



UNIVERSIDAD TÉCNICA DEL NORTE (UTN)

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA (FECYT)

**CARRERA: PEDAGOGIA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

TRABAJO DE TITULACION EN LA MODALIDAD PRESENCIAL:

TEMA:

**Using the Universal Grammar as a Language Learning Theory to Improve
Students Speaking at San Vicente Ferrer School in Ibarra**

Trabajo de titulación para la obtención del título de:

Pedagogía de los Idiomas Nacionales y Extranjeros.

Línea de investigación: Gestión, calidad de educación, procesos pedagógicos e idiomas.

Autora: Cisneros Cerón Karla Alexandra

Director: MSc. Flores Albuja Darwin Fernando

Ibarra - 2023



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DATOS DE CONTACTO			
CÉDULA DE IDENTIDAD:	1004098149		
APELLIDOS Y NOMBRES:	Cisneros Cerón Karla Alexandra		
DIRECCIÓN:	Pablo Anibal Vela 2-15 Y Pedro Pablo Pérez		
EMAIL:	kacisnerosc@utn.edu.ec		
TELÉFONO FIJO:	-	TELÉFONO MÓVIL:	0987812913

DATOS DE LA OBRA	
TÍTULO:	Using The Universal Grammar as a Language Learning Theory to Improve Students Speaking at San Vicente Ferrer School in Ibarra
AUTOR (ES):	Cisneros Cerón Karla Alexandra
FECHA: DD/MM/AAAA	29/11/2023
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA:	X PREGRADO <input type="checkbox"/> POSGRADO
TITULO POR EL QUE OPTA:	Licenciatura En Pedagogía De Los Idiomas Nacionales Y Extranjeros
ASESOR /DIRECTOR:	Msc. Darwin Fernando Flores Albuja

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Ibarra, a los 29 días del mes de noviembre de 2023

EL AUTOR:

A handwritten signature in black ink, appearing to read "Karla Cisneros", is written over a horizontal dotted line.

Cisneros Cerón Karla Alexandra
C.I.: 1004098149

CERTIFICACIÓN DEL DIRECTOR

Ibarra, 17 de noviembre de 2023

Msc. Darwin Fernando Flores Albuja

DIRECTOR DEL TRABAJO DE TITULACIÓN

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Msc. Darwin Fernando Flores Albuja

C.C.: 100218847-0

DEDICATION

I want to dedicate this thesis to my parents, Alexandra and Javier, for their support and help in bad moments. For their prayers and guidance that teach me to follow my dreams and goals in the correct way with values, always. To my older brother of heart, Alex, he is the person that always gives me advice every day and helps me in every moment during the career. To Ximena, who is like my second mother, for her guidance and her love. Finally, I would like to dedicate this project to my best friend and my love, Jefferson, for his help, he never leaves me alone when I most need it and always gives me the best of him for my happiness.

Without them, it would never have been possible. Thank you so much everyone.

Karla Cisneros

ACKNOWLEDGEMENTS

I am grateful to my teachers at Universidad Técnica del Norte, for sharing their knowledge and support and allowing me to gain the most important things in my life, knowledge, and education as a professional.

To my thesis director and supervisor, Msc. Darwin Flores and Dra, Sandra Guevara, for their patience, it would not be possible without their guidance.

Unidad Educativa San Vicente Ferrer whose students, teachers, and directors made me grow as a professional in education and language teaching.

ABSTRACT

The significance of learning English as a global language, particularly in the context of Ecuador where it is integrated into the school curriculum from an early age. The focus is on improving students' speaking skills in English classes through the application of Universal Grammar theory, which posits that language acquisition is innate and can be nurtured through exposure and interaction. The research aims to identify effective strategies employed by English teachers and develop activities based on Universal Grammar theory to enhance students' speaking proficiency. Additionally, the paper emphasizes the importance of proficiency in speaking, writing, reading, and listening skills within the framework of teaching English as a second language (ESL) and English as a foreign language (EFL) in Ecuador. It also discusses the relevance of the Common European Framework of Reference for Languages as a benchmark for language proficiency. Furthermore, the article provides practical strategies and techniques for teaching speaking skills, including the use of models, practice and repetition, error correction, authentic materials, group work, active listening, and pronunciation practice. This project serves as a valuable resource for educators and researchers seeking to improve English language instruction and enhance students' speaking abilities in the Ecuadorian context.

Keywords:

Language acquisition, Universal Grammar Theory, speaking skills, English as a Foreign Language (EFL), Common European Framework of Reference for Languages (CEFR), language skills development.

RESUMEN

La importancia de aprender inglés como lengua global, especialmente en el contexto de Ecuador, donde se integra en el currículo escolar desde temprana edad. El enfoque se centra en mejorar las habilidades de expresión oral de los estudiantes en las clases de inglés a través de la aplicación de la teoría de la Gramática Universal, que postula que la adquisición del lenguaje es innata y puede ser fomentada mediante exposición e interacción. La investigación tiene como objetivo identificar estrategias efectivas empleadas por los profesores de inglés y desarrollar actividades basadas en la teoría de la Gramática Universal para mejorar la competencia oral de los estudiantes. Además, el artículo enfatiza la importancia de la competencia en habilidades de expresión oral, escritura, lectura y escucha dentro del marco de la enseñanza del inglés como segunda lengua (ESL) e inglés como lengua extranjera (EFL) en Ecuador. También se discute la relevancia del Marco Común Europeo de Referencia para las Lenguas como punto de referencia para la competencia lingüística. Además, este proyecto proporciona estrategias y técnicas prácticas para enseñar habilidades de expresión oral, que incluyen el uso de modelos, práctica y repetición, corrección de errores, materiales auténticos, trabajo en grupo, escucha activa y práctica de pronunciación. Este documento se presenta como un recurso valioso para educadores e investigadores que buscan mejorar la instrucción del inglés y potenciar las habilidades de expresión oral de los estudiantes en el contexto ecuatoriano.

Palabras clave:

Adquisición de lenguaje, Teoría de la Gramática Universal, habilidades de expresión oral, inglés como Lengua Extranjera (EFL), Marco Común Europeo de Referencia para las Lenguas (CEFR), desarrollo de habilidades lingüísticas.

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INTRODUCTION

Today is important to learn English as a tool to create a connection between the world as a method of communication, and in recent years English become required for creating a relationship with opportunities in schools, colleges, and workplaces because it is preestablished lingua franca that is used as an official corporate language. “Most people consider English to be a global language because it is the one language that is spoken and understood by the majority of the population in almost every region of the world” (Pachina, 2020, p. 2).

For this reason, governments around the world know the importance of English so they try to apply different strategies to help learners to acquire English as a second and foreign language according to international standards. During the last few years, Ministerio de Educacion de Ecuador tries to evolve the way to teach English and implement different theories of education. Learning and acquisition of English as a foreign language in this country start in schools when students are 8 or 9 years old with an A1 level, being English a compulsory subject from first grade to the third year of high school with a proficiency level in B1. According to Ministerio de Educacion (2012) “The proficiency levels set by the CEFR and established as the benchmarks for Ecuador’s ELLS are A1 at the end of 5th year, A2 at the end of 7th year, and B1 at the end of 3rd year” (p. 5). Through this Acuerdo Ministerial addition to the curriculum Nacional in 2012, the different institutions, both public and private in the country, want to facilitate the domains of foreigners and create language fluency in Ecuadorian students until the end of high school.

Introducing students in the target language at an early age and in a natural way facilitates the teaching and learning of any language. During the last decades, many methods and approaches have been used to teach English some of them have gotten impressive results that as the case of Universal Grammar, a new mode to create competent speaking proficiency. Chomsky (1986) “An innate component of the human mind that yields a particular language through interaction with presented experience, a device that converts experience into a system of knowledge attained: knowledge of one or another” (p. 3). Thanks to this interaction with the natural environment, avoiding memory limitation because it is stored innately in the human

brain. As a result, Universal Grammar as a Language Learning theory, for developing speaking, will be a new theory to be used in Ecuadorian schools.

Research problem

Teaching a foreign language in Ecuador has a different reality, being teacher formation the first problem in the institution of the country. According to Orosz et al. (2021) “around 73,33% of English teachers in public high schools had a low proficiency level which is the main factor that influences the teaching-learning English process in Ecuadorian schools” (p. 97). Therefore, the main educative authorities offered some training courses in and out of Ecuador to help teachers to reach the national and international education standards which is the case of Go teachers’ program.

Although after the training courses, the current situation in public institutions continues to be the same because a certain percentage of teachers are using traditional methods of teaching English where students get used to memorizing and repeating phrases having a wrong idea of real communication in the target language, in other words, the teaching problem was not solved at all. According to Eucevia (2019) “gaps continue in the field of professional development of English teachers because the B2 level of CEFR in the English language does not guarantee ideal teaching practice” (p. 8). The methods learned by teachers during these programs did not guarantee a change in their process of teaching a second language.

During the pre-professional practices, it was observed that students who study at Unidad Educativa “San Vicente Ferrer,” are not exempt of this problematic because, as the same way as other schools, the students present a low level of speaking skills inside the classroom. In some way, some factors as lack of resources and deficiency in activities that teacher uses to teach English, show a deficient quality in the language skills. Additionally, the use of traditional methodologies in the teaching process causes a kind of demotivation in students, who see the English subject as a difficult goal to research.

Justification

Chomsky (1965) suggests that “the exposure to a language was enough for a young child to become efficient at understanding and producing a language.” (p. 597). He believed that

humans are born with an innate ability to learn languages, in this case, learning English as a tool to communicate and share information. Setting UG in the classroom as a theory that uses basic structures of language that are encoded in the human brain in a natural way during exposure. It can help the student with the acquisition of a language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations because it is stored innately in the human brain.

Universal Grammar in the first years of education can improve their speaking skills when the student grows up, being a tool working in a student-centered setting and developing four English language skills, social skills, and real production of the language. Although, this theory could create a theory of study in the classroom, with the teacher and students working together and being the student an important part of the process.

On one hand, this approach allows for an exploration of the potential impact of this study on the students of "San Vicente Ferrer" who grapple with various challenges in acquiring proficiency in all four language skills, with a particular emphasis on Speaking Skills. This motivation drives the author of this research to strengthen students' oral competence by devising activities rooted in the principles of Universal Grammar, highlighting communication and cooperation as pivotal strategies.

On the other hand, educators can interact with students without encountering communication barriers. This not only mitigates potential future difficulties but also leverages diverse environments, presentations, and strategies to foster the development of crucial language skills within the young minds of students. This comprehensive approach offers promise in enhancing the overall language learning experience.

Objectives

General objective:

- Propose the use of Universal Grammar as a Language Learning Theory to Improve Students Speaking at San Vicente Ferrer.

Specific objectives:

- Identify what strategies are used by English teachers for development speaking skills of elementary school at San Vicente Ferrer School.
- Establish Universal Grammar Theory activities for development of elementary school students' speaking skills in English classes.
- Design speaking skills activities based on Universal Grammar Theory.

CHAPTER I: THEORETICAL FRAMEWORK

1.1. Language Learning Theories

In the first years of a child's life, the use of language and the acquisition of the language is a complex process to understand. The mechanism behind language acquisition of the mother tongue is a learning process so different but many theories try to appropriate these processes and adapt them to improve second language acquisition. In Schunks' (2012) words: "There are six primary educational learning theories: behaviorism, cognitive, constructivism, humanism, connectivism and universal grammar theory" (p. 114). Language learning theories in English are the foundations in the improvement of the English learning process. Usually, teachers adapt these theories (one or more) in the class according to the necessities of the student to create a construction of the language, process and receive in a correctly way the second language. For this reason, this research project will be based specifically on Universal Grammar. Teachers usually adapt one or more theories in the class according to the necessities of the student to create a construction of the language and process and receive the second language correctly.

1.2. Universal Grammar Theory

The origin of languages is a mystery. Even though science believes that it is something universal in human beings and is transmitted by vocal speech, unlike animals that share similar communicative features to the emission of sounds. This difference with human language is accompanied by gestures and facial expressions that help create a natural product of self-aware and intelligent organization.

As a result, linguistic subject is needed to teach any language, in this case, English language in which teachers explain the structures and components of the language to the students in order to facilitate the language acquisition with the purpose of motivating in the students the use of the language for getting a fluently and appropriately communication both in oral and written ways.

Around the world, many linguists have carried out research to find out the general and common properties of all languages or large groups of languages. A particular case is Noam Chomsky, a linguist who has conducted several investigations in language teaching using

Universal Grammar Theory as the foundation of his work. The term “Universal Grammar” was first used in 17th century France by the Port Royal grammarians in their book “Grammaire générale et raisonnée”. However, this term was first used by Chomsky and other linguists in the 1950s, stating that all languages are built on a common grammar. Chomsky (1986) states: “Universal Grammar has principles that are unchanging and universally applicable to all-natural languages; yet parameters have a finite number of open values that describe distinctions across human languages” (p. 34). Universal Grammar becomes an escape valve from traditionalist models.

In accordance with this concept, children can acquire a language easily and quickly with little exposure. It means that the acquisition of the language in the first years of the learner’s life is easier and faster in contrast to adults. In this case, the learners could be exposed to the target language daily, so the production of the L2 is in natural way. At the beginning of learning an L2, the brain makes only use of it without any grammatical rules, and with the passing of time, students learn the rules through pair correction. Being exposed to an environment in which learning a language is more accessible because it is developed step by step, and the biological necessity to understand and improve with the years of a formal language that can be used appropriately without all the grammatical errors, naturally with competence.

1.2.1. Characteristics

Universal Grammar is not a very widespread theory; therefore, it is necessary to cite the main characteristics that help to have a better understanding of it, focused only on the first years of language acquisition by environment. Universal Grammar has different characteristics; however, this research project is based only on these two main characteristics.

Characteristics that are detailed in the following graph:

Figure 1
Common European Framework

Main Characteristic	
Parameter setting	
Structure dependency is a characteristic about grammatical rules do not depend on the linear ordering of the words in the sentence, but on how these words are structured within constituents of specific types.	
Deep Structure	Superficial structure
The deep structure contains the meaning of the sentence. Elements of the sentence form a linear order of the words and make a sentence with structural sense.	The superficial contain the information, elements of the sentence are moved to form a sentence that express the main idea, and it does not change the meaning, avoid the structure of the sentence.
Examples:	
She bought a pinkish t-shirt yesterday. On the one hand, the speaker gives extra information and details about something and, at the same time, is following the correct grammar of the language.	She buy a pink t-shirt. On the other hand, the speaker is sharing only the necessary information and details; also, the most important thing is to share the idea, no matter if it is not completely correct or does not follow a grammatical sense.

Note: Own elaboration.

1.2.2. Universal Grammar in the development of oral production

Learning to speak well can be quite tough for students, especially inside the classroom. Many things can make it even more challenging. Things like how big the class is, how the teacher and students interact, and what materials are available can all make a difference in how well a student learns to speak. The language they are trying to learn, the language they already speak, and the culture around them also affect how hard it is to become a good speaker. So, learning to speak better is complicated, and students need to think about many things to get better.

Anxiety in oral production of foreign languages is a common phenomenon that many languages learners experience. It can manifest in a variety of ways, such as fear of speaking, avoidance of speaking tasks, or difficulty producing language under pressure. Another factor is the lack of vocabulary as a significant barrier to oral production in a foreign language. When learners do not know enough words, it can be difficult to express themselves effectively and engage in conversation and finally, the translation from mother tongue to a foreign language as a challenging task, as it requires not only an understanding of the grammar and vocabulary of both languages, but also an ability to convey meaning accurately and effectively in the target language.

According to Beritognolo (2021) “the evidence shown when children are starting the process of language acquisition, they do not display a grammar that is similar to the grammar of adults speaking the language to which they are exposed” (p. 8). This means that children do not develop their speaking language skills as much as adults; they create their own way to understand, and exposure to the language during a certain time can enhance their abilities to communicate innately.

As mentioned, language exposure through experience is the basis of speaking improvement. The Universal Grammar Theory proposes that students can activate some parameters in the language, creating input and collecting information to create their own grammar. For instance, when speakers show firm certainty for certain facts of their language that are not directly supported by the evidence, they have access to them while learning the language.

1.2.3. Universal Grammar strategies for speaking

The fundamental structure that underlies the grammar of every language spoken by humans; also, the circuitry in young children's brains that enables them to learn the grammar of their parents' language. In Ellis (1994) words: “L1 - L2 connection with L1 as a medium of instruction and creating a L2 stimulus, originate from UG” (p. 192). It means that the main characteristic of this connection is focus on how language works and learn through experiences, in this case creating tasks that require communication in the target language. Although, strategies in Universal Grammar suggest by Ellis are frequency factor could guide the teacher

in determining what is taught in observational, descriptive, and explanatory ways, applying inside the classroom minimal error correction, and learner will eventually come to infer the rule through systematic correction. Ellis's strategies will be more readily by making models of learning and language more complete, to intuitive learning styles or to learners who lack sufficient cognizance or metalinguistic awareness.

The most typical application of the theory is formally studying grammar, vocabulary, phonetics and position of the tongue and lips when producing different sounds, or practicing the pronunciation through the explicit option, language can be studied analytically through descriptions of structure and can be acquired intuitively, and in some cases spontaneously. However, it is important to highlight that the base strategies of this project are focus on input, emphasize meaningful communication, highlight Universal Grammar features (highlight the connection between native language and second language), error correction, pronunciation practice, exposure and culture context, and use of technology tools.

1.3. English Language

Today, English is an international language, it is an important part of communication and, it is the most spoken language around the world, as a universal language. English is a language used to exchange, ideas, and information to create a relationship between art, music, business, and education. Considering this information, it is important to understand the importance of teaching English inside the classroom, thanks to this language, students can develop a competent way to understand the world. Besides, students can use it in any situation.

Cho and Krashen (2019) emphasize that: “the correlations found between the English skills (reading, writing, listening and speaking skills) provide a replication and confirmation of the “Comprehension Hypothesis” and it has a meaningful impact that it has in the competence and production of students in the foreign language” (p. 235). In the same way, comprehension is an important part of the learning process as other skills, students who are not able to speak are not able to write, read or listen and this is complicated because they cannot understand anything. According to Tamayo (2021) “people can learn English in two different manners: English as a Foreign Language (EFL) and English as a Second Language (ESL)” (p. 20).

1.3.1 English as a Second Language (ESL)

In Nuriska (2021) view: “ESL is a traditional term for the use or study of the English language by non-native speakers in an English-speaking environment (it is also known as English for speakers of other languages)” (p. 5). English as a Second Language mentions the ability to speak a second language different from the mother tongue, in this case, English. This non-native language helps to create individual communication with the environment and develops the learner’s capacity to receive step-by-step strategies, actions, and routines that help them to process information.

1.3.2 English as a Foreign Language (EFL)

English as a Foreign Language mentioned by Baseki et al. (2020): “It involves the heritage speakers who learn additional languages suggest that early multilingualism and multiliteracy are predictors of enhanced language learning skills and overall academic performance” (p. 13). The main foreign language taught in most Ecuadorian schools is English and it has become a medium of international communication and a medium for development of intercultural skills. In this case, English as a foreign language is heading in the areas of teaching, pedagogy, intercultural and multilingual studies, and teaching students with learning difficulties.

1.3.3 Teaching English in Ecuador

In Ecuador, the importance of teaching English is promoted bilingual education is an essential part of the curriculum in the country. Nevertheless, it was not years ago, because many schools did not offer English classes until middle school, and for this reason, a lot of people in the country, never study English and when they started at middle school, begin something new.

Angelis mentioned a rating index of proficiency in English in which Ecuador has a preoccupation on the unequally and the effort to avoid it does not fix anything, the main problem is the language educational polices in Ecuadorian’ schools (Angelis, 2022). The different kinds of programs that the teachers try to use to teach the language function on the Common European Framework of Reference for Languages, like American and Europe societies as a mandatory standard in every education program. These standard teachers employ the system that the

country needs to teach in a school based on the method proposed by the government in 2007 but not was to 2012 that it was implemented in the Currículo Nacional de Educacion. The authorities had the objective to make proficient students able to communicate skills in the target language.

On the other hand, it is essential to remember that Ministerio de Educación implemented different programs to train and improve teachers on a B2 level according to the Common European Framework of Reference for Languages to teach in a better way. Thank to this, teachers need a certificate that demonstrates that had a B2 or more in the L2 to work in any institution in Ecuador.

1.3.4 Common European Framework of Reference for Languages

Figure 2

Common European Framework

Common European Framework of Reference for Languages

LEVEL	COMPREHENSION		SPEAKING		WRITING
B1	Auditive Comprehension	Reading Comprehension	Oral Interaction	Oral Expression	Written Expression
	Can understand the main points of <u>clear standard speech on familiar matter regularly encountered in school.</u>	Can read straightforward actual texts on subjects related to his/her field and interest.	Can participate spontaneously in a conversation about everyday topics, personal interest or about daily life as family, work, travels, events.	Can link phrases to describe in a simple way experiences, facts, and hobbies. Can explain and establish my opinion and projects.	Can be able to write simple texts and link it using topics about personal interest. Can write letters, and personal information about impressions and experiences.
	Can understand the main idea of <u>programs, conferences, programs on the radio and TV about actual themes or topics in clear standard speech.</u>	Can read the description about events, feelings or wishes in letters, newspapers, and texts related with school.			

Note: Own elaboration.

An international standard for describing language proficiency is the Common European Framework of Reference for Languages (CEFR). It rates language proficiency on a six-point scale, with A1 being the lowest and C2 being the most. Anyone involved in language learning and testing, including teachers and students, can determine the degree of various qualifications thanks to this. It also means that employers and educational institutions can easily compare our qualifications to other countries' exams.

The framework creates the curriculum or guidelines, qualifications, textbooks, examinations, and syllabuses that help L2 learners around all of Europe. Karademir (2019) states the following:

The activities guide by the CEFR can improve learners' proficiency of a level, the learning strategies, reading-writing tasks, all the activities include in the curriculum will increase students' four basic skills but sometimes there are not the sufficiently to achieving the desired level of success in language education. (p. 119).

This recommendation advises the governments of Member States to take their constitution, education system, and national, regional, or local circumstances into account to implement the CEFR and promote plurilingualism inside the classroom for all the learners of an L2. According to Common European Framework of Reference for Languages (2020) "it is based on the student's expression of their ideas clearly and coherently to be understood by their classmates and present relevant points of the stated topic" (p. 112).

1.4 English Skills

Figure 3
Speaking Skills



Note: Own elaboration.

English skills refer to the various abilities and competencies that are required to communicate effectively in the English language. Today, learning a second language is an essential part of aspects of our life. The ability to analyze and evaluate information in English,

including problem-solving, decision-making, and reasoning, being able to communicate correctly and clearly, using the rules and structures of the language and know vocabulary, their meanings and how to use it in an appropriate way.

Based on Rachna and Sharma (2021) “all the skills are strongly related, never are independent zones all the four works together — listening, reading, writing and speaking — each one each contributes uniquely to an individual’s overall communicative ability” (p. 3). These are the main factors to communication. English skills that can develop the ability of the student to create a correct use of the second language. The two productive language skills, speaking and writing, as well as the two perceptive language skills of listening and reading, have a fundamental and reciprocal relationship. It can determine the proficiency level that a learner could develop in a language, more specifically English.

1.4.1 Perceptive skills

First, perceptive skills or perception in this sense means the reception of language signals with understanding. Bamford and Day (1998) say “receptive skills, particularly listening comprehension, are the foundation upon which effective communication in a language. They are the gateway to understanding the language's rhythm, intonation, and nuances, which in turn, enable learners to engage meaningfully in listening and reading discourse” (p. 132). This means that learners of a second language need to be proficient and able to recognize phrases, structures, words, and the purpose of the intonation it. In contradistinction to productive skills, these skills interact closely and relate to them and have the purpose to practice until the learner can create their own exposure to an authentic language interaction. Reading and listening skills involve the receive and understanding of the world or the environment, these skills are crucial to be an able human in every aspect of the social life.

1.4.2 Productive skills

Then, productive skills or expression, in the sense used here, means the ability to transmit information consciously and effectively by means of speech and writing. Perceptive skills include understanding information through listening and reading skills. Productive skills, encompassing both speaking and writing, are the bedrock of effective communication in the

English language. According to Johnson and Smith (2021) “Proficiency in these skills empowers individuals to express ideas, engage in meaningful conversations, and convey their thoughts coherently and persuasively” (p. 68). These two skills have the goal to create an effective communication, because they help to interpret the language. Whether the main purpose is being able to create social, academic, and professional in any situation. These skills are opposite to perspective skills.

1.4.3 Speaking Skills

Speaking skills refer to the ability to effectively communicate ideas, thoughts, and information through verbal means. Good speaking skills are essential in both personal and professional settings, as they enable individuals to express themselves clearly and persuasively. Speaking is characterized as an interactive process of creating meaning that includes information production, reception, and processing. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Rao, 2019). Speaking skills are a critical component of language acquisition, as they enable individuals to communicate effectively in the target language.

Rao also states three kinds of speaking situations such as interactive, partially-interactive and non-interactive. He mentioned conversations in-person as the category of interactive speaking, in this situations English engage a real situation providing a response of questions in an actively way. On the other hand, partially-interactive has scenarios in which the speaker had limited opportunities for back-and-forth exchanges or less emphasis on active dialogue, an example of this situation are podcasts or presentations. And finally, non-interactive is little to no opportunity for two-way communication or interaction between the speaker and other person (Rao, 2019). In this situation the feedback is not guarantee and the speaker has not expectation of a response. An example of this situation could be commercials, email, or social media posts.

Nevertheless, during the speaking process, interaction is the most important part of it, participants, in this case, for student, it is important for them, as it can help them succeed in both academic and personal settings and teachers need to be careful with pronunciation, grammar, and fluency because they are an essential part of this process. Speaking skills are a principal

factor of language acquisition, and learners should focus on developing these skills through regular practice and exposure to the language.

1.4.5 Strategies and Techniques in Teaching Speaking

Learning the main skills during the first years of school is a process because the teacher needs to develop it with different tools and strategies. Pratiwi et al. state (2021): “There were also nine strategies used by teachers in TEFL; they are cooperative, contextual, expository, inquiry, exploration-elaboration, collaboration, student active learning and using video strategies. These strategies have different techniques and instructions that could help teachers” (p. 154-161). Some effective strategies and techniques for teaching speaking are:

Provide models: One of the most effective ways to help students develop their speaking skills is to provide them with models of fluent and accurate speech. This can be done through audio recordings, videos, or live demonstrations.

Practice and repetition: Speaking is a skill that requires practice and repetition. Teachers should provide students with many opportunities to practice their speaking skills through activities such as role-plays, debates, and discussions.

Error correction: It is important to correct errors in students' speech in a way that is constructive and supportive. Teachers should provide clear feedback on errors and help students to understand how to correct them.

Authentic materials: Using authentic materials such as newspapers, podcasts, and videos can help students develop their speaking skills by exposing them to real-world language use.

Group work: Encouraging students to work in pairs or small groups can be an effective way to promote speaking skills. Group work provides students with opportunities to practice their speaking skills in a supportive and collaborative environment.

Active listening: Active listening is a key component of effective speaking. Teachers should provide students with opportunities to practice active listening skills through activities such as listening comprehension exercises and note-taking.

Pronunciation practice: Pronunciation is a key aspect of speaking, and teachers should provide students with opportunities to practice their pronunciation through activities such as tongue twisters and minimal pair exercises.

In conclusion, teaching speaking skills in the early years of school is a multifaceted endeavor that employs various tools, methods, and strategies. These include offering models of fluent speech, facilitating ample practice and error correction, utilizing authentic materials, encouraging group work, and emphasizing pronunciation. By incorporating these strategies, educators provide students with the foundation to develop proficient speaking skills that are crucial for both their academic journey and future communication needs.

CHAPTER II: METHODOLOGY

2.1 Research Approach and Type of Research

This research has a mixed method research in which the procedure was mixed and combines methods, techniques, instruments, and analyze elements of quantitative and qualitative research in the same study to understand the research problem. Dawadi et al. (2021) affirm “A mixed methods research design is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative research and methods in a single study to understand a research problem” (p. 18).

2.1.1 Quantitative research

According to Adedoyin (2020) “Quantitative research is regarded as the organized inquiry about phenomenon through collection of numerical data and execution of statistical, mathematical or computational techniques” (p. 1). In this approach, it is typically conducted in a systematic and structured manner, with researchers defining variables and hypotheses, collecting data through standardized measures and surveys, and analyzing data using statistical methods. In this study, quantitative research was used to evaluate the research questions about patterns and regularities in language use and how it affects UG principles on language learning.

2.1.2 Qualitative research

According to Munawir (2020), “Qualitative research comprises the following methods: logic, ethnography, discourse analysis, case study, open-ended interview, counseling, therapy, grounded theory, biography, comparative method, introspection, casuistry, group discussion, literary analysis, meditative practice, historical investigation, etc.” (p. 95). Qualitative research is often used to investigate complex social phenomena that cannot be easily measured or quantified, such as attitudes, beliefs, values, and social interactions. It involves collecting data through various techniques, such as in-depth interviews, focus groups, observation, and document analysis. In this investigation, qualitative research can provide insights into the experiences and perceptions of language educators, which can help to better understand how Universal Grammar operates in real-world contexts.

2.1.3 Descriptive design

In a descriptive research design, a group of people or a phenomenon is observed and described in terms of their behavior, attitudes, or characteristics. According to Manjunatha (2019) “descriptive studies may be characterized as simply the attempt to determine, describe or identify what is, while analytical research attempts to establish why it is that way or how it came to be” (p. 863). This kind of research design is frequently employed to develop a deeper understanding of a specific subject or to paint a picture of a specific circumstance. It is crucial to consider the attitudes and behaviors of the English teachers at the institution when analyzing and determining the information for this research project because it will be based on the characteristics of speaking reactions of a particular group of students.

2.1.4 Longitudinal design

Deschenes (1990) states “longitudinal research design is the ability to study the natural history and course of development of a phenomenon” (p. 152). This type of study involves collecting data from the same group of individuals over an extended period, often years or even decades. This type of research investigates changes and developments that take place over time and can be done effectively during this design.

2.2 Methods – Techniques – Instruments

2.2.3 Inductive

A research methodology known as inductive research involves developing new theories or hypotheses based on information gathered during the research process. Data is gathered by researchers using a variety of techniques, including surveys and interviews. Inductive research involves the search for pattern from observation and the development of explanations – theories – for those patterns through series of hypotheses (Hussain, 2020). The gathered data is then examined to find trends, themes, and connections as well as to develop new theories or hypotheses. The researcher then examines the data to determine whether it supports the theories or hypotheses.

2.2.1 Methods

This research is based on deductive (using in quantitative research) and inductive (using in qualitative research) methods to collect, analyze, and interpret data to answer research questions or test hypotheses.

2.2.2 Deductive

The deductive method is a research methodology that involves testing existing theories or hypotheses to see if they are supported by data collected during the research process. Deductive approach is concerned with deducting conclusions from premises or propositions. (Hussain, 2020). Researchers formulate a hypothesis or theory based on existing knowledge or prior research. The hypothesis or theory is then evaluated through empirical observations or experiments, and the data collected is analyzed to see if it supports the hypothesis or theory.

2.3 Techniques and Instruments

In research, there are many techniques and instruments used to collect and analyze data, in this study the techniques and instruments used were:

2.3.1 Survey

A survey is a research method used to collect data from a sample of individuals by asking them a set of standardized questions. According to Zhua (2016) “survey aims to make inferences about a population by examining a sample from that population” (p. 165). Surveys can be used in both quantitative and qualitative research, depending on the type of questions asked and the data analysis methods used.

This survey provides instructions on how to complete the survey and information on how the data will be used. Also, demographic information helps to collect information about the respondent, such as age, gender, and education level. And finally, ten questions with open-ended and closed-ended to cover a range of topics related to the research objectives.

2.3.2 Questionnaire

In Youngs' words (2016) : "Questionnaires are defined as any text-based instrument that give survey participants a series of questions to answer or statements to respond to either by indicating a response" (p. 167). In other words, a questionnaire is a tool used to collect data and information from participants in a structured and standardized manner It is a series of questions that are designed to gather specific information about a particular topic or research question.

This questionnaire was used in quantitative research to collect data from a large number of participants, to collect a wide variety of information, such as attitudes and behaviors.

2.3.2 Interview

A data collection technique called an interview is used to learn about people's experiences, opinions, attitudes, and behaviors. Whether structured or unstructured, interviews can be conducted in person, on the phone, or through video conferencing.

The researcher applies a structured interview with two teachers in the Unidad Educativa San Vicente Ferrer, it was divided in a set of ten predetermined questions to the participants. The questions were based on the speaking activities and strategies that the teacher used inside the classroom and expectations about the student's prophecy and use of the language in this school.

2.4 Research Questions

How useful is Universal Grammar in the improvement of speaking on students at San Vicente Ferrer School in Ibarra?

What are the most effective instructional strategies for teaching Universal Grammar principles to young children to improve their speaking skills in a second language?

2.5 Participants

The participants who assisted in the data collection were eighty-two students "San Vicente Ferrer" Elementary School and 2 English Language Teachers from the school in the academic period September 2022 to July 2023. It is important to mention about it is not a big

population of participants, for this reason, this research project considers all the universe to apply the instruments.

Table 1
Participants

School	Year	Courses	N° students	N° teachers
San Vicente Ferrer	2 EGB	A	8	2
	3 EGB	A	15	
	4EGB	A	13	
	5EGB	A	8	
	6EGB	A	18	
	7EGB	A	20	
TOTAL			82	

Note: Own elaboration.

2.6 Data analysis and procedure

The investigation is based on the research variables in the theoretical framework served as the foundation for the development of the study's methodology, data collection, and analysis. The researcher then created these two instruments, which were student surveys and teacher interview. These instruments were assessment and approved by three English teachers with a questionnaire survey and interview for application and evaluation. Following the English Major professors' verification and validation of the instruments, a letter asking permission to gather data and conduct the research at the San Vicente Ferrer School was addressed to the dean's secretary of the Universidad Técnica del Norte. The investigator used the instruments on the target population after receiving permission from the institution's principal to carry out the study and they volunteered to participate.

CHAPTER III: RESULTS AND DISCUSSION

This section demonstrates the outcomes obtained by the researcher with all the instruments applied in the Unidad Educativa San Vicente Ferrer. The results' analysis of the students' survey, teachers' interview analysis and the discussion of the findings.

3.1. Results

This research was carried out at San Vicente Ferrer school, a private institution located in Ibarra city. Both the teachers and the students of the basic education year provided valuable information that significantly contributed to achieving the different objectives proposed in this study. Likewise, both the interviews and the surveys developed through questionnaires assisted significantly in the quantitative and qualitative data collection that support the reliability and validity of the results.

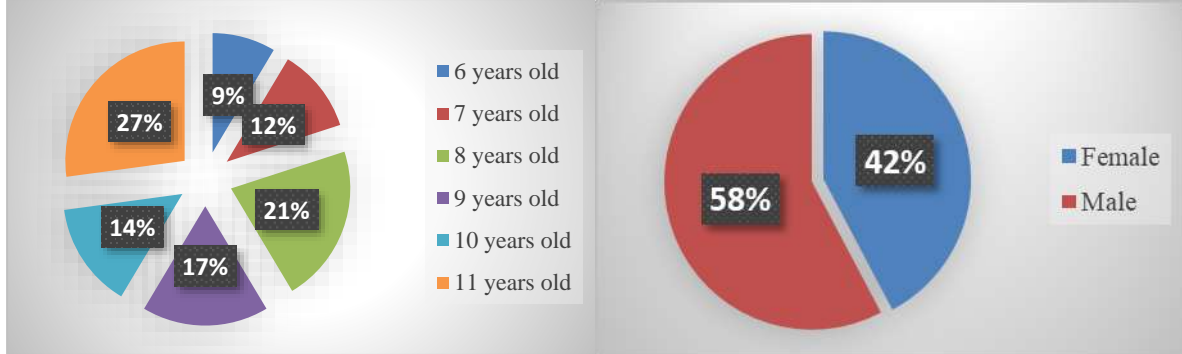
3.1.1. Student's survey

First, the quantitative aspect, a questionnaire of eight multiple-choice questions was designed for seventy-one students who study at San Vicente Ferrer school. Its main objective was to determine the communicative strategies used by the teacher to develop their English-speaking skills. Altogether, the survey was applied to six grades: 2nd, 3rd, 4th, 5th, 6th, and 7th that belong to the General Basic (EGB).

The statistical results are detailed below in pie charts. The respective interpretation and analysis regarding the questionnaire survey are issued as well.

Figure 4

Age and genre of the participants

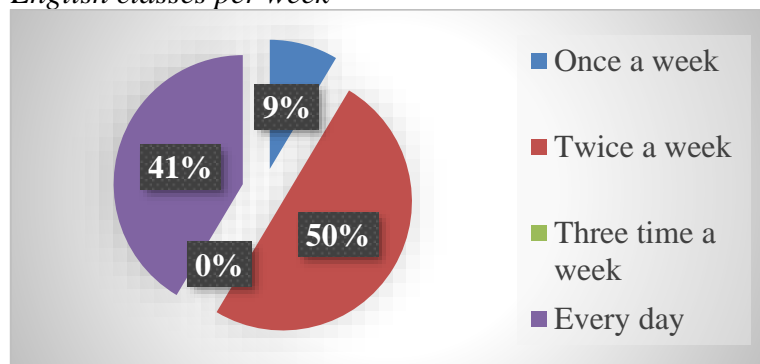


Note: Own elaboration. Source: Survey June 2023

The gender and age of the students polled are depicted in figure 4. It is important to emphasize that these two factors (generic data) were simply included in the study in order to get some references from the respondents; as a result, the information had no bearing on the investigation. The greatest proportion, 58%, indicates that men make up the majority of responses. Moreover, women make up 42% of the remaining population. Most of the students in the poll are between the ages of 6 and 9, it is for analyze the first years of basic education in the Institution.

Figure 5

English classes per week

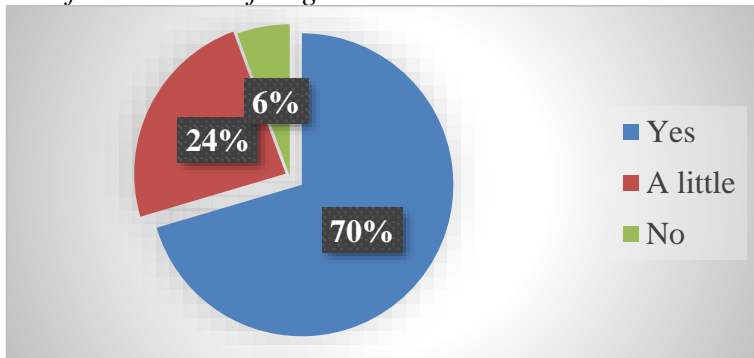


Note: Own elaboration. Source: Survey June 2023

Regarding question one, it indicates the English classes students had during the week. A considerable number of students said that they have twice as many classes per week; 50 percent of students correspond to the third, fourth, and fifth levels of basic education. The 41 percent correspond to students from the sixth and seventh levels of basic education; they said that they had classes every day of the week. And finally, 9 percent of students in this institution correspond to the second level. They had only one class per week. Based on this result, teachers prepare different activities for every course because the time they have English classes during the week increases according to the passing of the levels.

Figure 6

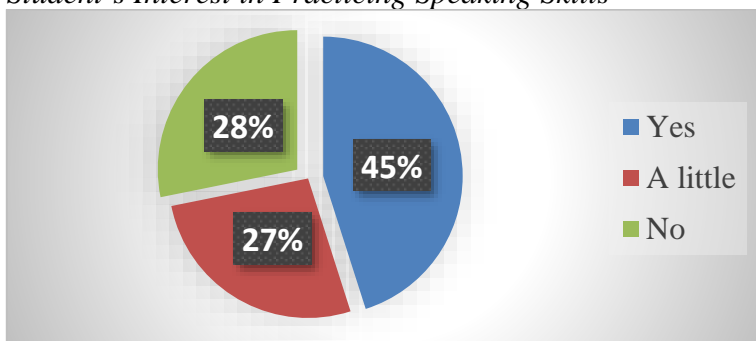
Satisfaction level of English classes



Note: Own elaboration. Source: Survey June 2023

This pie chart shows students' preferences for the English classes. Question two indicates how much students prefer English classes. Firstly, a sizable number of students—almost three-quarters of the participants—said they liked it. Secondly, less than a quarter of the participants said that they like English classes a little bit. Thirdly, too few participants do not like English classes. Based on this result, students increase their liking for learning English according to the time and hours of classes that they have during the week. Every level of the English course is intensified with one extra hour for each level.

Figure 7
Student's Interest in Practicing Speaking Skills

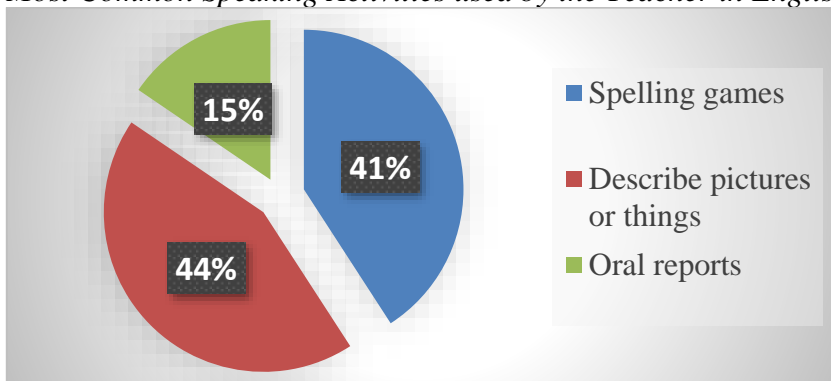


Note: Own elaboration. Source: Survey June 2023

According to the results obtained in question number three, the participants show a worryingly low interest in developing speaking skills. More than a quarter of the students are not interested in practicing speaking at all; in addition, the same percentage have only a little interest in this activity. In conclusion, more than half of the participants are not sufficiently motivated to carry out activities that contribute to the improvement of speaking skills. Speaking activities must be implemented at the lower levels so that students get used to speaking inside and outside the classroom.

Figure 8

Most Common Speaking Activities used by the Teacher in English Classes

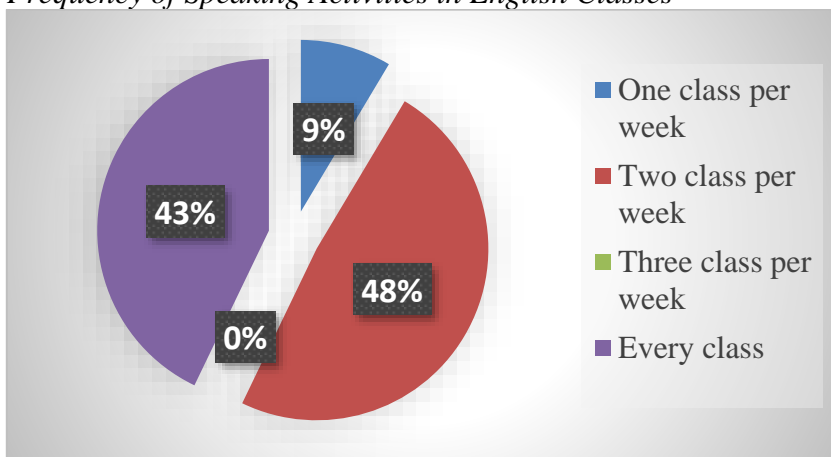


Note: Own elaboration. Source: Survey June 2023

Based on the pie chart, it can be inferred that the teacher uses a variety of activities to encourage students to speak in English class. An exceptionally large part of the participants agrees that "describing pictures or things" and "spelling games" (with a 44% and 41% respectively) are activities that they used the most during English classes. That shows that these activities work in all kinds of groups. Otherwise, a small group of students reported that they use "oral reports" as the main activity in their classes being the 15% which represent an important part of the participants. These results suggest that the teacher employs different activities to promote communicative skills depending on the group.

Figure 9

Frequency of Speaking Activities in English Classes

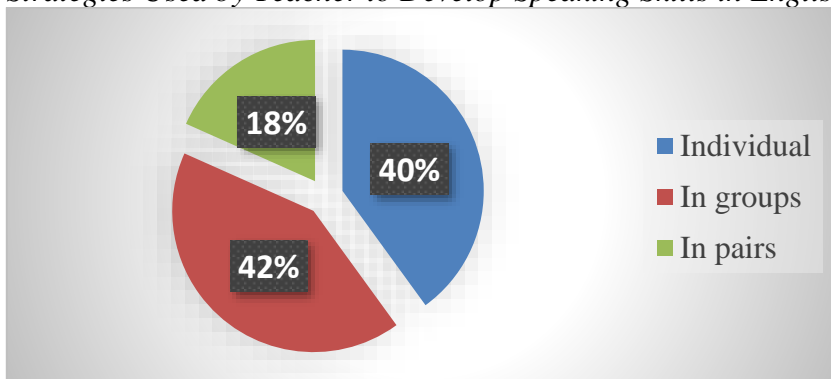


Note: Own elaboration. Source: Survey June 2023

According to the information presented in the pie chart, all the participants claim to carry out speaking activities at least twice a week; of that percentage, almost half of them say they do speak activities every day. Therefore, it can be interpreted that the students are not satisfied with the methodology applied by the teacher in class, which is the reason why most of the students are not interested in developing speaking activities as shown in question five.

Figure 10

Strategies Used by Teacher to Develop Speaking Skills in English Classes

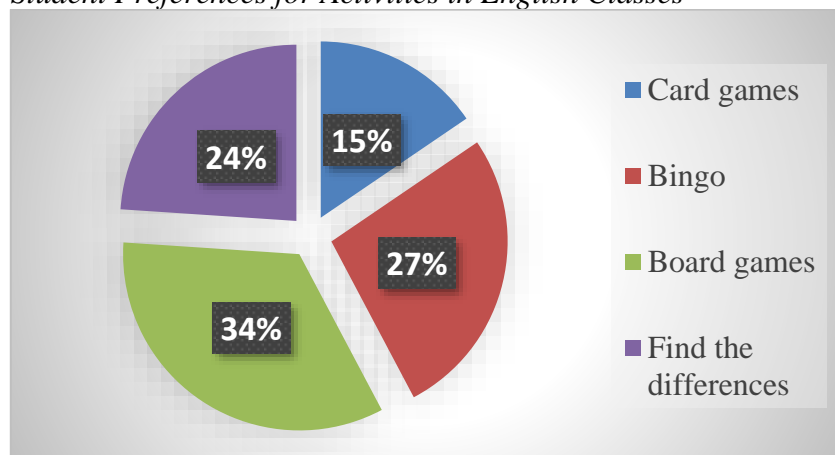


Note: Own elaboration. Source: Survey June 2023

Based on the data presented in the pie chart, it appears that the teacher employs a range of strategies to develop speaking skills in the English classes. The largest portion of students surveyed, at 42%, indicated that the teacher uses individual activities as a strategy for developing speaking skills. This could involve activities such as individual presentations or oral presentations, where students could practice speaking in front of the class. The second largest portion of students, at 40%, indicated that the teacher uses pair activities as a strategy for developing speaking skills. This could involve activities such as discussions or role-plays, where students can practice speaking with a partner. The smallest portion of students, at 18%, indicated that the teacher uses group activities as a strategy for developing speaking skills. This could involve activities such as debates- Overall, these results suggest that the teacher employs a variety of strategies to encourage student participation and improve speaking skills in the English classes. By using a combination of individual, pair, and group activities, the teacher provides students with multiple opportunities to practice and develop their speaking skills.

Figure 11

Student Preferences for Activities in English Classes

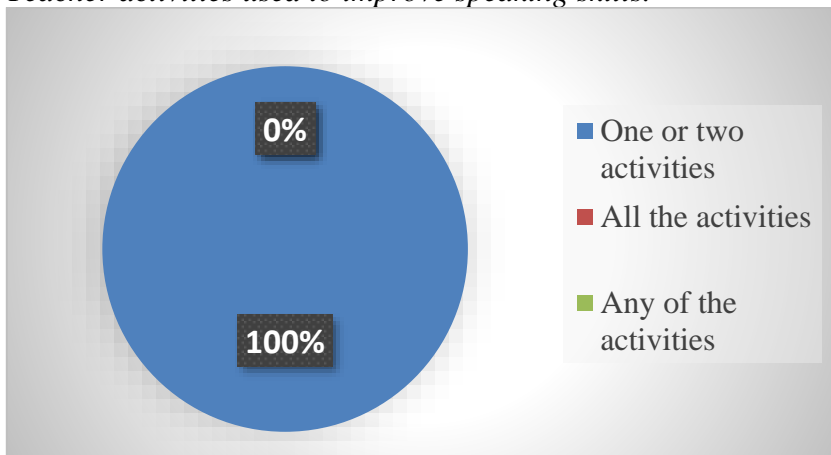


Note: Own elaboration. Source: Survey June 2023

Based on the data presented in the pie chart, students have a variety of preferences for activities they would like to do in the English classes. Around 61% of students surveyed indicated that they would like a preference on Bingo with 34% and bingo with a 27%. These two activities are based on the social interaction that they could had during the game, the objective, and the strategies that students must demonstrate during these kinds of games. The 24% of students indicated that they would like to do “find the differences” activities in the English classes, in these activities, we can observe a different role, less active than a social interaction and it can be manage with calm and at the own time that students prefer. Finally, 15% indicated that they would like card games. Overall, these results suggest that students have a variety of preferences for activities they would like to do in the English classes, with board games and “find the differences” activities being the most popular choices.

Figure 12

Teacher activities used to improve speaking skills.



Note: Own elaboration. Source: Survey June 2023

It is well known that speaking activities are a crucial factor in generating confidence and fluency when students want to learn a foreign language. Therefore, in this figure it is evident that speaking activities are used in all the lessons, that is because the main objective of learning a second language is oral communication as well. So, 100% of surveyed people confirmed that speaking activities are used at least two times in each class.

3.1.2. Teacher's interview

Regarding the qualitative component, a semi-structured questionnaire of five questions was carried out. In addition, two English teachers were interviewed in separated dates and rooms. Likewise, one interview lasted 20 minutes and the other about 13 minutes. Equally important is that the teachers provided valuable information about the teaching methodology used in class to develop speaking skills. Finally, the data obtained from the educators were considered, proposing a viable solution to the research problem.

To perform the respective analysis and interpretation of the interviews' results, the researcher transcribed everything the teachers said during the interview. Next, the analysis of the data collected in the interviews is presented.

Part A: Objectives Achieved.

The following question displays value data about the teacher's perception of speaking skills of the students and how the teachers develop it according to the established by the Institution to reach an English level in students.

1. How do you develop speaking skills in the classroom?

Teacher A:

The main thing is allowing the students to observe an image and the teacher itself repeating the vocabulary so that they can memorize the correct pronunciation and motivate them those also repeat, once they learn the pronunciation of the new vocabulary they are also encouraged to create their own version of the content i.e. create something original on their part in an attempt not to highlight errors so they also do not feel compelled to produce at the time of asking them orally that we try to see also topics of interest of the students so they feel motivated to contribute during the class using precisely the vocabulary or grammar that is being revised in the unit.

Teacher B:

To develop speaking skills in the classroom, it is essential to create an environment where students can engage actively. For me, this involves helping them grasp vocabulary and correct pronunciation. Encouraging repetition of words and some specific vocabulary among students can help reinforce their understanding. Additionally, to boost participation and confidence, it is helpful to align class topics with students' interests, ensuring they feel motivated to contribute using the targeted vocabulary and grammar. This approach minimizes the pressure to produce perfect speech and enhances the learning experience.

2. What kind of activities can be offered in the classroom to help students improve their speaking skills?

Teacher A:

Activities such as couple dialogues, table games and can even be videos guessing contests in my opinion clear that this already depends on what is being revised and you can

adapt the content with these activities at least I think about activities that can be applied in school unlike school that they can already maintain the composure, also in group work in pairs in school is a bit more complicated depending on the group so it is about to do also group work this allow everyone to participate and already in few occasions to leave them in pair so that they could produce together without leaving the subject.

Teacher B:

To improve students' speaking skills in the classroom, it is essential to focus on a combination of teaching methods and techniques. These include creating a supportive and encouraging environment where students feel comfortable expressing themselves orally. Providing many opportunities for verbal interaction through class discussions, Q&A sessions, and even simple dialogue practice can help students develop their speaking abilities. Additionally, giving constructive feedback and corrective guidance, when necessary, can play a significant role in their progress.

Part B: Universal Grammar

The following question displays valuable data about the teacher's perception of universal grammar and how the teacher can develop it according to the established theory.

3. Would you use this theory in the classroom?

Teacher A:

Of course, yes, because the best way to be able to acquire or absorb learning a second language is by exposing yourself to it, and that is the best way to teach it unconsciously to students because it is something new to develop their language skills. I think that it is a way of learning naturally and exposing them to things they like so that they can record the language, pronunciation, and vocabulary and later use it by instinct, so I am very much in agreement with the use of this methodology.

Teacher B:

I believe that this theory could emphasize the importance of exposure and repetition to help students acquire language skills naturally. By immersing students in a language-rich

environment and incorporating elements they enjoy, we can facilitate a subconscious learning process. This approach can be particularly beneficial in developing pronunciation, vocabulary, and language patterns, allowing students to use the language instinctively.

4. Do you think it would be easy to implement Universal Grammar theory in the classroom?

Teacher A:

It is easier at school since they do not have much that barrier of that English and Spanish, they can just expose themselves and sui taking learning new things, but if there's a little this inconvenience with certain students because it can even come to pass from family it does not give importance to a second language of learning the second language it is more simpler in primary education at the time of exposing them then they are more open to learning new stuff and practicing it.

Teacher B:

From my point of view, I believe that a strong emphasis on repetitive practice, drills, and the memorization of vocabulary and grammar rules improves students' skills in the second language. That is something that I know works and has resulted in my classes. Universal Grammar Theory may be extremely complicated to implement nowadays. It does not mean no; I would implement it if I followed a previous program that taught me how to do it, because I do not have the correct strategies.

5. In the case of creating Universal Grammar activities, would you be willing to undertake these activities in the classroom?

Teacher A:

If you would be willing since. in my opinion one of the best ways to help children learn the language and to know how to pronounce it because many times already being a little older there is this problem that we are already tied to our mother tongue and we have these barriers and barriers that do not allow us to remember certain details as it is another language and has

its own pronunciation so that this method in particular helps children to learn the correct pronunciation of the language.

Teacher B:

As I told you in the previous question, I would use Universal Grammar in the classroom if I had the correct strategies to do that.

3.1.3 Analysis of teachers' interview

Teachers at San Vicente Ferrer School share several opinions related to the use of universal grammar in the classroom. Both teachers affirm that to have a good oral output, repetition of words is necessary. This is similar to the Audiolingual Method since it is stated that the teacher tells the students what the pronunciation of certain words is like. Another similarity between the teachers' responses is that the main objective of speaking activities is to increase students' vocabulary. They recommend that the vocabulary used be interesting to students, so they become motivated and increase the probability of learning. For both teachers, the improvement of speaking skills is based on the improvement of the pronunciation sub-skills, leaving sub-skills such as fluency in the background. In terms of integrating more than one skill, teachers suggest starting by reinforcing listening, continuing with speaking so that the final product is written, improving grammar skills, and increasing vocabulary.

Teachers assure that to improve oral performance, it is necessary to create an environment where the target language is used. In this case, the implementation of various learning methods and techniques is important, for example, Communicative Language Teaching. Teachers must provide students with a communication environment where they can use the target language not only to repeat words or phrases but to transmit ideas, exchange opinions and create understanding between participants. A communicative language allows you to reinforce teamwork, whether in pairs or groups of more than two people. For teachers, another speaking teaching strategy is with games in class, contests and fun things that help the student become interested in these activities and achieve adequate pronunciation. Likewise, adequate feedback is necessary to correct certain errors and difficulties that learners have when speaking.

To conclude, teachers assure that they would implement universal grammar in their classroom activities because it is much easier to apply this method in primary education and it brings numerous benefits to language proficiency. They think this theory will make students generate meaningful learning that can stay in the students' memory and can be used in real life and not rote learning that they cannot use in real life. However, it is also mentioned that teachers may not have the correct strategies to implement activities focused on Universal Grammar; likewise, the permanent use of the mother tongue makes this task more difficult. Therefore, teachers would need a guide or lesson plans to help them develop this type of activity aimed at elementary school children.

3.2. Discussion

As it was previously stated in the theoretical framework, the English language has a significant impact on people's lives and is the most widely used language for communication nowadays. During this investigation, it delved into the acquisition of a second language, with a specific focus on English, through the application of a Universal Grammar theory, based on the surveys of both students and educators. Also, this information would help in the development of a handbook using Universal Grammar Theory to improve oral production.

Through the synthesis of learners' perspectives of English classes, their interest is based on the activities and strategies that the teacher could provide during a lesson, and it could have both a positive and a negative influence in their contributions inside the classroom. On the other hand, according to the interviews for the English teachers is possible to notice the lack of strategies. The most used strategies by interviewed teachers are repetition, acquisition of vocabulary and memorization, these activities do not provide students' interest. According to Ellis (1994) "the strategies provided by Universal Grammar, are emphasize on the development of a create a stimulus in the acquisition of the second language" (p. 115).

According to the data and information collected by students at San Vicente Ferrer School, it has been possible to understand that A substantial portion of the participants, around half of the respondents feel uncomfortable and do not like practicing English inside the classroom as well as outside. Although teacher interviews refer to the importance of practicing oral production in every class or at least minimal interaction per class, the information supported

by teachers interviewed and students surveyed shows oral production as a skill that is developed in English classes. Following Universal Grammar principles for the development of speaking skills, avoid the pressure to produce a language and accept the errors as part of learning.

In line with students surveyed, the teacher organizes the classroom in two ways individually and works in groups as a part of the better development of speaking skills. However, this allows them to adapt their preferences in the way that students participate and permits them to share in a comfortable way their thoughts about an oral lesson. Teachers understand that these activities could help them to create a better process to learn communicative skills.

Thus, after evaluation of each of the mentioned factors, it was decided the significance of creating a handbook for teachers that incorporates activities based in Universal Grammar Theory.

CHAPTER IV: ACADEMIC PROPOSAL

4.1 TITLE

Speaking improvement base on the Universal Grammar as a Foreign Language

4.2 INTRODUCTION

The process of learning a language means ongoing innovation and revision of the teaching methods and activities that are used in the classroom. As a result, it is the duty of English teachers to seek out, modify, or develop new techniques and resources that can aid students in correctly developing their language abilities. It is important to note that teachers are the ones who should be aware of the students' weaknesses in developing this skill since in this way the teacher is able to analyze the learner's needs and attend to them. Speaking skill is one of the hardest skills for students to develop. Like this, it is crucial that teachers pay attention to their students' interests because doing so will enable them to select the right teaching methods for each group and ensure that they develop this skill successfully.

The handbook proposes the use of Universal Grammar as a Language Learning Theory in the teaching process of acquiring speaking skill. In this handbook, it provides creative activities based on the target language to develop and improve this meaningful skill.

4.3 JUSTIFICATION

The Universal Grammar theory shows that humans possess an innate cognitive capacity for language acquisition, which entails a foundational understanding of linguistic structures that transcend individual languages. By incorporating this theory into language instruction, educators can offer students a comprehensive and transferable framework for enhancing their speaking abilities.

Moreover, the Universal Grammar theory aligns with the cognitive processes underlying language acquisition. When students engage with linguistic structures and rules that are universal across languages, they cultivate a deeper comprehension of the fundamental aspects of communication. This understanding transcends the mere memorization of vocabulary and grammar, allowing learners to decipher patterns and relationships that exist within language

systems. Consequently, this heightened awareness of linguistic structure empowers students to construct sentences with increased accuracy and coherence when engaging in spoken discourse. By honing their ability to recognize shared linguistic principles, learners are better equipped to adapt their speaking skills to various languages and contexts.

For these reasons, it is important to note that every aspect of the current research was important in creating the handbook in a way that reflected the experiences, needs, and interests of the teachers and students involved in the language-learning process. As a result, both educational roles are included in the process of teaching and learning a language, and the plan encourages their participation.

4.5 PROPOSAL OBJECTIVES

4.5.1 General Objective

Propose a handbook based on Universal Grammar as a Language Learning Theory to improve Students speaking skills.

4.5.2 Specific Objective

- Provide interactive resources using Universal Grammar Theory to improve students speaking skill in the classroom.
- Develop a teachers' handbook using elementary school topics according to the A2 level established by the Ministerio de Educación from Common European Framework of Reference for Language.

UNIVERSAL GRAMMAR TO ENHANCE SPEAKING SKILL

HANDBOOK



Universidad Técnica del Norte

Facultad de Educación, Ciencia y Tecnología

Pedagogía de los Idiomas Nacionales y extranjeros

Author: Karla Cisneros



CONTENTS

	Lesson	Time	Speaking Strategy	Grammar	Age	Vocabulary
Animals' adventures	At the jungle	45 minutes	Acquire new vocabulary about wild animals spontaneously.	It is / they are	6 - 7	Wolf, Gorilla, Monkey, Giraffe, Panda, Zebra, Snake, Deer.
	At the farmer	45 minutes	Gain new knowledge about domestic animals' pronunciation in an unconscious way.	What is it? What are they?	6 - 7	Pig, Cow, Sheep, Horse, Chicken, Duck, Donkey, Cockerel.

	Lesson	Time	Speaking Strategy	Grammar	Age	Vocabulary
Healthy Food	At the shop store	45 minutes	Enhance Fruits' pronunciation and vocabulary.	This / that	7 - 8	Apple, Grapes, Pear, Banana, Plum, Orange, Strawberry, Kiwi
	At home	45 minutes	Acquire vegetable vocabulary spontaneously.	That / Those	7 - 8	Cucumber, Lettuce, Onion, Pepper, Potato, Tomato

	Lesson	Time	Speaking Strategy	Grammar	Age	Vocabulary
My incredible family	Family Members	45 minutes	Improve knowledge of family members and personal pronouns.	Object Pronouns	9 - 11	Father, Mother, Sister, Brother, Grandma, Grandpa.
	My family's occupation	45 minutes	Develop new vocabulary and pronunciation of my family occupation.	Verb to be	9 - 11	Teacher, Doctor, Nurse, Pilot, Fireman, Plumber

UNIT 1

ANIMALS ADVENTURE



Step 1: Look at these picture about wild animals.

Activity 1: Vocabulary

Listen to the teacher and repeat the pronunciation of the animals



Step 2: Discuss about your favorite animal

Activity 2: Practice

Look at the following pictures and answer the questions.

Which one is your favorite wild animal?

Where does it live?

What color is it?



What does it eat?



Activity 3: Grammar

Step 3: Explain the grammar point.

Check the differences between "It is" and "They are".

It is a	They are
	

Step 4: Describe the wild animals in the picture.

Activity 4: Speaking part

Identify animals you see in the picture:

If there is one animal, say: It is a/an and if there are many animals from the same species, say: they are.



Domestic Animals

Objective

Introduce children to common domestic animals' vocabulary.

Strategy

Active learning

Speaking Strategy

Gain new knowledge about domestic animals' pronunciation in an unconscious way.

Vocabulary

Pig

Cow

Sheep

Horse

Chicken

Duck

Donkey

Cockerel

Warm-up

- The teacher asks the children to sit in a circle.
- The teacher begins with a friendly greeting and asks the kids if they have any pets at home.
- Explain that today, they will learn about different domestic animals.
-

Main Activity

- The teacher shows pictures or flashcards of domestic animals one by one.
- The teacher asks the children to identify each animal.
- The teacher discusses these animals' sounds and physical characteristics while listening to an audio.
- The teacher encourages the children to make animal sounds too.
- The teacher explains these two questions: What is it? And What are they?

Speaking activity – Production

- The teacher puts some flashcards face down and give some clues to the student and they have to discover what animal is in that flashcard.



Step 1: Look at the pictures and pronounce those.

Activity 1: Vocabulary

Identify each animal and discuss the sounds these animals make and their physical characteristics



Step 1: Listen to the audio and identify the animal.

Activity 2: Practice

 Listen to the audio about animals sound and identify to which animal represents the sound.





Audio: <https://www.youtube.com/watch?v=6yqi46uE6nA>

Step 3: Grammar explanation

Activity 3: Grammar

Explain when do we use “What is it?” and “What are they?”

What is it?	What are they?
We use “What is it?” to ask about singular things or objects like one animal. Ex: What is it - It is a monkey	We use “What are they?” to ask about plural things or objects. Ex: What are they? - They are monkeys
	

Step 4: Play a game

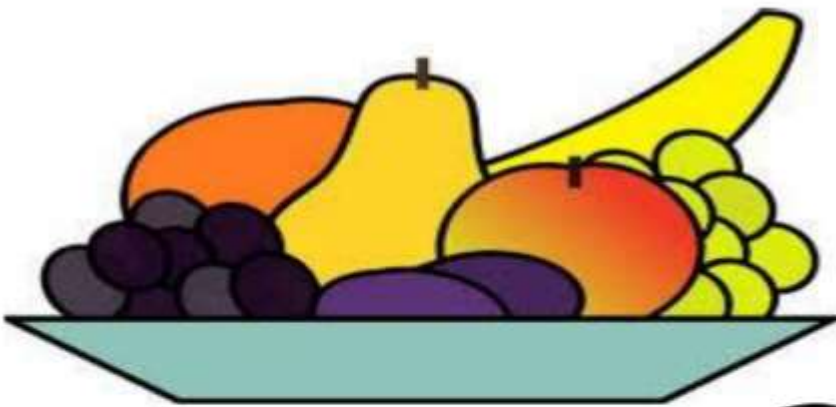
Activity 4: Speaking practice

The teacher puts some flashcards face down and give some clues to the student and the student has to discover what animal is in that flashcard.



unit 2

HEALTHY FOOD



&





At the shop store

Objective

Students will learn about different fruits, their names, and color strategy

Strategy

Cooperative learning

Speaking Strategy

Enhance Fruits' pronunciation and vocabulary.

Vocabulary

Apple

Grapes

Pear

Banana

Plum

Orange

Strawberry

Kiwi

Warm-up

- The teacher shows pictures or flashcards of different fruits one by one.
- Ask the children to identify each fruit by name and color by asking questions like, "What color is this fruit?" or "What is the name of this fruit?"

Main Activity

- The teacher shows the story of "The Very Hungry Caterpillar" by Eric Carle.
- The teacher asks the children to identify what fruits the caterpillar eats in the story.
- The teacher places the same flashcards about fruit to ask the students to create a sentence with one fruit. Ex: "I love eating strawberries. This strawberry is red".
- The teacher explains the differences between this and that.

Speaking activity – Production

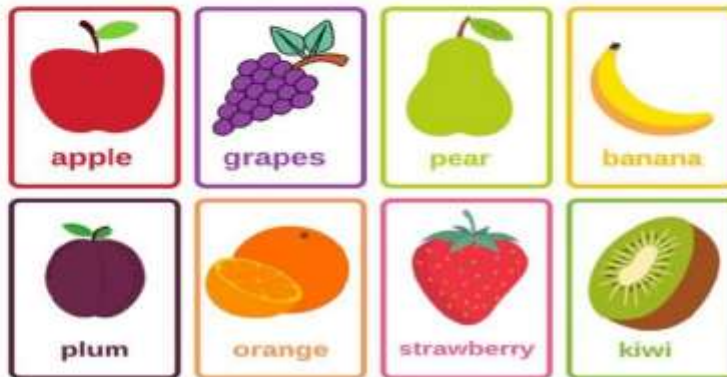
- The teacher asks the students to draw a fruit salad and describe what fruit he placed in this picture.



Step 1: The students answer the questions about the fruits.

Activity 1: Vocabulary

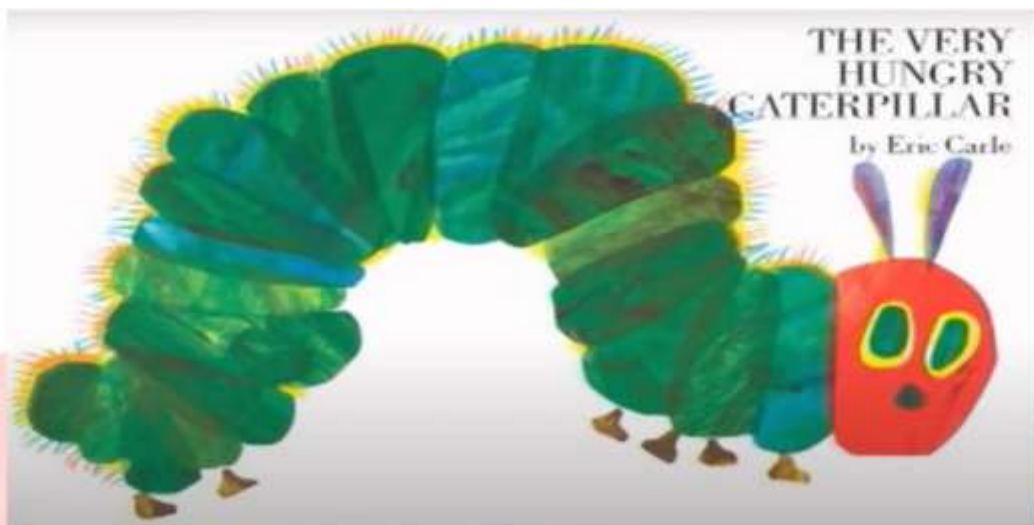
Identify each fruit by name and color.



Step 2: Watch and listen to the story telling.

Activity 2: Practice

Listen to the story of “The Very Hungry Caterpillar” by Eric Carle and identify what fruits the caterpillar eats in the story

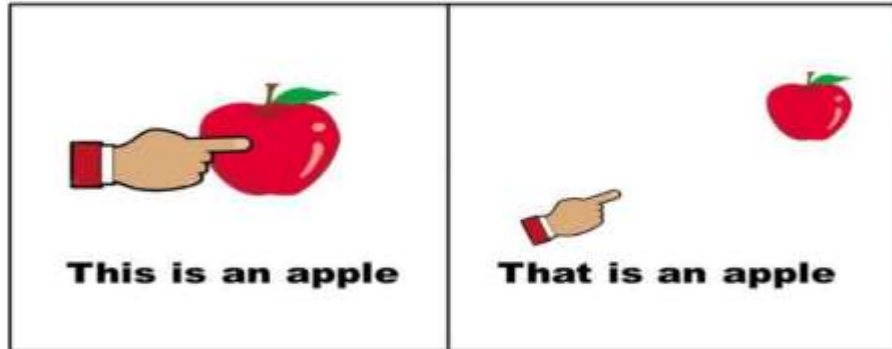


Audio: <https://www.youtube.com/watch?v=6yqi46uE6nA>

Step 3: Understand the differences between "This" and "That"

Activity 3: Grammar

The differences between "This" and "That". We use "This" to talk about one object or one thing that is near of us, but we use "That" to talk about one thing that is far from us.



Step 4: Draw a fruit salad

Activity 3: Speaking Part

Draw a fruit salad in a sheet of paper and describe what fruit you placed in this picture.

My delicious Fruit Salad





At supermarket

Objective

Students will learn about vegetables and their characteristics.

Strategy

Collaborative learning

Speaking Strategy

Acquire vegetable vocabulary spontaneously.

Vocabulary

Cucumber

Lettuce

Onion

Pepper

Potato

Tomato

Warm-up

- The teacher gives each student a small piece of paper with the name of a vegetable written on it and asks them to go each student to the front and give some characteristics and colors of the vegetable so that their classmates can guess what vegetable it is.

Main Activity

- The teacher shows a tongue twister "Peter Piper" and she reads it and students repeat it again by themselves tongue twister.
- The teacher divides the class into two groups and these groups repeat aloud the tongue twister. The group that pronounces it correctly wins.
- The teacher explains the differences between "These" and "Those".

Speaking activity – Production

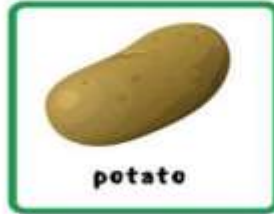
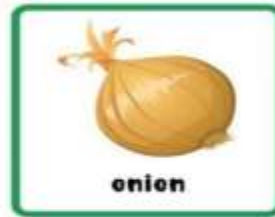
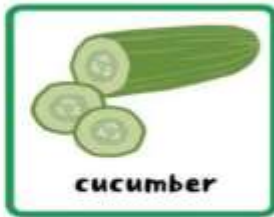
- The teacher asks the students to begin a storytelling chain by starting a story with a vegetable-related sentence (e.g., "Once upon a time, a curious cucumber goes on an adventure..."). Each child takes a turn adding a sentence to the story, incorporating vegetables along the way.



Step 1: Learn about Vegetable vocabulary by playing a game

Activity 1: Vocabulary

Discover what vegetable has your friend.



Step 2: Practice tongue twister

Activity 2: Practice

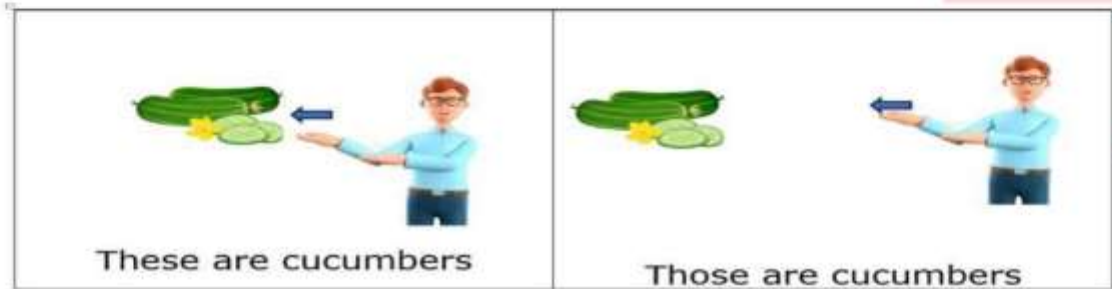
Listen to the teacher while she or he pronounce the tongue twister about "Peter Piper" and after that, you repeat it.



Step 2: Learn the differences between "These" and "Those".

Activity 3: Grammar

The differences between "These" and "Those". We use "These" to talk about many objects that are near of us, but we use "Those" to talk about many things that are far from us.



Step 4: Students create a chain of sentences with vegetable vocabulary

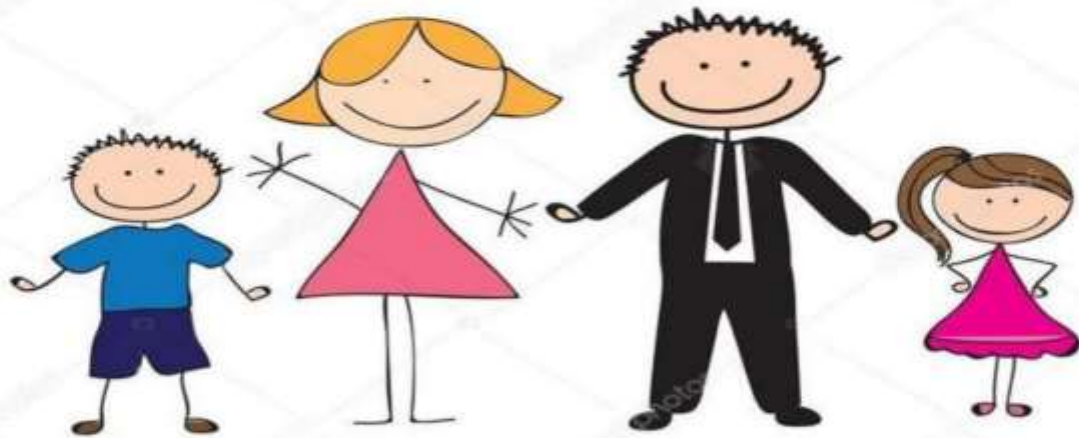
:Activity 4: Speaking

Begin a storytelling chain by starting a story with a vegetable-related sentence (e.g., "Once upon a time, a curious cucumber goes on an adventure...").



UNIT 3

MY INCREDIBLE FAMILY



Family Members

Objective

Students will be able to identify and use object pronouns to talk about their family members.

Strategy

Active listening

Speaking Strategy

Improve knowledge of family members and personal pronouns.

Vocabulary

Father

Mother

Sister

Brother

Grandma

Grandpa

Warm-up

- The teacher asks students to stand up and introduce themselves, mentioning one family member's name. For example, "Hello, I'm____, and this is my _____. Ex: I'm Juan, this is my mother, Luisa.

Main Activity

- The teacher shows flashcards with family member names (e.g., mother, father, brother, sister) and elicits the names from the students.
- The teacher gives some questions to the students. They ask these questions to their classmates and they learn more about students' friends.
- The teacher shows the children a song with object pronouns (me, you, him, her, it, us, them) and explains that object pronouns are used when someone receives the action in a sentence.

Speaking activity – Production

- The teacher gives each group a set of flashcards with family member names and the teacher asks each group to create sentences using personal pronouns and object pronouns and the family member flashcards. Encourage creativity and variation.
- After about 15 minutes, have each group present their sentences to the class.



Step 1:: Introduce yourself

Activity 1: Vocabulary

Using a picture of a family member, stand up and introduce yourself mentioning one family member.

Example: -I'm Juan, this is my mother, Luisa.



Step 2: Make an interview about your family's friends.

Activity 2: Practice

Work in pairs. Ask the following questions to learn about your friends' families.

Student 1

- What is your mom's/dad's name?
- Do you have any brothers or sisters?
- What do you like to do with your family on weekends?

Student 2

- What is the name of your brother or sister?
- How many brothers or sisters do you have?
- Who is your favorite family member?

Step 3: Learn about object pronoun

Activity 3: Grammar

Look at the video and identify which object pronoun match with the personal pronoun.

Object Pronouns

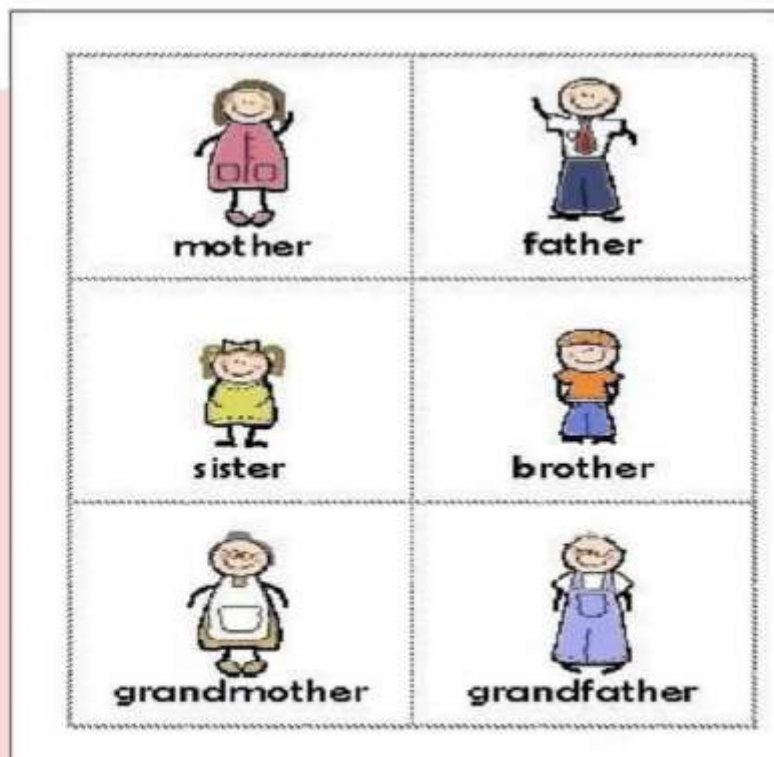


<https://www.youtube.com/watch?v=HhgdhoJy3Xo>

Step 4: Work in group creating some sentences.

Activity 4: Speaking

Look at the flashcards and create some sentences using personal pronoun and object pronoun in groups.



Objective

Students will be able to describe their family members' occupations using appropriate vocabulary and sentence structures.

Strategy

Active learning

Speaking Strategy

Develop new vocabulary and pronunciation of my family occupation.

Vocabulary

Teacher

Doctor

Nurse

Pilot

Fireman

Plumber

Warm-up

- The teacher asks students to name one occupation they know in English and share it with the class.

Main Activity

- The teacher shows flashcards with occupation names and elicits the names from the students.
- The teacher asks the question: What is his or her mother or father's occupation?
- The teacher reads some riddles about the definitions of some occupations and the students guessed what occupation the teacher was talking about.
- The teacher presents the verb to be to the students and practices by asking them to create some sentences using occupation and family members like "My mother Lucia is a teacher".

Speaking activity – Production

- The students describe his or her mother and father's occupation and his or her classmates should guess what is that occupation.



Step 1: Identify the different occupations

Activity 1: Vocabulary

Identify the occupation while the teacher shows you the flashcards.



teacher



doctor



nurse



pilot



fireman



plumber

Step 2: Pay attention to the riddles and guess the character

Activity 2: Practice

Listen to the riddle and guess what occupation it is.

I wear a white coat and a stethoscope. In a hospital or clinic, you'll find me, I hope. I diagnose, treat, and make people feel well.

Who am I? Can you tell?

I stand in front of a classroom each day. Helping students learn in every way, I use chalk, a whiteboard, or even a screen. To teach math, science, and all in between.

I wear a uniform, with wings on my chest. Flying through the sky, I'm at my best. I'm in control of a big, soaring machine, taking you places you've never seen.

I wear a helmet and a suit so tough. When there's a fire, I'm quick to strut. Climbing ladders, using hoses with care, Rescuing people from the fiery glare.

Step 2: Practice "Verb to be" tense

Activity 3: Grammar

Pay attention to the teacher's explanation and create your own sentence using verb to be and occupation vocabulary.

Verb be

I	am
She	is
He	
It	
They	are
We	
You	

Step 4: Guess your partern parents' occupations.

Activity 4: Speaking

Listen to your classmates and guess what is his or her parents' occupation..



CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

The following conclusions have been made following the inquiry titled "Universal Grammar as a Language Learning Theory to Improve Speaking Skills at San Vicente Ferrer School."

Speaking skill is one of the most important skills during the first years of language acquisition, this is the tool that help us to communicate ideas with the world. However, the teacher uses different strategies like memorization, acquisition of vocabulary and repetition. According to the theoretical foundation, these strategies contribute to the development of speaking proficiency, similar to the strategies proposed by Universal Grammar.

The development of speaking skills in education is influenced by a variety of reasons, but it plays a significant role in many aspects of second language acquisition. In the proposal presented, several activities were developed. These activities follow the principles of Universal Grammar established in the theoretical foundation and help students practice and improve their speaking proficiency. These activities are directly related to the results of the surveys applied to the participants; therefore, it can be assured that all the activities will be to the liking and interest of the students at San Vicente Ferrer School.

The implementation of Universal Grammar as a teaching-learning strategy will have a notable change in the pedagogical aspect of a foreign language class. According to the theoretical foundation of strategies for the development and enhancement of speaking skills, this can create a high proficiency level of communication. This, with the guidance of teachers who show flexibility and interest in learning this theory, gives a meaningful process of teaching with enjoyable content and knowledge. The handbook can be a beneficial tool for them.

5.2 RECOMMENDATIONS

Following the presentation of the findings and recommendations, it is important to continue working on developing their speaking abilities.

To enhance language acquisition and speaking skills in students, it is essential for teachers to employ a balanced approach. Encourage a mix of strategies, including memorization, vocabulary acquisition, and repetition. Additionally, consider incorporating the theoretical foundation related to Universal Grammar into your teaching methods. This theory will equip students to effectively communicate their ideas with the world.

It is evident that integrating Universal Grammar principles into speaking skill development is effective. Teachers should optimize this theory and consider activities according to individual student preferences and interests. Personalized activities can not only improve engagement but also enhance the overall learning experience at San Vicente Ferrer School, focusing learning on better speaking proficiency outcomes.

The implementation of Universal Grammar as a teaching-learning strategy holds immense potential for transforming the pedagogical aspect of foreign language classes. To fully realize this potential, it is essential for teachers to not only embrace this theory but also receive proper training and guidance. Teachers must consider the offering handbook provided in the proposal to equip them with the knowledge and skills needed to effectively integrate Universal Grammar into their teaching. This will ensure a meaningful and enjoyable learning experience for students, leading to higher proficiency levels in communication.

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ANNEXES

Annex 1: Request and Authorization of the Educational Institution



UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CAES-2020
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
DECANATO



Oficio nro. UTN-FECYT-D-2023-0091-O
Ibarra, 06 de junio de 2023

ASUNTO: TRABAJO DE INTEGRACIÓN CURRICULAR BRTA. CISNEROS CERÓN KARLA ALEXANDRA

Magister
Fray Mauricio Ruiz
RECTOR DE LA UNIDAD EDUCATIVA SAN VICENTE FERRER
Ibarra

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a Usted con la finalidad de solicitar su autorización y colaboración para que la estudiante CISNEROS CERÓN KARLA ALEXANDRA, portadora de la cédula de ciudadanía 1004098149, del octavo nivel de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Educación, Ciencia y Tecnología - FECYT de la UTN, obtenga información y aplique los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular: "UNIVERSAL GRAMMAR AS A LANGUAGE LEARNING THEORY TO IMPROVE STUDENTS SPEAKING AT SAN VICENTE FERRER SCHOOL IN IBARRA"

Por la atención favorable a la presente, anticipo mis sinceros agradecimientos.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE
LUCIANO
REVELO RUIZ

Firmado digitalmente
por JOSE LUCIANO
REVELO RUIZ
Fecha: 2023.06.06
40101-05.00

MSc. José Revelo Ruiz
DECANO
CC: 1002072179
Celular: 0993944457
Correo Electrónico: jrevelo@utn.edu.ec

JRR.M. Hacz

U.E. "San Vicente Ferrer"
DOMINGOS
RECIBIDO SECRETARIA
Fecha: 06.06.2023
Hora: 14:21
Firma:

Annex 2: Survey Format



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

ENCUESTA PARA ESTUDIANTES

Objetivo: Recopilar y analizar información sobre las habilidades orales aplicadas en la clase de inglés en los niveles de educación general básica de San Vicente Ferrer.

SURVEY

1. **¿Qué tan seguido tienes clases de inglés a la semana?**
 - Una vez a la semana
 - Dos veces a la semana
 - Tres veces a la semana
 - Todos los días
2. **¿Te gustan las clases de inglés?**
 - Si, mucho
 - Un poco
 - No mucho
3. **¿Practicas tus habilidades de hablar inglés dentro y fuera del aula?**
 - Si, mucho
 - Un poco
 - No mucho
4. **¿Cuál de las siguientes actividades para hablar inglés son las más utilizadas por tu docente en la clase?**
 - Juegos de deletreo
 - Describir imágenes o cosas
 - Reportes orales
5. **¿Qué tan seguido tu docente realiza actividades de habla en la clase de inglés?**
 - Una vez a la semana
 - Dos veces a la semana
 - Tres veces a la semana
 - Todas las clases
6. **¿De qué forma realiza tu docente las actividades habla en la clase de inglés?**

- Individual
- En grupos
- En parejas

7. ¿Cuál de las siguientes actividades de habla te gustaría que tu docente realice en la clase de inglés?

- Juegos de cartas
- Bingo
- Juegos de mesa
- Encuentra las diferencias

8. Recordando la pregunta anterior; ¿Ha usado tu docente estas actividades de habla alguna vez en sus clases de inglés?

- Si, una o dos actividades
- Si, tres o cuatro actividades
- No, ninguna

Annex 3: Interview format



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

Objective:

Collect and analyze information about speaking skills applied in the English class at the basic general education levels at San Vicente Ferrer.

The purpose of the following interview is to collect research data to know the views of the teachers. The interview has an absolutely academic purpose and does not commit the interviewee to continue with the research process.

Teacher's interview

Q1. How do you develop speaking skills in the classroom?

Q2. What type of activities can be offered in the classroom for students to improve their speaking?

Q3. Do you know or have you heard of Universal Grammar as a theory of language learning? Would you use these types of strategies in the classroom?

Q4. Do you think it is easy or that it would be easy to implement these types of activities based on Universal Grammar Theory within the classroom?

Annex 4: Certificate of the socialization of the academical proposal



UNIDAD EDUCATIVA
"San Vicente Ferrer"
DOMINICOS

Oficio 038 R-UE SVF-D
Ibarra, 27 de noviembre de 2023

Dra.
Sandra Guevara
COORDINADORA DE LA CARRERA DE PEDAGOGÍA E IDIOMAS DE LA "UTN"
Presente. -

De mi consideración:

Es grato dirigirme a usted para saludarle cordialmente a nombre de mi representada la Unidad Educativa "San Vicente Ferrer" – Dominicos y a la vez solicitarle desearle éxitos en las funciones que usted se encuentra desempeñando.

Por medio del presente me permito INFORMAR que el día viernes 24 de noviembre del 2023 de 8H00 a 9H00 se realizó la socialización de la propuesta académica de Inglés "Using the Universal Grammar as a Language Learning Theory to Improve students speaking at San Vicente Ferrer School in Ibarra", la misma que se llevó a cabo en la Sala de Juntas de la institución por la Señorita: Karla Alexandra Cisneros Cerón, con CI: 1004098149 alumna de la Universidad Técnica del Norte.

Es todo cuanto puedo informar en honor a la verdad, facultando a la interesada hacer uso del presente documento para los fines pertinentes excepto para acciones judiciales.

Atentamente,

Lcda. Jessenia Castillo B.
RECTORA SVF – D



U.E. "SAN VICENTE FERRER"
DOMINICOS
RECTORADO

CONTACTOS:
C.C. 100371153-6
Teléfono: 0990610051
TLF: 06 (2640-231) – SECRETARIA
Email: sanvicenteferrer_dominicos@hotmail.com

Contiguo a la Iglesia Santo Domingo 4-76 Telf. 062 640 231
sanvicenteferrer_dominicos@hotmail.com
IBARRA, ECUADOR