 3

Now, work with a partner because you have to choose any physical activity or sport you really enjoy practicing, say a short message using BE GOING TO and encourage him or her to practice that sport.

REMEMBER

You can talk about different sports or physical activities like gymnastics, soccer, running, hiking, etc.

Step 4

For this step, you have to work in pairs and say your message while you are performing the sport you chose. Your partners have to repeat the same movements. At the end, he or she must give you feedback. Later, change roles.

For example:

Student A: I am going to practice gymnastics. My body is going to be flexible and...

Student B: Repeat the same movements student A is doing and later tries to correct your classmates' mistakes to help student A improve their oral production or just provide new vocabulary.

TEACHER'S SECTION

Approach: Learning-Centered	Strategy: Interaction Strategy This strategy focuses on an active speaking interaction among learners to talk about what is relevant for them.	
Name of activity: What is important for me? Objective: At the end of the activity, students will be able to talk about what is relevant for them using relative clauses and express their point of view about what others said. Time: 40 minutes Level: EFL senior high school students (B1 level)		Resources: Teacher, students, Student's drawings.
Procedure: Step 1 (10 minutes) Start the class talking about an important event but show your own drawing of this event to help students understand what you are referring to. <i>For instance: Three years ago, I heard about a famous social networking which was used for making friends. I'm not going to mention its name, but I thought it was an interesting way to meet people from other countries. At the beginning, I met a man whose name was difficult to pronounce. I realized he had an interesting profile. Then, I decided to send him a message. I told him about me. I mentioned where I live and what my interests were. Nevertheless, he sent me his email address and argued we could have better conversations through emails. Finally, I sent him a normal email. I told him more about me and he answered my message. He sent me an email whose content was strange. He offered me some money to start a business. I just read his email and I never tried to contact him again.</i> Step 2 (10 minutes) Tell the students why this event is important for you: <i>For example: This event is relevant for me because it taught me I should not trust unknown people or provide my personal information because not all people have good intentions. Do you think I did the right thing? Why?</i> Ask the students to express their point of view about what you told. Let them know there are no wrong opinions. Step 3 (10 minutes) Suggest to students that they have to think of an important event, situation, or people. Use relative clauses and make the drawing related to their story. Step 4 (10 minutes) They have to say what they think is relevant for them and the rest of the class has to share their opinion about those events.		Possible suggestions: <ul style="list-style-type: none"> - This activity can be adapted according to the topic or content which has to be covered. - Try to use this activity after the students learned how to use the relative clauses. - Try to promote the connection of previous experiences with the content that has to be covered. - Tell the students they have to keep active in class. Make sure they participate as much as possible. Advantage of this activity: Students will feel free to talk about important events for them and interact each other to express their opinions about other people's important situations Learning Styles: Visual Auditory

STUDENTS' SECTION

ACTIVITY 4: WHAT IS IMPORTANT FOR ME?

Step 1

Your teacher is going to start the class talking about an important event. Listen to him/her and look at the drawing she is going to present.

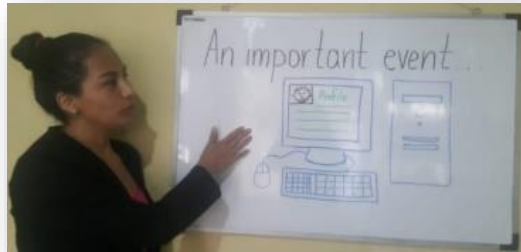


Figure 5: An important event

Source: The author

Step 2

Your teacher is going to tell you why this event was important for her/him. You have to express your point of view about what you heard. There are no wrong opinions.

For example:

Teacher: *This event is relevant for me because...Do you think I did the right thing? Why?*

Student: *I think you did the right thing because we should not make friends on the internet.*

Step 3

Think of an event, situation, or people which are important for you. Use relative clauses to structure your anecdote and make a drawing related to what you are going to say.

Step 4

Tell your anecdote or story, show your drawing and later your classmates are going to express their opinion about what you said to create an active interaction.

For example:

Student A:

My friend is important for me because he is the only one whom I admire.

Student B:

Your mother is always with you. You should admire her...

Student C:

I also admire my friend. She is always with me when I need her.

TEACHER'S SECTION

<p>Approach: Learning-Centered</p>	<p>Strategy: Multi-directional communication strategy This strategy refers to criticizing the materials presented in class in a respectful way to promote communication among teacher and students.</p>							
<p>Name of activity: A respectful critique Objective: At the end of the activity, students will be able to criticize and report others' opinions about specific material presented in class by the teacher. Time: 30 minutes Level: EFL senior high school students (B1 level)</p>		<p>Materials: Teacher, students, The book.</p>						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Procedure: Step 1 (5 minutes) Start the class asking the students to see the cover page of the English book and mention two ideas which came to their mind while they were doing the activity. Step 2 (5 minutes) Tell the students they are going to use only the book for the next classes. Tell them why you think it is appropriate to use only the book as the only teaching tool. <i>For instance: Once, an important educator said the book was not a common object composed by hundreds of words. It was created by experts with the purpose of facilitating knowledge.</i> Step 3 (10 minutes) Tell the students they have to analyze the idea of using just the book as the only tool for learning English. They have to criticize this single material and say what they think about the teacher's idea. Make sure to emphasize the importance of providing a respectful critique to avoid being rude. Students have to work with a partner and say their point of view. They can take notes on their classmates' ideas. Step 4 (10 minutes) Finally, open a discussion with all the students and ask them to repeat their partner's opinion using reported speech. Encourage the conversation asking other students to say what they think and report their partner's opinion.</p> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Possible suggestions:</p> <ul style="list-style-type: none"> - This activity can be adapted according to the topic or content which has to be covered. - Try to use this activity after the students learned how to use the reported speech - Tell the students they have to simulate they are really facing that situation and they have to criticize in a polite way. - Tell the students there are no wrong answers but they have to communicate with the rest of the class and the teacher. </td> </tr> <tr> <td colspan="2" style="vertical-align: top; padding: 5px;"> <p>Advantage of this activity:</p> <p>Students are going to face a situation in which they have to criticize something, and they are going to learn how to do it politely.</p> </td> </tr> <tr> <td colspan="2" style="vertical-align: top; padding: 5px;"> <p>Learning Styles:</p> <p>Auditory</p> </td> </tr> </table>			<p>Procedure: Step 1 (5 minutes) Start the class asking the students to see the cover page of the English book and mention two ideas which came to their mind while they were doing the activity. Step 2 (5 minutes) Tell the students they are going to use only the book for the next classes. Tell them why you think it is appropriate to use only the book as the only teaching tool. <i>For instance: Once, an important educator said the book was not a common object composed by hundreds of words. It was created by experts with the purpose of facilitating knowledge.</i> Step 3 (10 minutes) Tell the students they have to analyze the idea of using just the book as the only tool for learning English. They have to criticize this single material and say what they think about the teacher's idea. Make sure to emphasize the importance of providing a respectful critique to avoid being rude. Students have to work with a partner and say their point of view. They can take notes on their classmates' ideas. Step 4 (10 minutes) Finally, open a discussion with all the students and ask them to repeat their partner's opinion using reported speech. Encourage the conversation asking other students to say what they think and report their partner's opinion.</p>	<p>Possible suggestions:</p> <ul style="list-style-type: none"> - This activity can be adapted according to the topic or content which has to be covered. - Try to use this activity after the students learned how to use the reported speech - Tell the students they have to simulate they are really facing that situation and they have to criticize in a polite way. - Tell the students there are no wrong answers but they have to communicate with the rest of the class and the teacher. 	<p>Advantage of this activity:</p> <p>Students are going to face a situation in which they have to criticize something, and they are going to learn how to do it politely.</p>		<p>Learning Styles:</p> <p>Auditory</p>	
<p>Procedure: Step 1 (5 minutes) Start the class asking the students to see the cover page of the English book and mention two ideas which came to their mind while they were doing the activity. Step 2 (5 minutes) Tell the students they are going to use only the book for the next classes. Tell them why you think it is appropriate to use only the book as the only teaching tool. <i>For instance: Once, an important educator said the book was not a common object composed by hundreds of words. It was created by experts with the purpose of facilitating knowledge.</i> Step 3 (10 minutes) Tell the students they have to analyze the idea of using just the book as the only tool for learning English. They have to criticize this single material and say what they think about the teacher's idea. Make sure to emphasize the importance of providing a respectful critique to avoid being rude. Students have to work with a partner and say their point of view. They can take notes on their classmates' ideas. Step 4 (10 minutes) Finally, open a discussion with all the students and ask them to repeat their partner's opinion using reported speech. Encourage the conversation asking other students to say what they think and report their partner's opinion.</p>	<p>Possible suggestions:</p> <ul style="list-style-type: none"> - This activity can be adapted according to the topic or content which has to be covered. - Try to use this activity after the students learned how to use the reported speech - Tell the students they have to simulate they are really facing that situation and they have to criticize in a polite way. - Tell the students there are no wrong answers but they have to communicate with the rest of the class and the teacher. 							
<p>Advantage of this activity:</p> <p>Students are going to face a situation in which they have to criticize something, and they are going to learn how to do it politely.</p>								
<p>Learning Styles:</p> <p>Auditory</p>								

STUDENTS' SECTION

ACTIVITY 5: A RESPECTFUL CRITIQUE

Step 1

Look at the cover page of your English book and mention two ideas which come to your mind about this material.

For example:

Student A: The cover page of my book looks boring and makes me feel the whole book is difficult to use.

Step 2

Your teacher decided to use the book as the only resource for the next classes. There is a reason for this decision, and you are going to hear it.

Step 3

Analyze the idea of using just the book as a single tool for learning English, criticize this sole material and say what you think about the teacher's idea. Provide a respectful critique to avoid being rude. Work with a partner and say your point of view. You can take notes on your classmates' ideas.

For example:

Student A: In my opinion, using only the book to learn English is not enough, we need extra materials.

Student B: I consider the book is the only tool we need to use because it is a useful strategy.

Step 4

You have to repeat your partner's opinion using reported speech for the rest of the class. Try to argue your point of view as well.

For example:

My partner said she considered the book was the tool we need to use in class. But I think the opposite. I think the book is not enough...

TEACHER'S SECTION

<p>Approach: Learning-Centered and CLIL approach</p>	<p>Strategy: Cooperative work It focuses on promoting cooperation among students to help each other and learn new things based on others' previous experiences.</p>	
<p>Name of activity: Teach me more Objective: At the end of the activity, students will be able to teach what they know to help their classmates acquire new information using present perfect and commands. Time: 45 minutes Level: EFL senior high school students (B1 level)</p>		<p>Materials: Teacher, students, extra materials selected by the students</p>
<p>Procedure: Step 1 (10 minutes) Start the class trying to teach them something different. Try to use present perfect and commands. <i>For instance: Teach them how to draw using geometric shapes. You can say: I have drawn nice drawings using only geometric shapes since I was in high school and I want to teach you this drawing technique. First, you need a piece of paper to draw a circle in the upper side of your paper. Draw an oval below the first circle. You decide the size of your oval. Divide the oval in two parts. In the upper side of the oval, in the left side draw another circle which has to touch the border of the oval and do the same in the right side of the oval. Draw another circle at the bottom side of the oval. In the left side of this, draw another circle which has to touch the border of the oval and do the same in the right side of the oval. Make two lines in the first circle you drew. One line in the left side and one in the right side. What did we draw?</i> Step 2 (10 minutes) Tell the students they are going to teach something to a classmate. They have to consider the use of present perfect while they are speaking and commands to guide their classmates. They must prepare what they are going to teach. They can use any available material. Step 3 (15 minutes) Tell the students they have to work with a partner and teach them something. They must make sure their classmate is participating in this activity. Step 4 (10 minutes) Finally, open a discussion. Some students have to say what they learned and if they liked what they did.</p>		<p>Possible suggestions:</p> <ul style="list-style-type: none"> - Try to use this activity after the students learned how to use the present perfect. - Help them to remember what a command is and how it can be used. - Tell the students they have to do what their classmates are teaching them. - Make students feel free to teach whatever they want. - Make sure all your students are participating in this activity actively. - Your students can work in pairs, in groups or as a whole group. <p>Advantage of this activity:</p> <p>Students are going to talk as much as possible to share what they know and through movements, they will learn new things and remember that information easily.</p> <p>Learning Styles:</p> <p>Visual Kinesthetic</p>

STUDENTS' SECTION

ACTIVITY 6: TEACH ME MORE

Step 1

Your teacher is going to start the class trying to teach you something different. Listen to him/her and pay attention to this new activity.



Figure 6: Teach me more

Source: The author

Step 2

Your teacher taught you something different using English. Now it is your turn. You are going to teach something to a classmate. You have to consider the use of present perfect while they are speaking and commands to guide their classmates. You have 10 minutes to prepare what you are going to teach. Remember, you can use any available material.

Possible suggestions

You can teach your classmates how to...

Dance / make easy origami / mathematical operations / sing / exercise / another language (easy words or phrases)/ draw / do aerobics/ create a poster.

You can start your performance in this way:

I have taught many friends how to dance and you are going to learn how to dance my favorite music genre. First, stand up...

Step 3

Work with a partner and teach him/her what you prepared. Make sure your classmate is participating in this activity.

Step 4

Finally, your teacher is going to open a discussion. You have to say what you learned and if you liked what you did. For example: Student A (I learned how to dance Merengue and I liked to learn that because...)

TEACHER'S SECTION

<p>Approach: Learning-Centered approach</p>	<p>Strategy: Organizing learning experiences It focuses on promoting motivation among students to use previous knowledge and learn from others' experiences based on a specific content.</p>		
<p>Name of activity: What I see is what you feel. Objective: At the end of the activity, students will be able to talk about a specific picture created by their classmates, express what they see using past passive voice and understand what they think their classmates feel. Time: 45 minutes Level: EFL senior high school students (B1 level)</p>		<p>Materials: Teacher, students, a drawing.</p>	
<p>Procedure: Step 1 (10 minutes) Start the class showing a picture about a farm. Ask them to look at that picture and mention what they think that farm represents for you. Tell them there are no wrong answers. Later, you can tell them what the reason was for creating that drawing. <i>For instance: All your ideas were really interesting. Nevertheless, my real reason for creating this drawing was to express my wish to rest. This farm was drawn because I wanted to express that I would like to live in a quiet place. Those people were drawn there because they represent my (future) husband working in the farm and I represented myself feeding the fish because I love animals. I chose a small house; it was represented in that way because I would like to have only one child. The vegetables were painted green because I'd like to live for a long time.</i> Step 2 (10 minutes) Tell the students they are going to create a drawing to let their classmates talk about whatever they think that picture expresses. Step 3 (15 minutes) Tell the students they have to work with a partner and to do the activity. They have to say their real reason for drawing that image. Emphasize the use of past passive voice (You can highlight your previous examples). Later, change roles. Step 4 (10 minutes) Finally, some students can show their pictures and let other classmates say what they think those pictures express and later the owners of the pictures can say why they drew them.</p>		<p>Possible suggestions:</p> <ul style="list-style-type: none"> - Try to use this activity after the students learned how to use the past passive voice. - Motivate them to express their opinions and talk about their personal feelings through telling them there are no wrong answers or ideas. <p>This activity can be done to practice active and passive voice.</p> <ul style="list-style-type: none"> - Make sure all your students are participating in this activity actively. - Your students can work in pairs, in groups or as a whole group. <p>Advantage of this activity:</p> <p>Students are going to understand and talk to analyze other perspectives to give opinions and get familiarized with how others feel.</p> <p>Learning Styles:</p> <p>Visual Kinesthetic</p>	

STUDENTS SECTION

ACTIVITY 7: WHAT I SEE IS WHAT YOU FEEL

Step 1

Your teacher is going to start the class showing a special picture. You will have to look at that picture and mention what you think that farm represents for the teacher. Remember, there are no wrong answers. Later, your teacher is going to tell you what the reason was for creating that drawing.



Figure 7: What I see is what you feel.

Source: The author

How are you going to say your ideas?

I consider that farm represents your house because you live in the countryside.

Step 2

You are going to create a drawing to express your personal feelings and stimulate your classmate's imagination. You can draw whatever you want.

Step 3

Do the activity with your partner. First, show the picture and let your classmates talk about whatever he/she thinks that picture expresses. Later you have to say your real reason for drawing that image. It is important to use the past passive voice to express your ideas. Later change roles.

For example:

Student A: That picture represents your ideal girlfriend and ...

Student B: My drawing **was done** to express my wish to meet my future girlfriend. She **was drawn** holding a book because I would like to meet her at university...

Step 4

You can show your picture and let other classmates say what they think that picture expresses and later you can say why you drew that. Use past passive voice to say your ideas.

ADDITIONAL MATERIALS FOR TEACHERS

Activity 1: Free talk

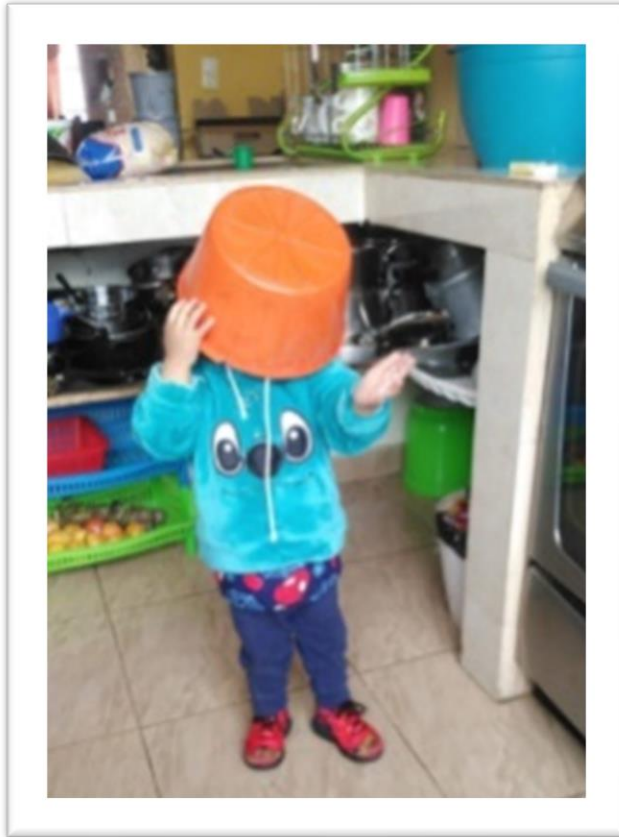


Figure 2: My nephew making mischief.
Source: The author

Activity 3: Choose and Speak



Figure 4. The importance of practicing sports
Source: The author

Activity 4: What is important for me?

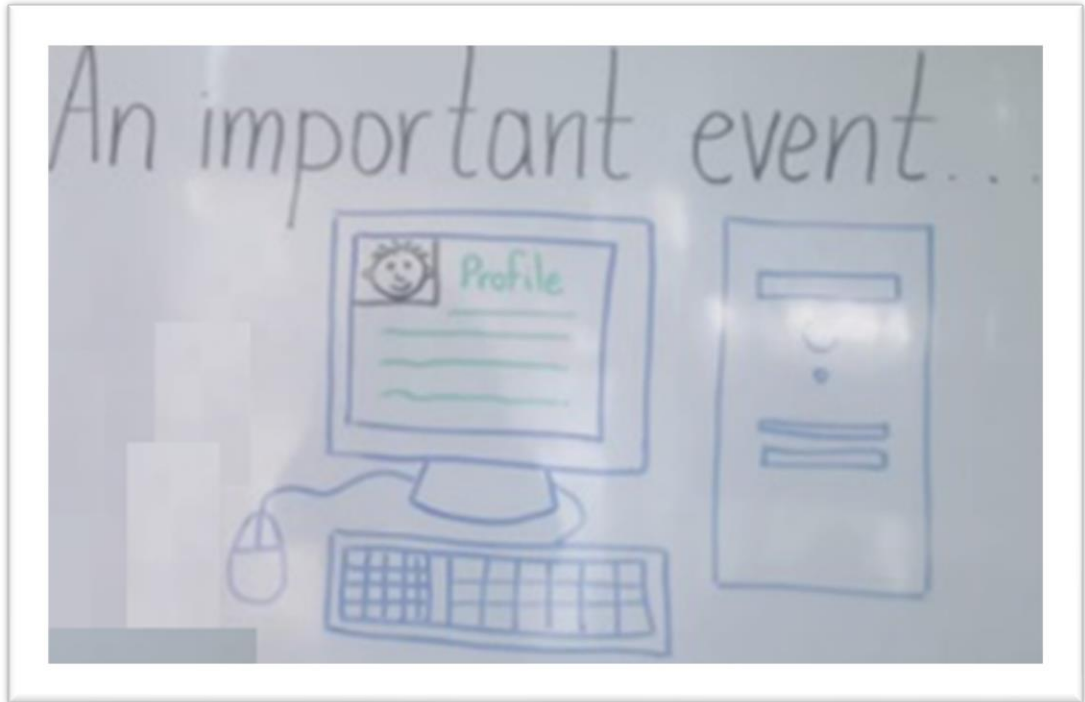


Figure 5. An important event
Source: The author.

Activity 7: What I see is what you feel.



Figure 7. An important event
Source: The author.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions

- Based on the diagnosed test applied to the EFL senior high school students at San Juan Diego high school to find out their speaking level, 56.5 % of the participants were in A1 level. Therefore, they were ready to move on the A2 level. Likewise, of this same percentage, just 13% of participants have achieved the A2 and B1 level at the same time. Nevertheless, there was a group of participants who did not even domain the A1 level, they represented the 43.5 percent of students. These results showed the lack of effective activities applied by the teacher to encourage the use of the speaking skill in class.
- The design of the academic proposal based on the Learning-Center approach was a relevant element because it had innovative didactic activities to increase the English teacher's teaching tools and help EFL senior high school students to build up the English oral production.
- The academic proposal was socialized successfully with the EFL senior high school students and English teachers because as it was a guide either for teachers or for students, they had the highest expectations about this new academic tool to increase English oral production.

6.2 Recommendations

- Teachers must consider the oral production as an important element which has to be strengthened during every single English class because this language has to be learned specially for communicative purposes and the educators have to apply all the possible resources to help their students and facilitate the communication process.
- It is recommended to use the Learning-Center as a main or complementary approach because it focuses on constructing knowledge and encouraging the practical use of a specific skill. In this case, the innovative academic proposal presents different activities based on this approach and diverse strategies which are easy to apply in class and are suitable for enhancing oral production.
- As a last recommendation, English teachers should use the academic proposal because it shows them the correct use of the Learning-Center approach and different strategies to promote oral production in class. Besides, this new tool was designed specially to satisfy the communicative necessities the EFL senior high school students presented during the application of the test to know their real English-speaking level.

Annexes

Annex 1. Permission paper “San Juan Diego” high school.



**RED EDUCATIVA DIOCESANA
UNIDAD EDUCATIVA “SAN JUAN DIEGO”**

URBANIZACION YACUVALLE: CALLE PROFESOR SECUNDINO PEÑAFIEL 2-00 Y AV. RICARDO SÁNCHEZ
IBARRA - ECUADOR



Oficio de aceptación Empresa o Institución

No. de oficio: 0010

06 de Marzo de 2020.

Dra. Lucía Yépez V MSc.
Directora
Instituto de Postgrado

Me permito informar a usted que el (la) señor(a): Mariela Elizabeth Vargas Chagna, con número de cédula 100407713-5, estudiante del Programa de Maestría en: Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés, ha sido aceptada en esta institución para realizar su trabajo de grado. La Institución brindará las facilidades e información necesarias, así como garantiza la implementación de los resultados.

Agradezco su atención.

Atentamente,

Rev. P. Rolando Carrión
Rector Unidad Educativa “San Juan Diego”



Annex 2. Students Questionnaire

QUESTIONARIO PARA ESTUDIANTES

Objetivo: Este cuestionario fue diseñado con la finalidad de medir su nivel real de Inglés en cuanto a lo que es producción oral.

Instrucciones: Por favor responda las preguntas en base a lo que usted conoce. Solamente tiene 30 segundos para contestar cada pregunta. Gracias por su colaboración.

Topic	Speaking Prompts	Score
Elementary (A1)		
Personal information	Q1. What's your name? How do you spell it?	1 2 3 4 5
Family	Q2. Tell me about your parents / brothers or sisters.	1 2 3 4 5
Home	Q3. Where do you live?	1 2 3 4 5
Total (1)		
Pre-Intermediate (A2)		
Appearance & character	Q4. Tell me about your best friend. Describe his/her appearance.	1 2 3 4 5
Weather	Q5. What's the weather like today?	1 2 3 4 5
Shopping	Q6. How often do you go shopping?	1 2 3 4 5
Total (2)		
Intermediate (B1)		
Food	Q7. What is some of your favorite food?	1 2 3 4 5
Animals	Q8. How do animals help people?	1 2 3 4 5
Computers & gadgets	Q9. What do you mainly use the Internet for?	1 2 3 4 5
Total (3)		

Source: National Geographic Learning (NGL.Cengage.com/EFL, p,14)

Adapted by: Mariela Vargas

Annex 3. Evaluation criteria for the Students questionnaire



EVALUATION CRITERIA (STUDENTS QUESTIONNAIRE)

- 0-1
Low
- Speaks with frequent hesitation; occasionally does not respond verbally.
 - Rarely responds with confidence; frequently reluctant to use the language.
 - Speech and pronunciation are usually not easily understood.
 - Rarely uses complete sentences and phrases appropriately.
 - Makes numerous errors in form or function.
- 2-3 Fair
- Speaks with frequent hesitation.
 - Rarely responds with confidence; often reluctant to use the language.
 - Speech and pronunciation are frequently not easily understood.
 - Occasionally uses complete sentences and phrases appropriately.
 - Makes frequent errors in form or function.
- 4-5
Good
- Speaks fluently with a little hesitation.
 - Usually responds with confidence.
 - Speech and pronunciation is easily understood.
 - Generally, uses complete sentences and phrases appropriately.
 - Makes occasional errors in form or function.

Source: National Geographic Learning (NGL.Cengage.com/EFL, p.15)
Adapted by: Mariela Vargas

Annex 4. Class observation template



CLASS OBSERVATION TEMPLATE

Partipants	Categories	Observations
How teacher increases the use of English focusing on oral production	Uses appropriate and varied methods to enable student learning (CLIL/Learning-Centered Approach/Other approaches)	Always Usually Sometimes Seldom Never
	Provides a range of activities to bring real-life situations to the class, challenge and stimulate students to speak in English. Considers learning styles for designing these activities.	Always Usually Sometimes Seldom Never
	Activities and tasks are related to the contents from the book and seek to connect previous knowledge with the new ones	Always Usually Sometimes Seldom Never
	Provides students with opportunities to ask questions and talk in class in English.	Always Usually Sometimes Seldom Never
	Is the center of the class	Always Usually Sometimes Seldom Never
	Uses the target language (English language) during the class	Always Usually Sometimes Seldom Never
	How students behave and act in class	Develop oral production and have the opportunity to use it individually and in groups.
Connect new information with previous knowledge and use it for oral production.		Always Usually Sometimes Seldom Never
Show engagement, application, concentration, and are productive		Always Usually Sometimes

		Seldom Never
	Participate actively using English in an oral way.	Always Usually Sometimes Seldom Never
	Produce comprehensive ideas	Always Usually Sometimes Seldom Never

Source: Jeffrey A. Fletcher, Peer Observation of Teaching: A Practical Tool in Higher Education, 2017, p. 7.

Adapted by: Mariela Vargas

Annex 5. Students survey



ENCUESTA PARA ESTUDIANTES

Objetivo: Esta encuesta tiene la finalidad de recopilar información real relacionada a la producción oral dentro de la clase de inglés y saber de qué manera usted desarrolla esta destreza. La información obtenida será usada para el desarrollo de una tesis de maestría y que posee el permiso debido de su institución educativa, por lo cual sus respuestas permanecerán en el anonimato.

Instrucciones: Por favor lea detenidamente cada una de las preguntas antes de seleccionar la opción que usted considere es la más adecuada de acuerdo a la realidad que usted vive en las clases de Inglés diariamente.

1.- ¿Las actividades que su profesor utiliza para que usted practique el idioma Inglés oralmente son de su agrado?

- a) Mucho
- b) Poco
- c) Nada

2. ¿Con que frecuencia su docente utiliza actividades con situaciones reales parecidas a las que usted vive diariamente con el fin de fomentar el uso del Inglés?

- a) Siempre
- b) Casi siempre
- c) A veces
- d) Rara vez
- e) Nunca

3. ¿Con que frecuencia usted usa solo el idioma Inglés para participar activamente durante sus clases en esta materia?

- a) Siempre
- b) casi siempre
- c) A veces
- d) Rara vez
- e) Nunca

4. ¿Con que frecuencia su docente de inglés realiza actividades para que usted pueda usar el Inglés de manera oral de forma individual y grupal?

- a) Siempre
- b) casi siempre
- c) A veces
- d) Rara vez
- e) Nunca

5. ¿Considera que su docente refuerza lo que ya le enseñó anteriormente con los temas nuevos para que usted pueda utilizar el Inglés de manera oral?

- a) Siempre
- b) casi siempre
- c) A veces
- d) Rara vez
- e) Nunca

6. De acuerdo a su perspectiva, quien suele hablar en Inglés la mayoría de tiempo en la clase de Inglés?

- a) La/el docente de inglés
- b) Los estudiantes

7. Si pudiera medir su nivel de Inglés hablado, en un rango del 1 al 5, cuál sería su respuesta:

- a) (1) Elemental
- b) (2) Pre-Intermedio
- c) (3) Intermedio
- d) (4) Pre-Advanced
- e) (5) Advanced

8. Le gustaría que su docente utilice actividades variadas y diferentes que le ayuden a mejorar su nivel de producción oral del inglés?

- a) Si
- b) No

Source: The author

Gracias por su colaboración

Annex 6. Interview for teachers



Interview for Teachers

Objective: This interview has the purpose of collecting real information related to oral production on EFL senior high school students and find out how you develop this skill in the classroom. The information collected through this instrument will be used to develop a master's dissertation, so the authorities from your institution provided the corresponding permission for starting this interview.

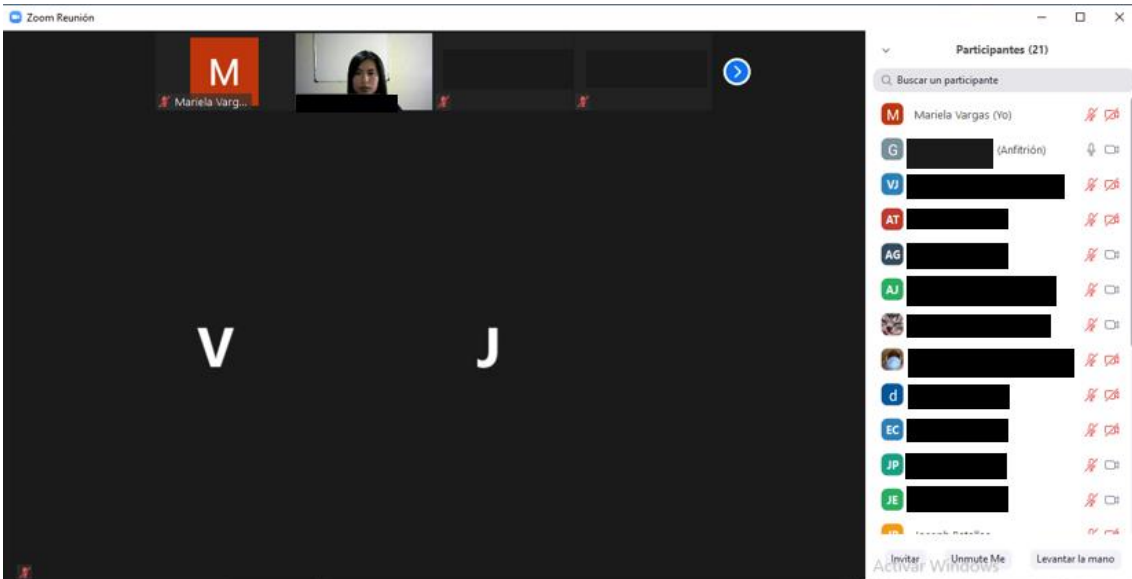
Instructions: Please, listen to the questions carefully and answer them according to what is real for you and your students. Your answers are absolutely important for this research.

1. Which approaches do you know for teaching English and enhancing communicative skills?
2. How familiarized are you with the Content Language Integrated Learning or Learning-Centered approach?
3. Which activities do you use to engage your students to produce English during the class as they would do in real-life situations?
4. According to your experience, how many students speak English actively in your classes and also have a good level of fluency?
5. What percentage of English language do you use for teaching in your class?
6. When you prepare your activities and materials, do you take into account specific strategies or approach to enhance oral production individually and collaboratively among students? What is that approach or strategy?

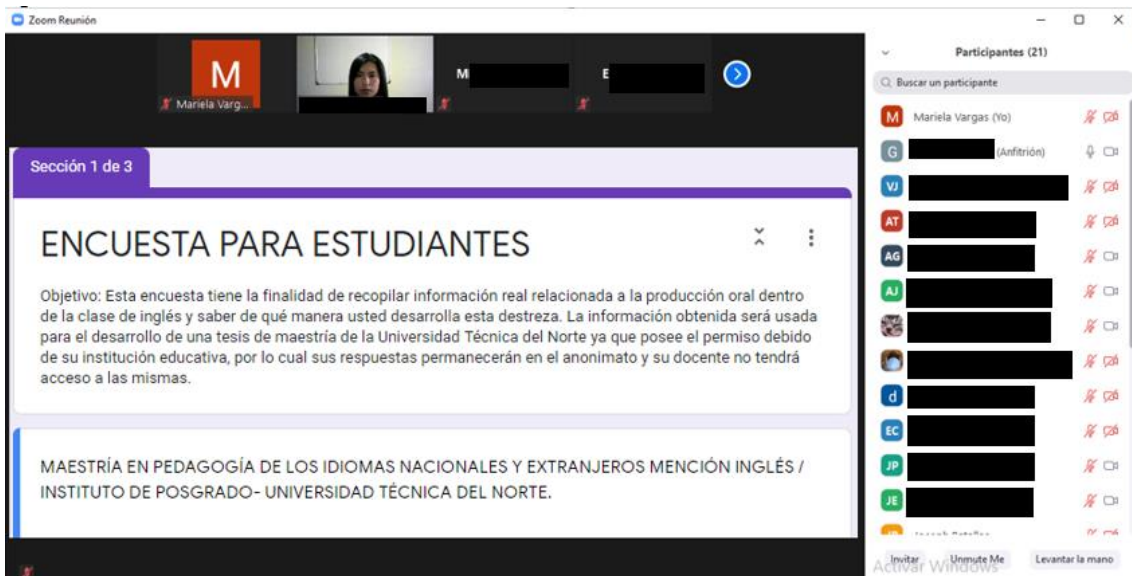
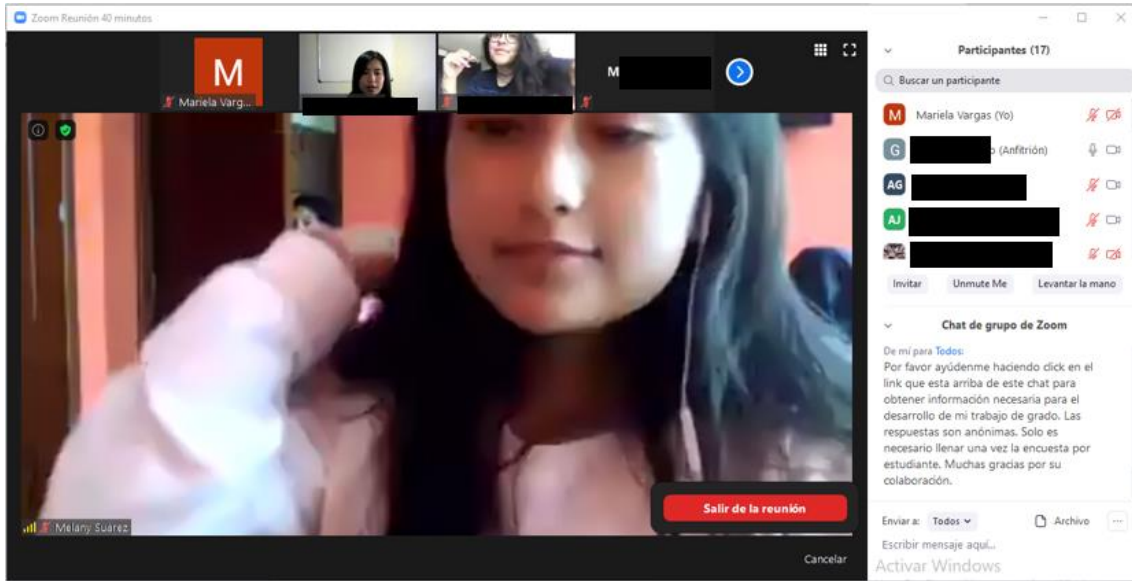
Source: The author

Thanks for your collaboration.

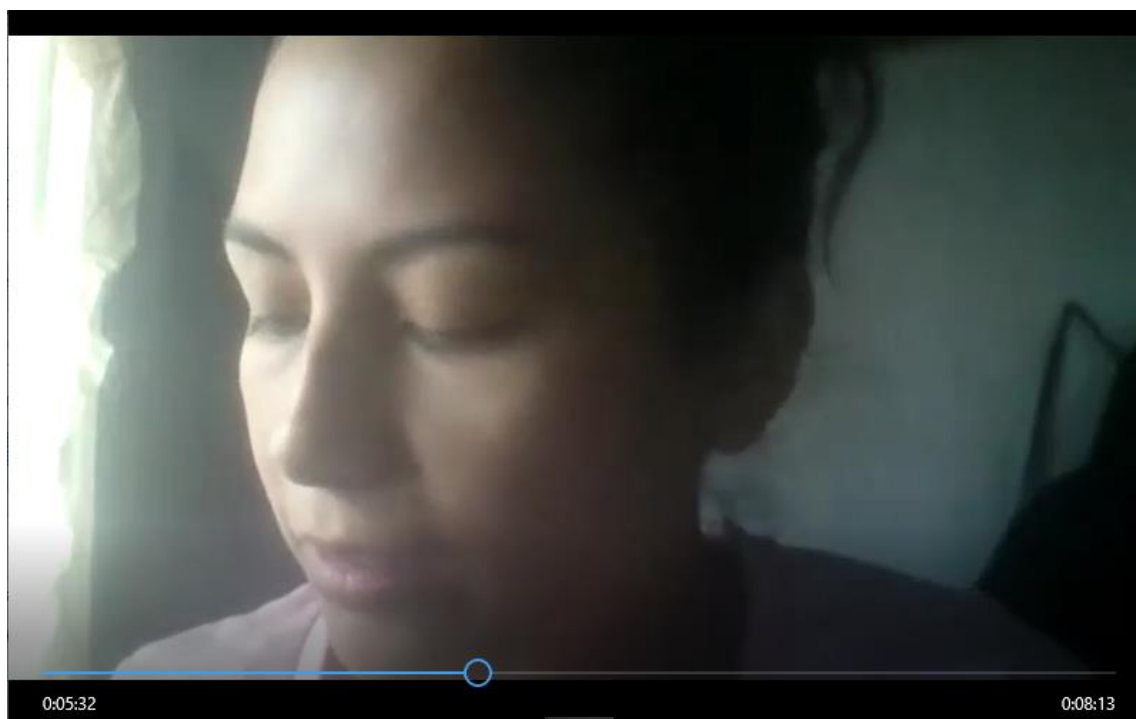
Annex 7. Students questionnaire application evidence



Annex 8. Students survey application evidence



Annex 9. Teachers interview



Annex 10. Certificate of socialization of the proposal.



Ibarra, 27 de abril del 2021

El suscrito Rev. P. Rolando Carrión Ortiz, en calidad de Rector de la
Unidad Educativa "San Juan Diego",

CERTIFICA:

Que la Lic. **Mariela Elizabeth Vargas Chagna** con número de cédula **100407713-5**, estudiante del programa de Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés socializó la propuesta con el tema **"INNOVATIVE ACTIVITIES TO ENHANCE ORAL PRODUCTION"** con los docentes del Área de Inglés y los estudiantes del 3er año de Bachillerato General Unificado, como parte de su trabajo de grado titulado **"LEARNING-CENTERED APPROACH TO ENHANCE ENGLISH ORAL PRODUCTION ON EFL SENIOR HIGH SCHOOL STUDENTS"**, luego procedió a realizar la entrega de dicha propuesta al área de Inglés. Acción que se llevó a cabo el día 27 de abril del 2021.

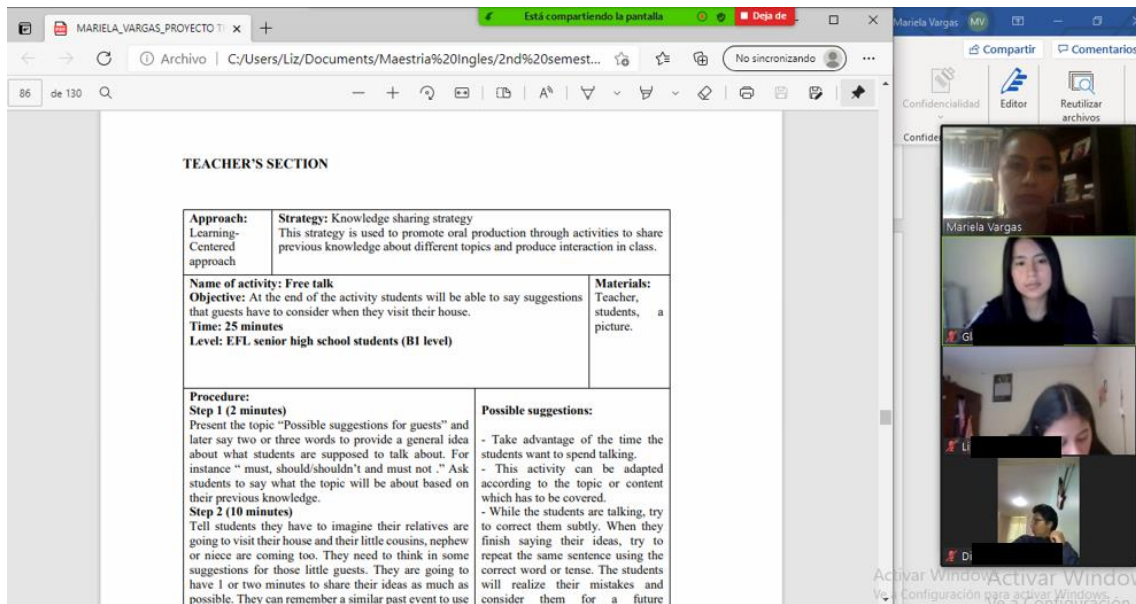
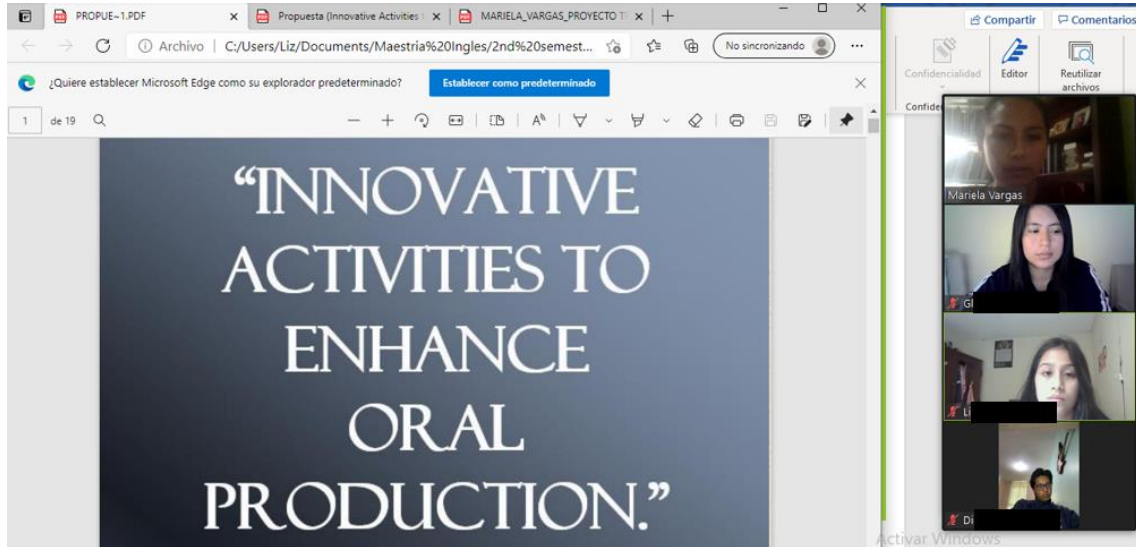
Particular que informo, para los fines pertinentes.

Atentamente,


Rev. P. Rolando Carrión O.
RECTOR U.E. SAN JUAN DIEGO



Annex 11. Socialization of the proposal with the English teachers and EFL senior high school students.



MARIELA_VARGAS_PROYECTO T x + Estรก compartiendo la pantalla Deja de ...

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90 de 130

STUDENTS' SECTION ACTIVITY 2: POSSIBLE SOLUTIONS

Step 1
You are going to listen to your teacher telling you a short real story related to the topic "What would you do if you were in Quito without money?"




Figure 3: What would you do if you were in Quito?
Source: The author

Step 2
Talk to your partner. Imagine you were your teacher. Think of at least 4 possible solutions for the situation your teacher faced in the past. Use the second conditional to share your ideas.

For example

Student A: If I faced that situation, I would travel without paying.
Student B: If I faced that situation, I would talk with the driver and tell him my problem.

Mariela Vargas My

Compartir Comentarios

Confidencialidad Editor Reutilizar archivos

Mariela Vargas

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Se envi3 correctamente el archivo (Propuesta (Innovative Activities to enhance oral production) students.pdf).

Enviar a: Gla... (Mensaje directo) Archivo ...

Escribir mensaje aqu...

Mariela Vargas

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