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Audiolingual method to improve speaking skills in 8th level students at Víctor Manuel Guzmán High School in the academic year 2021-2022.

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DEDICATION

This project is dedicated with special love and gratitude to God who gave me the life and the opportunity to build this project, to my parents Mery and Alberto, my sisters Maritza and Liseth, to my brother-in-law Diego, to my grandparents Blanca and Patrocinio, who have given me enough help, love and all their unconditional support to achieve one of the goals in my life, to my teachers, to my tutor who guide this project, Thanks and with much love to all of you.

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ABSTRACT

Currently, English is a global language spoken around the world. The English language brings new opportunities in the educational field, commercial field, and technological fields. The importance to talk this language is huge through this language people effectively develop new abilities. Acquiring a new language is a big work, knowing that through methodologies people can develop significant learning to dominate the language. One efficient method is the Audiolingual method. This method is focused on improving students' knowledge through grammar, fluency, and explicit pronunciation. Besides this method hand out to learn enough vocabulary through grammatical patterns which provides repetitions, drills, and memorization. This research is developed in the use of the Audiolingual method to improve speaking skills in English learners. This research was applied to students of 8th level at Víctor Manuel Guzmán High School to improve the English level of the students, using a structured method apt to transform the English learning process. This research approach is qualitative, based on the descriptive design to describe a continuous process of the teaching and learning process of the learners and recognize the variables that affect the learning process and the application of the Audiolingual method to improve speaking skills in the students.

Keywords: Speaking skill, audiolingual method, repetitions, drills, memorization.

RESÚMEN

Actualmente el idioma inglés es un idioma global hablado en todo el mundo. El idioma inglés proporciona nuevas oportunidades en el campo educacional, comercial y tecnológico. La importancia de hablar este lenguaje es vital mediante este lenguaje las personas pueden desarrollar habilidades efectivamente. Adquirir un lenguaje nuevo es un arduo trabajo, pero sabemos que mediante metodologías las personas pueden desarrollar un aprendizaje significativo para dominar el idioma. Un método eficiente para lograr esto es el método Audio lingual. Este método está enfocado en mejorar el desempeño del estudiante mediante la gramática, fluidez y una efectiva pronunciación. Además, este método contribuye para adquirir un amplio vocabulario mediante patrones gramaticales. Esta investigación es desarrollada para el uso del método Audio lingual para mejorar la habilidad del habla en aprendices del idioma inglés. Esta investigación fue aplicada para los estudiantes de 8vo nivel del colegio Víctor Manuel Guzmán para mejorar el nivel de inglés en los estudiantes, usando un método estructurado apto para transformar el proceso de aprender el idioma. El enfoque de esta investigación es cualitativa, basada en un diseño descriptivo para describir el proceso continuo de la enseñanza y aprendizaje del idioma inglés

Palabras clave: Habilidades del habla, método audio lingual, repeticiones, ejercicios, memorización

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INTRODUCTION

Topic

Audiolingual method to improve speaking skills in 8th level students at Víctor Manuel Guzmán High School in the academic year 2021-2022.

Motivation

This project was developed in order to insert a creative and innovative way to teach English language through the Audiolingual method and develop speaking skills in 8th level students at Víctor Manuel Guzmán High School. Certainly, learning English is challenging and everyone learns in different ways. Therefore, most of the students have problems developing speaking skills due to this reason the motivation to develop this project arose to implement Audiolingual method strategies to enhance the production of the speaking skill.

Description of the problem

Currently, English is a global language (Crystal, 2007). English is used around the world in education, entertainment, science, business, and technology. English as a second language is a wide tool to interact with the whole world due to that English is a common language for all. According to Rao (2019) English language is a lingua franca, more native speakers and non-native speakers of the foreign language use English to communicate in their organizations, business, or business matters.

It is a widely known fact that English is a chief in Education around the world. English language has become an essential part of people's life. Nowadays, this language has been evolving in the Education field where learners are in contact with the language since childhood. Teachers and students are in constant interaction with this foreign language. In this English field, there are different materials and tools that allow a convenient process for the learners.

For English language learners, communication is a fundamental part of interacting with the whole world. Speaking skills forms the ability to promote the growth of other skills in the learning acquisition process. Through these skills is possible to develop other sub-skills such as be precise when communicating, be fluent, have good pronunciation, to learn new vocabulary, etc.

In this instance, for many foreign language learners, some of the causes of not being able to develop foreign language skills are because of having basic methodologies that do not provide active interaction and motivation of the students. Limited time for proper English-speaking activities in class, this process becomes ineffective because students cannot practice their speaking skills and prioritize other skills. Reduced exposure to English in the environment makes the learner afraid to express himself to other people and there is no progress in speaking skills, fear and ashamed of making mistakes do not allow confidence to be exposed to the foreign language.

The Audio-lingual method uses repetition, replacement, and answering the question to exercise the ability to speak, mainly the speech of the students. This Audiolingual Method

strategy trains students to achieve conversational proficiency in a variety of foreign languages and is also related to behaviorism.

Justification

The present work arises from the need to improve the learning of English language, considering that this language is essential to have good opportunities and a successful future. This research seeks to develop the level of English and their ability to be fluent at the moment of speaking and understanding the contents of the students by applying the audiolingual method.

This study is relevant because current research brought the result that is fundamental to design and implementing models of developmental education that determines that the state should have dedicated new streams of finance to support institutions with these implementation activities of new methods rather than it is the responsibility of institutions (Daugherty L. , Gomez, Carew, & Miller, 2018).

The outgrowth of this project is to identify helpful teaching strategies based on the Audiolingual method that aid students enrich their acquisition of the English language by developing active and fun activities. On the other hand, it will also benefit teachers in enhancing their teaching practice to achieve their class goals implementing new activities to their class. This new way of teaching would allow students to experiment and practice in an English class where they can demonstrate their knowledge through active participation. Besides, it will let them develop their motivation for English learning.

Impacts

The impact of this research is on improving students' knowledge through grammar, fluency, and explicit pronunciation. Besides this method hand out to learn enough vocabulary through grammatical patterns which provides repetitions, drills, and memorization. This research is developed in the use of the Audiolingual method to improve speaking skills in English learners. to improve the English level of the students, using a structured method apt to transform the English learning process.

Objectives

General objective

Determine how audiolingual method can influence to the development of speaking skills.

Specific objectives

- Identify the importance of the audiolingual method to improve speaking skills is students of 8th level of Víctor Manuel Guzmán high school.
- Determine the benefits of audiolingual method to improve speaking skills is students of 8th level of Víctor Manuel Guzmán high school.
- Propose the implement of audiolingual method to improve speaking skills is students of 8th level of Víctor Manuel Guzmán high school.

Present problems or difficulties

For many students, speaking is a challenging skill to master because of certain factors that make this skill difficult to learn. The possible factors that cause of low speaking ability level are: English language is considered a foreign language and it is unfamiliar for the learners, there is less exposure to this language in their environment, teaching English is focused on structure and vocabulary rather than productive skills. Additionally, learners ashamed and fear of making mistakes and finally they do not have enough time and confidence to practice the English language.

Structure of the Research Report

Chapter I. Problem Statement, refers to the contextualization of the problem. In addition, it hands out the specific details of the problem such as the consequences and causes and delimitation. At last, it leads with the justification and objectives as well.

Chapter II. Theoretical Framework, it is about the research background. Furthermore, it contains legal foundations.

Chapter III. Research Methodology, this part analyses the research approach. It also shows the population and sample and the operationalization of variables, Finally, it explores data collections.

Chapter IV. Analysis and Interpretation, examines the performance of the data collection. Then it analyzes and interprets the outcomes of the surveys and interviews obtained from teachers and students.

Chapter V. Conclusions and Recommendations, informs the statements of analyzed data. Moreover, it brings suggestions based on the conclusions

1. CHAPTER I: THEORETICAL FRAMEWORK

1.1. Language learning

Language learning is a process that allows learners to expand their linguistic repertoire. Because language learning is viewed as a social process, language teachers must ensure that language learners are motivated to learn in classrooms. Language teachers can use various feedback strategies to encourage language learners to reflect on their learning process and self-identify areas for further improvement in order to create a motivating classroom (Cummins, López-Gopar, & Sughrua, 2019). With the development of educational technology, language teachers must now create an innovative learning environment in which language learners can use online resources and technological tools.

Indeed, social psychologists emphasize that collaborative work is the most effective way to learn. Students, parents, teachers, and the community all share responsibility for language learning. Students require ongoing opportunities to use language in its various forms. Language learning opportunities begin at home and expand as children move into the larger community. Schools provide environments in which students can continue to develop language knowledge, skills, and strategies in order to achieve personal, social, and academic objectives (Alduais, 2012). Furthermore, participation in carefully structured activities with a real purpose promotes language learning. It means that language learning is more effective in social situations, such as interacting with others.

1.2. Language acquisition

According to Godfroid (2019) “Language acquisition is a doorway into the workings of the human mind”. Skinner was a pioneer in language acquisition research. Skinner (1957) “Language acquisition is the process through which humans learn a language”. Skinner was fascinated by how humans change their behavior in the context of language acquisition. He proposed the language imitation theory, which stated that language acquisition occurs through imitation and that children imitate those around them through behaviorism. Furthermore, Skinner argued that language acquisition behavior is influenced by positive and negative reinforcement.

Language acquisition is only partially explained by behaviorism, and there are other theories to consider, such as Chomsky's universal grammar theory. Chomsky proposed in the 1950s that children are born with a Language Acquisition Device. This is known as universal grammar theory: the child already knows how to put words together grammatically. but needs to learn the language to decide where the words fit. However, modern language acquisition theorists reject the concept of universal grammar in favor of the replacement theory, which contends that children pay attention to language patterns. According to replacement theory, children can listen for patterns in their language acquisition (Askedal, Matsushita, & Roberts, 2010).

1.3. Second language acquisition

Second language acquisition is a research field that focuses on learners and learning rather than teachers and teaching. Stephen Krashen (University of Southern California) is a linguist who specializes in theories of language acquisition and development. Acquisition necessarily requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are expressing and understanding (Krashen, 1980). The Acquisition-Learning distinction is the most fundamental of Krashen's hypotheses and the most widely known among linguists and language experts.

According to Krashen (1980) second language performance is divided into two independent systems: "the acquired system" and "the learned system". The 'acquired system' or 'acquisition' is the result of a subconscious process similar to that of children learning their first language. It requires meaningful interaction in the target language in which speakers are concentrated not in the form of their utterances or structure, but in the communicative act. The 'learned system' or 'learning' is the result of formal instruction and consists of a conscious process that results in conscious knowledge 'about' the language, such as grammar rules. Krashen believes that 'acquisition' is more important than 'learning.'

1.4. Learning theories

Learning theories aid in understanding and controlling learner behavior, further developing learning strategies and attempting to explain how participants contribute to knowledge. Environmental, cognitive, and emotional influences, combined with prior experiences, all play important roles in understanding, acquiring, and retaining skills or knowledge. Furthermore, learning theories also analyze what motivates people to learn and what circumstances facilitate or obstruct learning. In reference to the fact, significant learning will occur only when what is desired to be learned is accomplished in a substantive and non-arbitrary way with what is already known, therefore, with relevant and pre-existing aspects of its cognitive structure (POZO, 2010).

1.5. Theories

A theory is a set of scientifically acceptable principles proposed to explain a phenomenon. Theories provide frameworks for interpreting environmental observations and serve as links between research and education. On the other hand, a theory is a principle that has been established as an attempt to explain things that have already been substantiated by data. (Suppes, 1974). Research findings can be systematically organized and linked to theories. Without theories, people may perceive research findings as disorganized collections of data. Even when researchers obtain results that do not appear to be directly related to the theories, investigators must still attempt to make sense of the data and determine whether the data supports the theoretical predictions.

1.6. The Method

The method is an order that must be imposed on a series of successive steps, leading to a goal or objective. The method is defined in science as a set of processes that must go through to investigate and prove the truth (De la Torre, Ramiro, & De Anda, 2003). According to De la Torre, Ramiro, & De Anda (2003) "In the context of language teaching, a method is an application of an approach." (p.29). The goal of the professional is to make the decisions and a theory that allow people to generalize and solve problems. Similarly, in the future, individuals will discover the most appropriate method for their problem, which is equivalent to saying that people must take the path that leads them to reach their goals or objectives.

1.7. Audiolingual method

The Audiolingual method (ALM) is a teaching system that emerged during World War II, when Americans needed to learn more foreign languages in order to communicate with allies and enemies (Dutta, 2017). It is one of the methods in the English teaching-learning process used in teaching foreign languages. Skinner's behavioral psychology was used to train Audio Lingual Method students to achieve conversational proficiency in a variety of foreign languages, with a focus on behavior. The Audiolingual method is the method that is centered on the repetition of some words to memorize. In the implementation of the learning process, the Audiolingual method provides more practice, memorizing vocabulary, drills. Furthermore, the learner's practice and memorizes some vocabulary unconsciously (Samawiyah & Saifuddin, 2016).

This method helps in the teaching and acquisition of a foreign language, it is based on linguistic theory and psychology, in other words, this method theorizes that the acquisition of a new language is produced through habit and repetition with an emphasis on speech as its main focus. In this method the students first listen to the language, and later the learner produces it orally, separating by completing their mother tongue. It should be noted that its function is to train communicatively in the language through auditory training exercises until the language is used automatically. The teacher performs the guide function since the educator directs and controls the language and at the same time monitoring the students' behavior. (Zulfa, 2020).

1.7.1. Goal of the audiolingual method

The main purpose of the Audiolingual method is to use the target language communicatively. By this method, the priority is given to speaking in foreign language teaching. The Audiolingual method teaches the language through dialogues that focus on the creation of new habits of the students. The Audio-Lingual method contemplates the language as a form of behavior of the learner to be learned through the development of speech habits (Thornbury, 2000). To rephrase it, the goal of this method is to form native language habits in the students.

- **Linguistic components**

The main theoretical component of the audio-lingual method is based on North American linguistic structuralism, which began to show its specificity against the European trend in the twenties, according to Lepschy, cited by (Ramirez, 2018) linguistic structuralism views language as a complex structure composed of rules that link language fragments to varying degrees, resulting in a complete understanding of a language. Similarly, it helps the student understand how the phrases, sentences, and vocabulary that must be learned when learning a new language are formed. Its principles are based on the structuralist theory of language, which helps to understand how grammar works and all the components formed in a foreign language.

- **Phonological component**

This linguistic component is distinguished by being the first step in initiating communication; thus, "phonology studies phonemes from the perspective of their function in the tongue. Investigate the set of differences between phonemes, — in other words the meaning differences between them (Aquino, 2018). As a result, it seems appropriate to define phonology as the branch of linguistics that studies the variation of letter sounds, resulting in the distinction of meanings that each constituent word in a language has. The development of other language skills such as reading and writing would be affected without their study because sounds are the first incentive that stimulates understanding of the structure of a language.

- **Syntactic component**

The syntactic component, which studies the relationships and functions of words in an expression," is essential in Grammar. It merely studies the sentence and its elements (Aquino, 2018). The preceding exposes the substance of syntax's functionality in grammar, beginning with the decomposition of sentence structure, thus finding the meaning of each of the elements that compose it to be used in the development of learning of the language and therefore for its ideal practice.

- **Semantic component**

Semantics, a component of linguistics that plays an important role in grammar, is defined as the study of the meaning of words, phrases, and sentences (Yule, 2005). There is always an attempt in semantic analysis to focus on what words conventionally mean rather than what an individual speaker might want them to mean on a particular occasion. The goal of semantics, like an exact science, is to generalize the meaning of linguistic expressions by analyzing the language as a whole rather than individually, in order to avoid confusion between interlocutors.

1.7.2. Audiolingual method principles

According to Mart (2013) it establishes that the principles of ALM are:

Table 1 *Audiolingual method principles*

1. Language is an arbitrary vocal symbol system used for oral communication.	6. Language can be learned inductively much more easily than deductively.
2. Writing and printing are graphic representations of the spoken language.	7. Grammar should never be thought of as an end, but only to the end of learning the language.
3. Language can be divided into its main components: the sound system, structure, and vocabulary.	8. The use of the students' mother tongue in class should be avoided or kept to a minimum in the teaching of a second language.
4. The only authority for correction is the actual use of native speakers.	9. The structures students are exposed to should always sound natural to native speakers.
5. One can learn to speak and understand a language only by being exposed to the spoken language and using the spoken language.	10. All structural material must be presented and practiced in class before students attempt to study it at home.

Note: Adapted from *Audiolingual method principles* by Mart, 2013.

The principles of the method are derived from the objectives of learning a foreign language. The objectives of the method include some aspects of language learning. The linguistic goals of Audiolingual method are:

- (1) Language learners are able to understand the foreign language when it is spoken at normal speed and dealing with ordinary matters.
- (2) Language learners can speak with acceptable pronunciation and grammatical correctness.
- (3) Language learners do not have difficulty understanding printed materials.
- (4) Language learners can write with acceptable standards of accuracy on topics within their expertise.

1.7.3. Audiolingual method techniques

It is worth emphasizing that, within the field of teaching, techniques are tools that the method uses as resources to achieve objectives. Those are considered alternative or reasonable strategies focused on achieving greater performance in the learning process (Arguello & Sequeira, 2016). In this sense, it is worth starting by pointing out that on a day-to-day basis people apply different types of techniques in each of the exercises that they develop. Therefore, their correct performance depends on the success achieved in the mentioned activities and more even when learning a foreign language is concerned.

According to Larsen-Freeman (2002). The Audio-Lingual Method teaches students how to use grammatical sentence patterns. It indicates that the goal of this lesson is to help students communicate in their target language. The student's goal with this method is to be able to use the target language. Meanwhile, the Audio-Lingual Method consists of techniques that students can master. For greater convenience, the following points provide expanded descriptions of some techniques introduced by Larsen-Freeman that are closely related to the Audio-Lingual Method:

Table 2 *Audiolingual method techniques*

1. Memorization of dialogues	Students memorize an opening dialogue using mimicry and applied role-playing.
2. Reconstruction backwards (expansion drill)	The teacher divides a line into several parts; students repeat each part starting at the end of the sentence and “expanding” backwards through the sentence, adding each part in sequence.
3. Repetition exercise	Students repeat the teacher's pattern just as quickly and accurately as possible.
4. Chain drill	Students ask and answer one by one in a circle. chain around the classroom.
5. Single slot substitution exercise	The teacher says a line of dialogue, and then use a word or phrase as a "cue" that students repeat the line, you must substitute in the sentence in the correct place.
6. Exercise of substitution of multiple spaces.	Same as single flute drill except There are multiple signals to be replaced on the line.
7. Transformation exercise.	The teacher provides a sentence that must be converted.
8. Exercise of questions and answers.	Students must answer or ask questions very quickly.
9. Use minimal pairs.	Analysis, the teacher selects a pair of words that sound Identical except for a single

	sound that usually presents difficulty for the apprentice-students must pronounce and differentiate the two words.
10. Complete the dialogue.	The selected words are deleted from a line in the dialogue-students must find and insert.
11. Grammar games.	Various games are designed to practice a grammar point in context, using repetitions.

Note: Adapted from *Audiolingual method techniques* by Larsen-Freeman, 2002.

1.7.4. Audiolingual method characteristics

The main characteristics of this method favor learning by employing oral patterns of pronunciation and conversation in which grammar, use of the mother tongue, or translation are not required. According to (Prator and Celce-Murcia, Brown as cited in ((Rocha, 2017)), the Audiolingual Method can be defined as follows:

Table 3 *Audiolingual method characteristics*

1. New information was presented through conversation.	7. A lot of recordings, language labs, and visuals are used.
2. Sets of phrases are memorized and mimicked.	8. Pronunciation is extremely important.
3. Structures are sequenced and taught one at a time using comparison analysis.	9. Teachers allow very little use of the mother tongue.
4. Repetition teaches structure patterns.	10. Positive reinforcement is used to highlight correct responses right away.
5. The grammatical explanation is minimal. Inductive rather than deductive grammar instruction is used.	11. It is acceptable for students to make mistakes.
6. Vocabulary is limited and acquired through context learning.	12. There is a proclivity to manipulate language in order to teach content.

Note: Adapted from *Audiolingual method characteristics* by Rocha, 2017.

The clear utility of oral audio is always focused on communicative learning purposes, with the implementation of interaction, retention, repetition, and correction, while avoiding the use of the mother tongue. All of this is accomplished through the use of molded visual elements. Those are used during classes because they distract students, but audiovisual

materials such as recordings, images, and videos, among others, play an important role. Teachers explain in detail the instructions and procedures to be followed before the class begins, and all of this is done in the target language. It is also the teacher's responsibility to prepare designs for dialogues, repetitions, memorizing words, and later correcting errors. The dialogues are essential in the method, so they are adapted, and drills or performances are carried out based on them with the goal of selecting key structures, similar to those used in training exercises (Condori, 2019).

1.7.5. Motivation

Motivation plays a preponderant role at the moment of keeping them focused and influencing students to achieve the proposed goals as the intensity of one's drive to learn. Various investigations show the importance of motivation when acquiring a second language (Gardner, 1972). In addition, it is possible to define two types of motivations, intrinsic and extrinsic, which help get a better understanding, maintaining the intensity of feelings and in turn how the rewards of the environment contribute equally way to having a motivated individual.

- Intrinsic motivation

This type of motivation can be associated with the personal objectives proposed for each individual, which allows for keeping the subject focused both on the task as in the result.

For his part, Deci (1975) defines it as “intrinsically motivated activities for which there is apparently no there an external reward. People carry out activities own conviction and not because there is an extrinsic reward. "The intrinsically motivated behaviors are sustained by internal consequences, known as feelings of competence and the self-determination”

- Extrinsic motivation

This type of motivation is caused by external factors that facilitate maintaining an individual focused on achieving goals. Extrinsic motivation is the act of carrying out certain tasks in anticipation of the reward that will be obtained (Deci, 1975). Typical extrinsic rewards are money, prizes, grades, and even certain types of positive feedback. Considering the above, it is possible to establish disparate ideas when concluding which is the most powerful type of motivation when acquiring a second language.

1.7.6. Roles

Audio-linguists demanded a complete reorientation of the language curriculum foreign. They advocated a return to speech-based teaching with the aim of achieving oral competence, rejecting the study of grammar or literature as the objective of learning foreign languages. The program model of the audio-oral method is elaborated from the contents

selected from the phonology, morphology, and syntax of the language, which is organized according to their order of entry into the teaching process (Thijs & Verkuyten, 2009).

1.7.6.1. Student role

According to behavioral learning theory, students are viewed as organisms that can be directed by trained training techniques to produce correct answers. Teaching focuses on the external manifestations of learning rather than internal processes. The role of the student in the audio-lingual method is that learners play a reactive role in responding to stimuli and therefore have little control over the content, pace, or style of learning. They are not encouraged to initiate the interaction, because this can lead to errors (Richards & Rodgers, 2014).

1.7.6.2. Teacher's role

The teacher's role is similar to that of an orchestra conductor in that they direct and control their students' language behavior. He is also in charge of providing a good model for your students to imitate. The role of the teacher is fundamental and active in audio-lingual; it is a master-dominated method. The teacher demonstrates the target language, directs and paces learning, and monitors and corrects student performance (Richards & Rodgers, 2014). The teacher must keep the students attentive by performing different exercises and tasks. Learning a language is seen as the result of active verbal interaction between teacher and students.

1.7.6.3. Role of materials

The first step of the audio-lingual method is to provide the student with enough material so that learners can develop communicative capacity with total freedom. According to Richards and Rodgers (2014) the materials in the audio-lingual method helps the teacher to develop the mastery of the target language in the student. Those are primarily concerned with education. In the early stages of a course, when students are primarily listening, repeating, and responding, a student textbook is rarely used. At this stage of learning, exposure to texts is not considered desirable, as it diverts attention from the auditory input. However, the teacher has access to the teacher's book containing the structured sequence of lessons to follow, dialogues, exercises, and other practical activities. Use of audition tapes, images, and laboratory.

1.8. Strategies

Students frequently believe that the ability to speak a language is a result of language study, although speaking is also an important component of the process. Effective instructors teach students speaking methods such as utilizing minimal responses, recognizing scripts, and using language to talk about the language that they may use to assist themselves develop students' language knowledge and confidence. Instructors assist students in learning to talk so that they can learn through speaking.

1.9. Communication in education

Communication is a fundamental part of the educational field. Language is a human system of communication that uses arbitrary signals, such as voice sounds gestures, and written symbols, it is the most important aspect in the life of all human beings, because, through it, people can express their thoughts and emotions, needs, and desires (Ramos Cuadrado & Ramos Cuadrado, 2016). Moreover, communication forms an integral part of the learning experience that could enhance learner achievement. Therefore, effective communication skills are critical for teachers in transmitting education, managing the classroom, and interacting with students. The teacher must employ communication skills that motivate students to engage in their learning process to teach in accordance with the students' ability and capability (Riemer, M. J., 2002).

1.10. Skills that are both receptive and productive

Reading and listening are referred to be receptive abilities because they allow us to receive language, comprehend it, and decipher its meaning. Because humans utilize language to convey a message through speech or written text, speaking and writing are referred to be productive talents. Silent reading and media watching are examples of receptive skills. Oral presentations, written studies, and reports are examples of productive capabilities. They also include social values such as making judgments about what has been provided in writing or speaking fluency and presenting oral presentations. The productive talents, such as speaking and writing, as a crucial form of expression, used to persuade or convince others, as well as to communicate information (Jaramillo & Medina, 2011).

1.11. Speaking Skill

Richard (2008) states “the mastery of speaking skill in English is a priority for many second languages or foreign language learners”. Speaking is the highest goal in the English language because speaking is the basis of communication that becomes a function of learning (Parmawati, 2018). Speaking is a productive skill that allows people to produce and transmit expressions with meaning, and reflect their identity and culture (Usma Trejos, Giraldo García, & Gómez, 2013). The objective of teaching English is to prepare learners to use the language to produce or transmit ideas, feelings, thoughts in an effective way. Therefore, speaking is considered as a communicative competence with some aspects of the language: syntactic, semantic, and morphological structure of this (Rodríguez Cervantes & Roux Rodríguez, 2012).

Speaking skill is an aspect that allows students to be confident and produce effective communication with others, communication is the best strategy to acquire a language, for this reason, it is important to recognize the importance to develop speaking skills in learners of a second language. Besides, it is important to appreciate the factors and components of this skill. Moreover, dialogue is a natural way for speech to flow from one person to another. It can also be planned and practiced, such as when giving a speech or a presentation. Naturally, some people talk with themselves! In reality, some English students practice

speaking in front of a mirror by themselves. It is possible to speak in a formal or informal manner.

1.11.1. Ability to Communicate

In the oral form, speaking is the most productive talent. This skill is more complicated than it appears because it entails more than merely pronouncing words, as with the other talents. Speaking is a productive talent that includes several components such as grammar, strategy, sociolinguistics, and discourse. Moreover, speaking entails more than just making the appropriate sounds, picking the right words, and correctly constructing sentences (Chastain, 1998). Furthermore, the most common language skill that most language learners seek to master as quickly as feasible is speaking. The act of speaking is more common than the act of writing. The primary purpose of spoken language is to socialize people.

1.11.2. Importance of speaking skill

According to Alahem (2014) the importance of speaking is that through this skill is possible to integrate the other language skills because learners could develop their vocabulary, grammar, and even their writing. Speaking skill is an important part of the curriculum in language teaching and this makes them an important object of assessment as well. Assessing speaking is challenging. However, there are so many factors that influence our impression of how well someone can speak a language, and because we expect the test to be accurate, and appropriate for our purpose. Although most educational institutions do not have a specific curriculum, speaking abilities have been determined to be an essential skill for a learner's success in life.

1.11.3. Elements of speaking skill

Harmer (2009) states that the ability to speak in English needs the elements necessary for the spoken production as the following:

Table 4 *Elements for speaking production*

Language Features	1. Connected Speech:	Connected speech is effective speakers of English need to be able not only to produce the individual phonemes of speaking but also the use of fluent connected speech. In connected speech sounds are modified, omitted, added or weakened.
	2. Expressive Device:	Native speakers of English change the pitch and stress of particular part of an utterance, vary volume and speed and show by other physical and non-verbal means how they are feeling (especially in face-to-face interaction).

	3. Lexis and grammar:	Teacher should therefore supply a variety of phrases for different functions such as agreeing to disagreeing, expressing surprise, shock or approval.
	4. Negotiation language:	Effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talk and it is very crucial for students.
Mental/Social Processing	1. Language processing:	Effective speaker needs to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also every conveys the meanings that are intended, language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.
	2. Interacting with other:	Effective speaking also involves a good deal of listening, and understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.
	3. Information processing (on the spot):	Quite apart from our response to others feelings, we also need to be able to process the information they tell us at the moment we get it.

Note: Adapted from *Elements for speaking production* by Harmer, 2009.

Speaking is an ability that requires of constant training to develop an efficient learning, to develop this skill is important to recognize that there are other components that are important in this process such as grammar, vocabulary, fluency, pronunciation and accuracy. Those are components that allow learner to develop speaking skills and acquire the language.

Table 5 *Components of speaking skill*

<i>Grammar:</i>	It refers with the rules that government a specific language in order to join words correctly. The grammatical accuracy refers to the range and the appropriate use of the learners' grammatical structure, which involves the length and the complexity of the utterances (Alahem, 2014).
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<i>Vocabulary:</i>	It is related with the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do (Carter & McCarthy, 2014).
<i>Pronunciation:</i>	This aspect takes into consideration the sounds of the words which are very important at the moment to express ideas so that the receptor can understand very well the message. But it also involves other aspects as intonation and pitch; intonation is the way that the voice goes up or down at the moment to speak, and pitch is the high or low level at which speaking is done (Harmer, 2009).
<i>Fluency:</i>	Fluency is the ability to process language easily and the quality or condition of the person to speak a language easily and well. Fluency is the fluidity with which sounds, syllables, words, and phrases come together when speaking (Brown, 1994).
<i>Accuracy:</i>	It refers to “the right use of the grammatical structures, pronunciation, syntax, and meaning of messages of the language in the oral production without mistakes that can interfere in interaction” (Usma Trejos, Giraldo García, & Gómez, 2013).

Note: Adapted from *Components of speaking skill* by Harmer, 2009.

1.11.4. Teaching speaking

Speaking is an essential part of the acquisition of a foreign language and the teaching of this skill is a fundamental part. In this case, it is the responsibility of the teacher to teach and produce significant learning for the students. There are different ways to teach, and for this reason, it depends on the teachers. According to (Nurhaida, 2017), there are many types of classrooms speaking activities such as: Acting from script, communication games, discussion, prepared talks, questionnaires, simulation and Role Play.

It is important to develop classroom speaking activities. Dialogues and conversations are the most obvious and most often used speaking activities in language classrooms, a teacher can select activities from a variety of tasks. According to Brown (1994). Imitative drills in which the learner simply repeats a phrase or structure "Excuse me." or "Can you help me?" for clarity and accuracy. Moreover, Intensive drills or repetitions focusing on specific phonological or grammatical points, such as minimal pairs or repetition of a series of imperative sentences. Furthermore, responsiveness is simple answers to questions and comments from teachers and students such as series of answers to yes / no questions. In other words, a transaction is a dialogue that takes place for exchanging information.

1.11.5. Oral production of learning in a second language

The foregoing can be supported by what was presented by Hinkel (2011) who defines oral production as: “The ability to speak, establishing that it is the process of generating verb phrases through the use of the language being studied in order to convey meaning” (p.15). In other words, using language orally develops the ability to speak using a second language.

In the same way, it is essential to present situations and communicative activities contextualized to the reality of the apprentice. Therefore, this will achieve a better connection and a greater degree of interest in learning the new language.

Among the skills necessary to learn a second language is possible to identify the degree of importance of oral production since corresponds to an active and complex skill in the use of language, since it requires the application of what has been learned in various communicative situations as the ability to produce responses using language to communicate (Jamshidnejad, 2011). Considering the above, when learning a second language it is the act of communicating is necessary, for which innumerable situations to students with the aim that they can produce the new language and, in this way, acquire the language in a natural way.

2. CHAPTER II: METHODOLOGY

2.1. Type of Research

The mixed paradigm was used for the research because it represents a set of systematic, empirical, and critical research processes that involve the collection and analysis of quantitative and qualitative data in order to diagnose the situation in which students are in their learning process. Mixed methods social investigators can select from a wide range of methodological options at any point in the investigation process, including the purpose, overall design, methods, sampling, data recording, analysis, and interpretation. A truly mixed methodology employs multiple approaches at all stages of the study; however, the researcher may also select specific points of contact (Byrne & Humble, 2007).

2.2. Research Method Design

This research was designed to be descriptive. Descriptive studies measure, evaluate, or collect data about different variables, aspects, dimensions, or components of the phenomenon to be researched. In a descriptive study, a series of variables are selected, and their information is measured and collected to describe what is being researched (Hernández. Sampieri & Fernandez. Collado, 2006).

This research is descriptive because it covers information such as factors about the problem of the acquisition of the English language and the development of speaking skills in 8th-level students at Víctor Manuel Guzmán high school. Then to recognize the variables that affect the development of speaking skills and seek relevant solutions for learners of the English language.

2.3. Techniques and Instruments

The instruments for this research were an interview for teachers and a survey for students. This technique provides collecting important information to obtain results in conclusions. Those instruments have collected information directly from the students of 8th-level students at Víctor Manuel Guzmán High School.

Research Questions

How speaking fluency could be affected by the use of Audiolingual method?
How the Audiolingual method can be used to improve speaking fluency in 8th level students at Víctor Manuel Guzmán high school?

2.4. Population and Sample

The population chosen to develop this research project is from Víctor Manuel Guzmán in Ibarra. Students from 8th level were part of this process. The levels are divided into three parallels, A, B and C. A and B levels comprises thirty students and C level comprises thirty-one students aged between twelve and fifteen. The total number of students who participated

in the research is ninety-one. On the other hand, two English teachers from this high school were interviewed about the knowledge that they have about Audiolingual strategies and the methods used in class. The teacher A has been working in this high school, in the area of Secondary Education, during four years. Moreover, the teacher B has been working three years, in the area of secondary education. Both teachers have a master's degree in education and a B2 certificate in the use of the language.

2.4.1. Interview

This research applied an interview with the English teachers of the Víctor Manuel Guzmán High School, to determine what are the factors that influence the development of the speaking skills learning English, this interview will also determine what are the difficulties of the students when learning the new language and what are the strategies that teachers apply in the classroom to develop speaking skills. This interview will have around 5 questions and the duration is unlimited, technological materials will be used for this research technique.

2.4.2. Survey

The survey was applied to students of the Víctor Manuel Guzmán High School in order to collect information about their interests in the English subject. This, in turn, will allow the collection of data considering the degree of motivation that each student presents in relation to the English class. The present will be sub-divided into categories that will facilitate its subsequent analysis. Within these categories are the importance of the English language, reasons why students study English, activities that the teacher uses to improve speaking, collaborative and interactive activities. Each of these questions is accompanied by answer options.

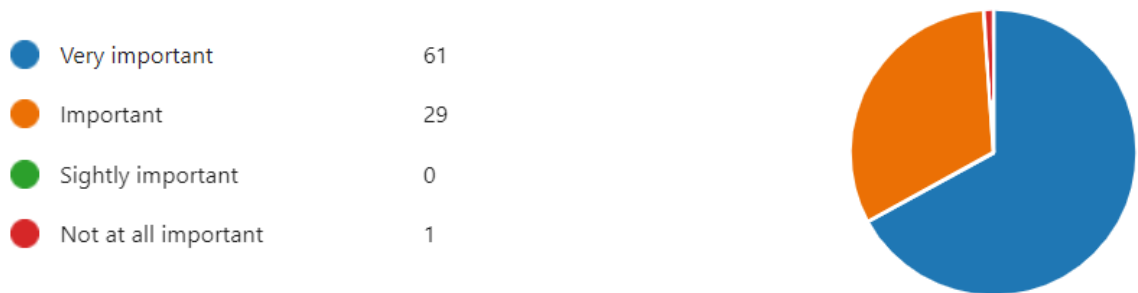
3. CHAPTER III: RESULTS AND DISCUSSION

In this chapter, it will be presented the result found after the application of the instruments to the English teachers and students from the eighth level in Víctor Manuel Guzmán.

3.1. Results of the students' surveys

Figure 1

3.1.1. How important do you consider the English Language in your academic life?



Note: Own elaboration

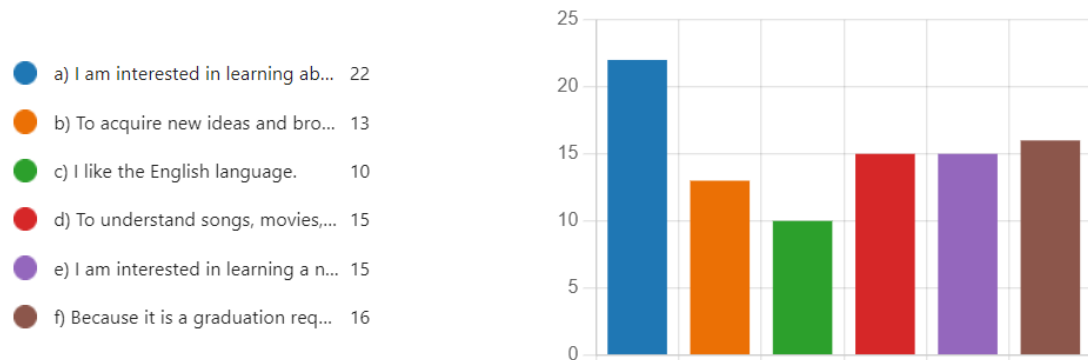
Source: Survey 2022

Analysis

The pie chart gives information about the importance of the English language in the academic field. It is clear that most students think this language has a high percentage of relevance in their academic lives. However, only 1% of the students said that the English language does not have much relevance for academic purposes. To sum up, everything that has been stated so far, the majority of surveyed students think that this language forms a significant part of their intellectual life.

Figure 2

3.1.2. Why do you study English?



Note: Own elaboration

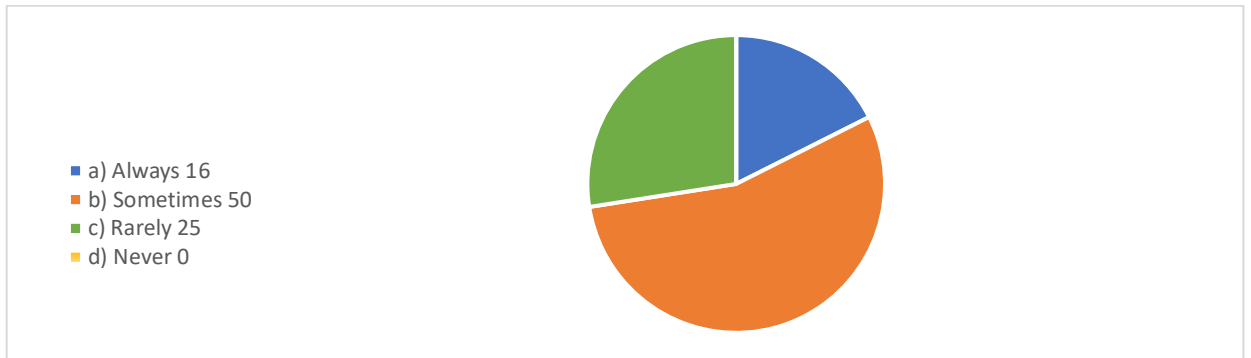
Source: Survey 2022

Analysis

This bar chart shows the reasons why the participants study the English language. The data collected shows that most of the participants are interested in learning about the culture of other English-speaking countries. It is interpreted that the participants are curious to learn more about abroad countries. On the other hand, more than a quarter part of the participants study this second language because it is a graduation requirement, and other participants find out more interested in learning a new language and understanding songs, movies, magazines, etc. In English, with just one percent difference between the three statements. In summary, the results of this question are that learners are motivated to learn more about new cultures of English-speaking countries.

Figure 3

3.1.3. How often do you use English in your classes?



Note: Own elaboration

Source: Survey 2022

Analysis

This illustration shows the responses obtained for the third question which was about the frequency in which students use the second language in classes. According to the outcomes most of the participants chose the option sometimes, this means that students use both the second language and the native language to communicate and transmit their ideas in classes. While less than half of the students use the L2 all the time in the classroom. This actively demonstrates that those participants always use the second language in English-speaking environments. Taking everything into account students use both languages to interact, exchange and share information or ideas in the classroom.

Figure 4

3.1.4. *What activities does your teacher use in class to practice speaking?*



Note: Own elaboration

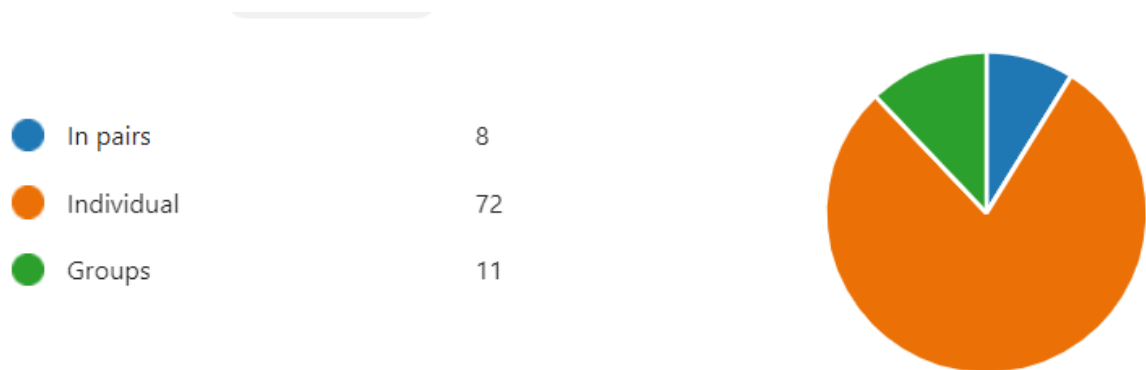
Source: Survey 2022

Analysis

The illustration above is showing the different activities that the teacher uses in class to practice speaking. The results obtained were the following; dialogues are the activity most used by the teacher to train the speaking skills and promote interaction in students. On the other hand, a quarter percent of the students chose the option of picture description as a strategy to practice speaking. However, a minority of the participants think roleplay is an activity that the teacher uses to carry out speaking activities in the classroom. In a long term, the outcome of this question is that dialog is the principal activity that the educator uses to develop speaking in students.

Figure 5

3.1.5. *How does your teacher develop the speaking activities in the classroom?*



Note: Own elaboration

Source: Survey 2022

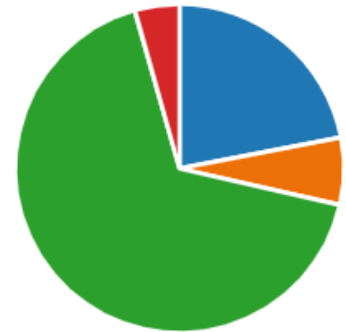
Analysis

This graph shows the answers obtained from the participants about the way that the teacher develops activities in the classroom. Much more than half of the participants consider that the teacher promotes individual activities to reinforce speaking skills in classes. Although, less than a quarter ponder that group activities are used to evolve speaking activities in English environments. In summary, the outcomes of this question show that individual tasks are the activities that the instructor use to train speaking skills.

Figure 6

3.1.6. *What kind of material does your teacher use in class?*

● a) Videos	20
● b) songs	6
● c) Presentations	61
● d) Speeches	4



Note: Own elaboration

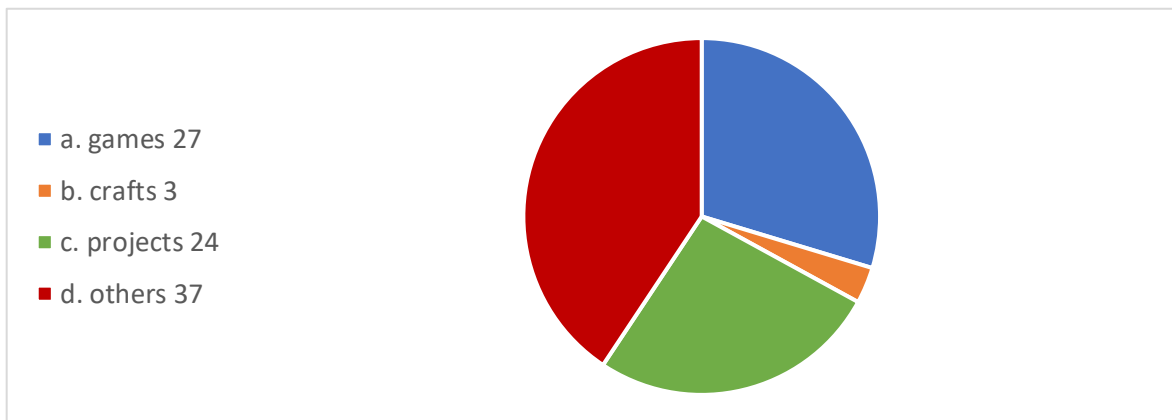
Source: Survey 2022

Analysis

The graph above shows the participant's answers about the material that the teacher uses for classes. They were asked to choose an answer according to their reality. Most of the participants answered that presentations are the material that the teacher uses as a resource to bring English classes. On the other hand, a quarter part of the students said that videos are used by the teacher as a via to help students improve their speaking. At last, the outcome of this question is that the material most used for the educator is presentations to introduce the activities to train speaking skills in students.

Figure 7

3.1.7. *Does your teacher develop recreational activities to develop speaking in class?*



Note: Own elaboration

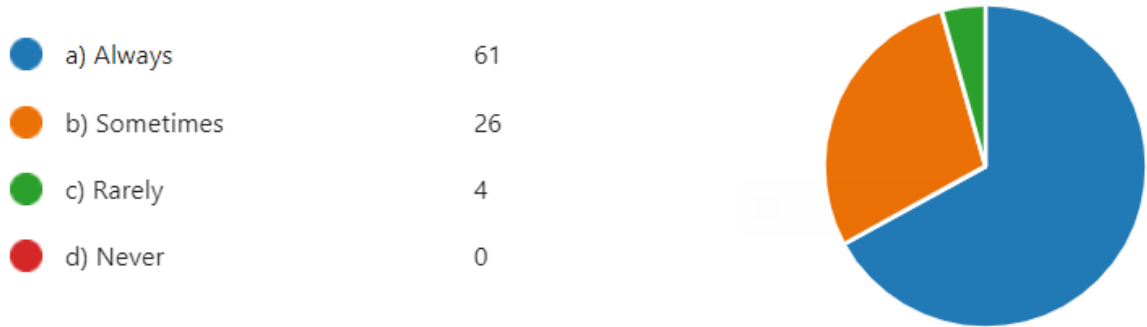
Source: Survey 2022

Analysis

As can be seen, graph 7 shows the answers about the use of recreational activities to develop speaking projects in class. According to this question, the majority of participants argue that the educator uses other recreational activities than those already mentioned. On the other hand, more than a quarter part of the learners selected games and projects as recreational activities to train and encourage speaking skills in classes. However, only a small minority declared that crafts activities are used as recreational tasks. In brief, the outcome of this question points out that the teacher uses other activities to develop recreational projects in class.

Figure 8

3.1.8. *Does your teacher emphasize the repetition of vocabulary and pronunciation of words?*



Note: Own elaboration

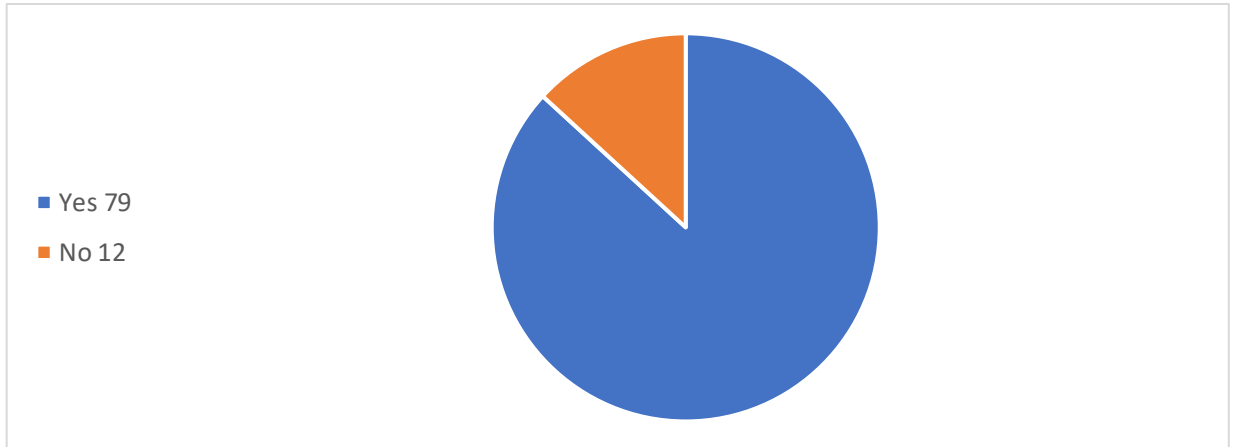
Source: Survey 2022

Analysis

The pie chart shows the answer obtained for the eighth question which is related to the repetition of vocabulary and pronunciation of words as an activity that the teacher uses to train speaking skills. More than half of the students agreed that the teacher always uses this type of activity to stimulate the evolution of speaking skills. However, a minority percentage of the participants think that this activity is not used by the teacher. To sum up, the results of this question represent that the instructor emphasizes the repetition and pronunciation of vocabulary in classes in order to reinforce speaking pursuits.

Figure 9

3.1.9. Does your teacher do dialogue memorization exercises and dialogue simulation in class?



Note: Own elaboration

Source: Survey 2022

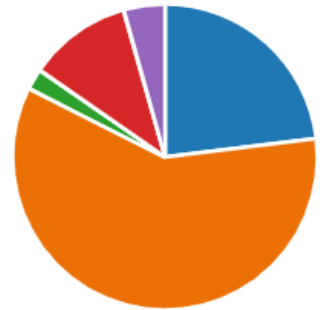
Analysis

The illustration above shows the activities that the teacher promotes in class such as dialog memorization and dialogue simulation. It is clear that the majority of the participants said yes. It means that memorization and simulation of dialogues are activities that help students to train their speaking skills. However, only a minority of the participants said that those activities are not developed in English classes. In summary, the outcome of this question points out that those types of activities are used in English environments of the class to enhance the speaking skills of the learners.

Figure 10

3.1.10. *What activities would you like to practice in your English classes?*

● a) Learn new vocabulary	21
● b) Activities with games to pract...	54
● c) Roleplay	2
● d) Reading books and presentat...	10
● e) Dramatization	4



Note: Own elaboration

Source: Survey 2022

Analysis

The pie chart shows the answer obtained for the tenth question which is related to the activities that learners would like to practice in their classes. The majority of the participants prefer to study with games to practice and train their speaking skills. It means that learners feel more motivated with interactive activities to train their skills in the English language. On the other hand, almost a quarter of students prefer to learn new vocabulary in order to acquire a second language. However, a minority part of the pupils prefers roleplay activities to learn the English language. In summary, the results of this question reflect that the students are interested in learning with game activities.

3.2. Results of the teacher's interviews

3.2.1. Question 1. Do you use the methodology provided by the Ministry of Education or what methodology do you use? (Project Based Learning) CLIL

Teacher A

Well basically within the CLIL this strategy is applied in the teaching process, because being this a reproduction skill, let's put it that way, we need that the student, well in our case, to listen and apply but after that also to develop their own skills, so yes, it could be said that the methodology provided by the Ministry of Education is also applied, and well, I think that yes, we also have strategies or methodologies that complement that so as to be able to reach the objective, which is that the student trains him/her to his ear to listen to a language that is not ours, that is a foreign language.

Teacher B

Mmm well in terms of methodology, I don't use the methodology provided by the Ministry of Education since in this case we seek a strategy according to the skills that we need.

Analysis

This question was applied to know the interviewed point about the use of the methodologies established by the ministry of education. The information gathered shows intertwined outcomes because the two interviewed teachers expressed that the methodology established by the Ministry of Education is not the fundamental strategy in their English classes, However, they use different methodologies in order to help students in the learning process. To sum up, everything that has been stated so far, the two teachers argue that the Ministry of Education methodology is useful, nevertheless, they also use other strategies to develop student's skills in the acquisition of the second language.

3.2.2. Question 2. Which of the methods mentioned above do you find most effective for practicing speaking with your students?

- Communicative Approach
- Audio-lingual method
- Gamification
- Multiple Intelligences
- Suggestopedia
- The Silent Way

Teacher A

I think that from the list, some of the methods are useful and I am going to start with the one that teachers should use less, in fact, in which only the student should listen because I consider that it is the least efficient because there is no active participation on the part of the

student obviously there is a learning that is not significant, now of the other strategies one of the ones that I would consider more efficient, is one of the multiple intelligences because all students learn in a different way yes, then that strategy seems very good to me because it makes it possible for everyone to achieve an objective through different paths but reaching the same objective and the gamification part, the gamification for this part of the speaking seems to me to be very important, very dynamic apart from that because eh we don't just put the student to listen and complete but through the best games of a more dynamic dialectic they can be more active in their participation.

Teacher B

Well, really all the methods are in processes, therefore I think that the most adaptable is that of multiple intelligences, since not all students learn in a single way, then by having multiple intelligences we can use many more strategies to reach the learning of all students and not only of a sectorized.

Analysis

The purpose of this question was to know what methodology helps students to train their speaking skills. In this part, it is very important to highlight that both teachers think that multiple intelligence is the most effective methodology to improve and stimulate speaking skills in students because this methodology focus on the quality, abilities, and creativity of the students, Moreover the teachers argue that it is important to develop the variety of ways in which students learn. It is in order to involve every single student in the learning process. To summarize briefly, both teachers agreed that multiple intelligence is the best way to know the students and involve them in the learning process to explore and enhance their skills in the learning process.

3.2.3. Question 3 What kind of activities do you use to develop speaking skills in your students?

Teacher A

For example, in presentation activities, if they can make a presentation of some topic that is seen and that is closely related to what is taught in Grammar, but that they make their own presentations, they can work on dialogues between pairs, in what they are roleplay that this helps them to have a relationship with their classmates and be able to simulate, not because they practice a roleplay, it is practically a drill in which they can indicate how they would behave or with what they would respond in a restaurant, an airport or any of these situations, then basically they would be presentations, roleplays eh yes, because in the speeches they would already be within the presentations on different topics depending on what they want to show as well, and what they want to present, which is also basically a project we work on here.

Teacher B

Within the activities, participation is used, for example, in the presentation of topics in class, or projects as well, that they have a minute to talk about anything without qualifying structure, nothing only so that they talk and talk and talk for a certain time.

Analysis

This question was oriented to know the strategies and activities that the teachers use in their classes to train speaking skills in students. The answers gathered from this question showed similar outcomes because both teachers use dialogs, presentations, speeches, and roleplay to emphasize the interaction between them and train their speaking skills by using the language with dialogs and conversations. Furthermore, the interviewed teachers mentioned that those activities make the students' progress significant. Considering all this, the teachers demonstrated that they use some activities to develop speaking skills in students such as dialogs, presentations, and roleplay because for them those pursuits help students to acquire the foreign language.

3.2.4. Question 4. Have you ever heard about the audiolingual method and the strategies it offers to improve speaking? What do you think of their strategies?

- a) Dialogue
- b) Substitution Exercises.
- c) Repetition
- d) Transformation Exercises.
- e) Chain Exercises

Teacher A

Just like the audio-lingual method, yes, but uh, the strategies may not be very clear to you, yes, yes, in fact, I think all of them, yes, maybe more on the part, I think more technical, many times we use many methodologies, strategies, but sometimes when we see a technical name maybe no no we can't say that we don't know it, or we don't know, but yes, from the list that you mention to me, practically all of them apply to be able to carry out these activities in this skill.

Teacher B

Not really, as an audio-lingual method, mm, it's ready because not everyone has done these exercises, but if you work with dialogues, and interpretations, but remembering as a method, not rather as activities.

Analysis

The purpose of this question was to know the knowledge of the teachers about the audiolingual method and the strategies that it offers to improve speaking abilities in students. The answers showed that teachers know this method and the strategies that it offers are so much interesting to apply in the learning process because it provides some tools to encourage students to practice and develop also this method provides activities to enhance the learning process and the practice. Taking everything into account, it is evident that both teachers consider that the audiolingual method is a useful method to increase the use of the second language in students.

3.2.5. Question 5. Do you think that the strategies of the audiolingual method can be effective to develop the ability to speak?

Teacher A

Yes, I think so because, as I was saying again, we have the greatest difficulty in actually teaching English in our country, it is because we are not native speakers, so we do not have the time to spend all the time socializing in the language or listening, well, in some cases, to the Students like music because they listen to it for pleasure, but it is not something that they do constantly, so these strategies help to get there, not because we could not only with the little time in the classroom or play the audios, but they also have to develop that skill that ability to listen in the language.

Teacher B

Of course, because they are relating these processes to us, different activities which go better within the pronunciation, such as a conversation, a dialogue, well, it will allow us to correct and, above all, have a better speaking in each of the students.

Analysis

This question was focused on the audiolingual method and their strategies to help students improve their oral communication process. The outcomes of the teachers were the following: for the teachers, this is an outstanding method and some strategies that this method uses are applied in their classes because the role of dialog is an activity that promotes interaction and communication to train and improve speaking skills, Besides the strategies used in this method, are used in the learning environment in order to help students to grow in the learning procedure. Finally, it may be concluded that the interviewed teachers think that this method has interesting strategies to stimulate and train speaking skills in their students.

3.3. DISCUSSION

The results obtained from the interviews and surveys applied to English teachers and in 8th level students at Víctor Manuel Guzmán High School showed that for the acquisition of a second language is important to apply strategies and methodologies to help students in the learning process. The findings from the interviews and surveys showed intertwined opinions. Furthermore, teachers and students argue that the strategies to train speaking skills are necessary to guide the learning process and develop the student's skills. In the learning process, it is important to establish a methodology to prove a significant process in the acquisition of a second language.

The outcomes of the surveys showed simultaneous answers between students and teachers. More than half of the students considered that interactive activities and the different strategies are helpful for learners to improve their speaking skills. Almost all the groups of students are interested in the acquisition of a second language to learn more about other cultures of English-speaking countries. Moreover, the results about the audiolingual method and the strategies that this method offers provided information that proves that some of the strategies of this method are used in classes and it also showed the interest to continue applying those strategies to improve speaking abilities.

On the other hand, the aspect that students and teachers provided was the profit that interactive activities are an outstanding strategy to train and develop oral communication in learners, it is because for students and teachers the best way to acquire the language is between the complement of mesmerizing activities in the classroom and interaction, those components are the best way to acquire the language according to the students and teachers outcomes. Furthermore, the variety of activities that the audiolingual method provides has a connection with the type of activities that students suggest, such as games, dialogs, and focus on form, which means that for the teachers and students it is very important to implement strategies to facilitate the performance of students in oral production activities.

After the analysis of the instruments given by teachers and students, and the development of the theoretical framework it can be said that the outcomes and the theoretical foundation have a connection. The theoretical foundation gave information about the strategies, motivation, principles, benefits, and the use of the audiolingual method. The intertwining connections of those outcomes open the possibility to create a booklet for the teacher can use to enhance speaking skills. The booklet has different creative activities for students, and those activities are focused on the strategies of the audiolingual method such as substitution, exercises, chain exercises, repetition exercises, and dialogues. The activities of those strategies are classified by lessons to create a funny process to learn English and improve speaking skills.

4. CHAPTER IV: PROPOSAL

4.1.Introduction

Once data was analyzed, the researcher designed a guide with audiolingual strategies such as repetition exercises, substitution exercises, chain exercises, and dialogues to strengthen the speaking abilities of the learners. The following activities were developed by elaborating a list of activities for each strategy of this method. Moreover, the aim of this guide is to incentive students and teachers to acquire the English language in an interactive way. In addition, this guide will be useful for those characters because they will find many activities and creative ideas to apply in English classes, to facilitate language learning acquisition.

4.2.Objective

4.2.1. General objective

Enhance speaking fluency in students at Víctor Manuel Guzmán high school with audiolingual method strategies and interactive activities.



**LET'S LEARN ENGLISH
WITH ME**

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4.3.PROPOSAL

4.4.Introduction

The following activities were developed by elaborating a list of activities for each strategy of Audiolingual method. Moreover, the aim of this guide is to incentive students and teachers to acquire the English language in an interactive way. In addition, this guide will be useful for those characters because they will find many activities and creative ideas to apply in English classes to facilitate language learning acquisition.

4.5.Justification

This meaningful material was created in response to the results of interviews and surveys conducted with students and teachers at the Victor Manuel Guzmán high school, which revealed a significant interest among teachers in using interactive activities and didactic materials as part of the current way of teaching. Furthermore, most 8th grade students regard interactive activities and games as a fun way to learn and improve their English skills.

4.6.Theoretical Foundations

Nowadays, one educational issue is to improve one's speaking abilities. This study investigates the use of the Audiolingual method to learn basic Spoken English. Furthermore, this article demonstrates the efficacy of the Audiolingual method for Informal workers. This study employed a variety of drills to help workers learn basic spoken English. On the other hand, this study revealed more findings and benefits in the acquisition of a new language, such as foreign language teaching, linguistics, and labor-related agencies. This article provided actual evidence that this method is extremely beneficial for learning basic spoken English skills (Chunsuvimol, Boonpok, & Charoenpanit, 2019).

Speaking and listening skills are essential components of language learning. According to one study, the Audiolingual method can help people improve their speaking and listening skills. This study discovered that using the Audiolingual method improves students' speaking and listening skills in high school. Furthermore, this study demonstrated that students can improve their pronunciation, grammar, and vocabulary by using the audio-lingual method. Furthermore, this study found that using the Audiolingual method promotes efficient English language acquisition in meaningful learning (Ramos Cuadrado & Ramos Cuadrado, 2016).

The audiolingual method, in conjunction with other methods, can be an excellent combination for developing skills in the acquisition of a new language. This study promotes the idea of using two methods to assist students with phonological issues, one of which is the Audiolingual method. This study found that when students use the audiolingual method in conjunction with their learning circumstances, they learn without boredom. Furthermore,

this methodology aided students in developing phonological abilities. Furthermore, this study promoted the use of materials and sources to create an appealing learning process using the Audiolingual method (Romupal, Rubio, & Toquero, 2021).

This section presents the most relevant and comparable studies done on this method. It demonstrates that this research plan can be carried out in order to gather more information about the audiolingual method and speaking skills for learning a new language. This research will help students and teachers in the learning and teaching process.

4.7.Objective

4.7.1. General objective

Enhance speaking fluency in students at Víctor Manuel Guzmán high school with audiolingual method strategies and interactive activities.

4.7.2. Specific objectives

- Determine the most crucial strategies for the improvement of speaking fluency.
- Design motivational activities using Audiolingual strategies

UNIT 1

MAKING NEW FRIENDS





LESSON 1	Introduce yourself
GENERAL OBJECTIVE	Ss will be able to introduce themselves and give personal information.
SPECIFIC SKILL	Speaking: Collaborative skills.
LESSON STAGE	Practice
MATERIALS	Flashcards
STRATEGY	Repetition
LANGUAGE	<ul style="list-style-type: none"> • Greet formally and informally. • Words related to personal information <ul style="list-style-type: none"> • My name is... • I am ... years old. • I was born in... • I am from...
ACTIVITY	Introducing yourself
TIME	30 minutes

Warm up

Activity 1

Ss are going to read a short dialogue and they are going to match the questions with the answers.



	<p>Match the questions with the answers</p> <p>a.- What is your name?</p> <p>b.- How are you?</p> <p>c.- How old are you?</p> <p>d.- Where are you from?</p> <p>e.- What is your phone number?</p> <p>_____ Fine, thank you</p> <p>_____ I am 20</p> <p>_____ I am from Ecuador</p> <p>_____ My name is Kate</p> <p>_____ It is 0945456723</p>
--	--

Practice

Activity 2	<p>Introduction. -</p> <p>Ss are going to read the text and they are going to answer the questions.</p> <p>Reading:</p> <p>Hi, my name is Ariana and my surname is Gomez. I am twenty years old and I live in London. I am singer and my favorite pastimes are composing and singing. I'm from Peru, I am Peruvian. My family is big, I've got two brothers and three dogs. I love them so much. My favorite movie is Star Wars and my favorite singer is Miley Cyrus</p> <p>Then, Ss are going to answer the following questions:</p> <ul style="list-style-type: none"> • What's her surname?
-------------------	---

- Where is she from?
- How old is she?
- What's her favorite pastime?
- What's her favorite movie? And singer?

Activity 3

Grammar: To be

To Be		
Subject Pronoun	Verb to be	Complement
I	am	Juan.
		12 years old.
		From Chile.
You	are	From United States
It	is	0980354836

Students are going to complete the exercises using verb to be am/is/are.

Hello! My name _____ Jane. I go to high school every morning. I _____ from London. My favorite school subject _____ History; but I don't like art. My best friends _____ Kate and Bobby. Kate and I _____ good students. We enjoy high school. My favorite food _____ pizza. I really love hanging out with friends. We love to go out to the cinema. They _____ so funny. I _____ very happy.

Hi! I _____ Jack. I _____ twenty years old. I _____ from China. My favorite school subject _____ math. I love playing the guitar and the piano. My school _____ very funny; I love studying. My music teacher _____ Mrs. Lovato. He _____ very kind and friendly. In my leisure time _____ play the guitar and

	<p>sing. I love sports. My favorite sport _____ basketball. I love to play basketball with my friends. My best friends _____ Paul, Mary and Kristen.</p>
<p>Activity 4</p>	<p>Ss are going to complete the box with their personal information.</p> <div data-bbox="534 638 1125 1265" style="border: 1px solid black; border-radius: 25px; background-color: #FFD700; padding: 10px; margin: 10px 0;"><p>Hi! I'm Paul I'm 23 years old. I'm from the United States. I'm a student of Medicine. My best friend is Marcos. My phone number is 0987786545 My email address is paul20@gmail.com My favorite sport is soccer.</p></div> <div data-bbox="790 1344 1428 1982" style="border: 1px solid black; border-radius: 25px; background-color: #4682B4; color: white; padding: 10px; margin: 10px 0;"><p>My name _____ I _____ years old. I _____ from _____ I _____ student of _____ My best friend _____ My phone number _____ My email address _____ My favorite sport _____</p></div>

Production

Activity 5

Ss are going to use flashcards to talk with others and give personal information using verb to be.

Ss are going to work in pairs.

What is your name? My name is	Where do you live? I live in	Where are you from? I am from
How old are you? I am _____ years old.	What nationality are you? I am _____	What is your phone number? My phone number is
Who's your best friend? _____ is my best friend.	What is your favorite sport? My favorite sport is	What is your favorite food? My favorite food is
What is your address? My address is	What is your favorite hobby? My favorite hobby is	

Introduce yourself

Activity 1.- Read the dialogue and match the questions with the answers,

The illustration shows several groups of people in different social contexts. Each group has speech bubbles with English phrases. The phrases are: 'Hello', 'I am Juan. What is your name?', 'Hi', 'My name is Kate.', 'Where are you from?', 'I am from Ecuador.', 'Good morning! Great,', 'Good morning. How are you?', 'What is your phone number?', 'It is 0945456773', 'Nice to meet you.', 'Nice to meet you.', and 'Nice to meet you.'

Match the questions with the answers of the dialogue

- a.- What is your name?
- b.- How are you?
- c.- How old are you?
- d.- Where are you from?
- e.- What is your phone number?

_____ Fine, thank you

_____ I am 20

_____ I am from Ecuador

_____ My name is Kate

_____ It is 0945456723

Activity 2.- Read the text and answer the questions

Reading:

Hi, my name is Ariana and my surname is Gomez. I am twenty years old and I live in London. I am singer and my favorite pastimes are composing and singing. I'm from Peru, I am Peruvian. My family is big, I've got two brothers and three dogs. I love them so much. My favorite movie is Star Wars and my favorite singer is Miley Cyrus

Then, Ss are going to answer the following questions:

- **What's her surname?**

- **Where is she from?**

- **How old is she?**

- What's her favorite pastime?
- What's her favorite movie? And singer?

Activity 3. - Complete the exercises using verb to be. am/is/are

Hello! My name _____ Jane. I go to high school every morning. I _____ from London. My favorite school subject _____ History; but I don't like art. My best friends _____ Kate and Bobby. Kate and I _____ good students. We enjoy high school. My favorite food _____ pizza. I really love hanging out with friends. We love to go out to the cinema. They _____ so funny. I _____ very happy.

Hi! I _____ Jack. I _____ twenty years old. I _____ from China. My favorite school subject _____ math. I love playing the guitar and the piano. My school _____ very funny; I love studying. My music teacher _____ Mrs. Lovato. He _____ very kind and friendly. In my leisure time _____ play the guitar and sing. I love sports. My favorite sport _____ basketball. I love to play basketball with my friends. My best friends _____ Paul, Mary and Kristen.

Activity 4. - Complete the personal information in the dialogue.

Hi! I'm Paul
 I'm 23 years old.
 I'm from the United States.
 I'm a student of Medicine.
 My best friend is Marcos.
 My phone number is 0987786545
 My email address is paul20@gmail.com

My name _____
 I _____ years old.
 I _____ from _____
 I _____ student of _____
 My best friend _____
 My phone number _____

 My email address _____
 My favorite sport _____



Activity 5- Use the flashcards to talk with your friends.

What is your name?

My name is

Where do you live?

I live in

Where are you from?

I am from

How old are you?

I am _____ years
old.

What nationality are
you?

I am _____

What is your phone
number?

My phone number is

Who's your best
friend?

_____ is my best
friend.

What is your
favorite sport?

My favorite sport is

What is your
favorite food?

My favorite food is




What is your
address?

My address is

What is your
favorite hobby?

My favorite hobby is



LESSON 2	Making friends All over the World
GENERAL OBJECTIVE	Ss will be able to describe their new friend.
SPECIFIC SKILL	Speaking: Collaborative skills.
LESSON STAGE	Practice
MATERIALS	Template, pictures, worksheet.
STRATEGY	Repetition
LANGUAGE	Words related to friends and verb to be.
ACTIVITY	Making new friends.
TIME	30 minutes
Warm up	
Activity 1	<p>Ss are going to look at the super heroes and they are going to choose one to become their friend.</p> <p>Then Ss are going to write information about their new friend.</p> <div style="background-color: #fff9c4; padding: 5px; margin-bottom: 5px;"> <p>Name: Spider Man Age: 23 Country: USA, New York City Likes: having fun with friends and eat pizza. Abilities: help people, ability to stick to and climb walls and other surfaces.</p>  </div> <div style="background-color: #ffe0b2; padding: 5px; margin-bottom: 5px;"> <p>Name: Ladybug Age: 13 Country: France, Paris Likes: spaghetti Abilities: speed, endurance and strength.</p>  </div> <div style="background-color: #e2efda; padding: 5px;"> <p>Name: Ben Kirby Tennyson Age: 10 Country: USA Likes: studying, having fun with friends. Abilities: help people, run</p>  </div>

- a.- What is your friend's name?
- b.- Where is he or she from?
- c.- How old is he or she?
- d.- What does he or she like doing?
- e.- What can he or she do well?
- e.- Why do you like him or her?

Practice

Activity 2

Ss are going to write a short description about their new friend in the previous activity.

My new friend is

.....

.....

.....

.....

Activity 3

Ss are going to use verb to be to talk about nationalities.

To Be		
Subject Pronoun	Verb to be	Complement
I	am	Ecuadorian.
You	are	Canadian.
He	is	From France.
She	is	Chilean.

Ss are going to write the correct verb in the sentences,

1.- Where are you from, Mark? _____from India.

a. I is

	<p>b. I am c. I are</p> <p>2.- I _____ Chilean. a. are b. is c. am</p> <p>3.- Hello, my name _____ Paul. a. is b. are c. am</p> <p>4.- Where _____ Mary from? a. is b. am c. are</p> <p>5.- This _____ my friend, Tom. He ___ from China. a. are, am b. is, is c. are, are</p>
Activity 4	<p>Students are going to read and match the questions with the answers</p>

Activity 4.- Read and match the sentences

1.- Where are you from? ____

2.- How are you, Mai? ____

3.- What nationality are you? ____

4.- What is your name, please? ____

5. Goodbye, Miss Hien. ____

6.- Hi, Mac. It's nice to meet you ____

7.- Sorry, I'm late. ____

8.- What nationality is your mother? ____

a.- Nice to meet you, too.

b.- Bye Mac, see you tomorrow.

c.- She is Ecuadorian.

d.- Yes, come in

e.- I'm very well, thank you. And you?

f.- I'm Paul

g.- I'm from China.

h.- I'm English



Production

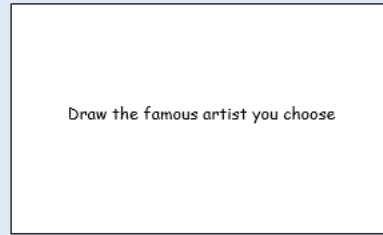
Activiy 5

Ss are going to choose one famous artist and they are going to write personal information about he or she.

They are going to use a template to complete the information of the famous artist.

Name: _____

Making Friends from all around the world!



Name: _____

Age: _____

Nationality: _____

Language: _____

Occupation: _____

Making Friends All over the World

Activity 1. Have a look at those people and choose one to become your new friend:

Name: Spider-Man

Age: 23

Country: USA, New York City



Likes: having fun with friends and eating pizza.

Abilities: help people, ability to stick to and climb walls and other.

Name: Ladybug

Age: 13

Country: France, Paris



Likes: spaghetti

Abilities: speed, endurance and strength.

Name: Ben Kirby Tennyson

Age: 10

Country: USA

Likes: studying, having fun with friends.

Abilities: help people, run



Answer the questions and write a description of your new friend:

a.- What is your friend's name?

b.- Where is he or she from?

c.- How old is he or she?

d.- What does he or she like doing?

e.- What can he or she do well?

e.- Why do you like him or her?

Activity 2.- Write a short description about your new friend

My new friend is

.....

.....

.....

.....

Activity 3. - Use the verb to be to talk about nationalities.,

1.- Where are you from, Mark? _____ from India.

- a. I is
- b. I am
- c. I are

2.- I _____ Chilean.

- a. are
- b. is
- c. am

3.- Hello, my name _____ Paul.

- a. is
- b. are
- c. am

4.- Where _____ Mary from?

- a. is
- b. am
- c. are

5.- This _____ my friend, Tom. He ___ from China.

- a. are, am
- b. is, is
- c. are, are

Activity 4. - Read and match the sentences

1.- Where are you from? ____

2.- How are you, Mai? ____

3.- What nationality are you? ____

4.- What is your name, please? ____

5. Goodbye, Miss Hien. ____

6.- Hi, Mac. It's nice to meet you ____

7.- Sorry, I'm late. ____

8.- What nationality is your mother? ____

a.- Nice to meet you, too.

b.- Bye Mac, see you tomorrow.

c.- She is Ecuadorian.

d.- Yes, come in

e.- I'm very well, thank you. And you?

f.- I'm Paul

g.- I'm from China.

h.- I'm English

Activity 5.– Use the template and choose one famous artist to complete the information.

Name: _____

Making Friends from all around the world!

Draw the famous artist you choose

Name: _____

Age: _____

Nationality: _____

Language: _____

Occupation: _____

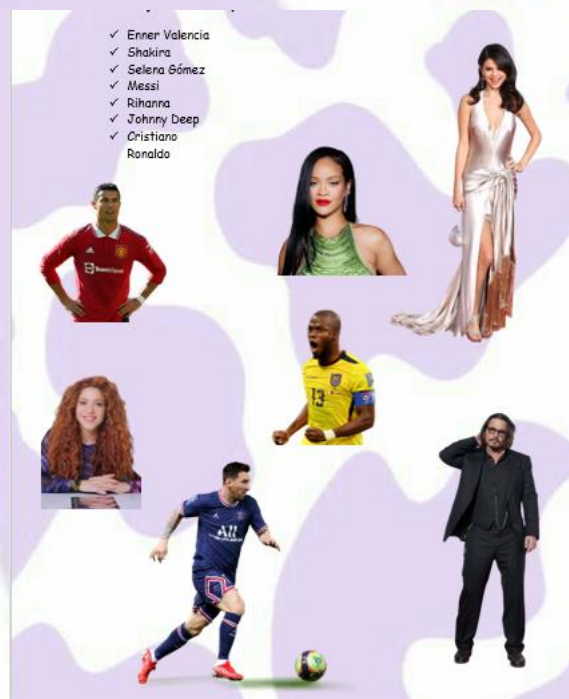


LESSON 3	Get in Touch with a VIP
GENERAL OBJECTIVE	Ss will be able to develop verbal language as a means of expression and increase their language skills.
SPECIFIC SKILL	Speaking: Collaborative skills.
LESSON STAGE	Practice
MATERIALS	Crossword, pictures, worksheet.
STRATEGY	Repetition
LANGUAGE	Words related with famous people.
ACTIVITY	Make a presentation about a famous person.
TIME	30 minutes

Warm up

Activity 1

Ss are going to match the pictures of famous people with their names.



Practice

Activity 2

Ss are going to solve the crossword with the information of famous people in the previous activity.



Is a famous player soccer from Ecuador.

Is a famous singer and actress.

Plays the role of captain Jack Sparrow.

Is a famous player soccer from Portugal.

Is a famous black singer.

Is a famous singer from Colombia.

Is a famous player soccer from Argentina.

Activity 3

Ss are going to read the statements and circle the mistake. Then, correct them.

a.- Selena Gómez is and actress and soccer player.

b.- Cristiano Ronaldo is a singer from Portugal.

c.- Enner Valencia is a player soccer from United States.

d.- Shakira is a doctor from Colombia.

e.- Johnny Deep is a famous engineer.

f.- Rihanna is a teacher.

c.- Messi is a famous player soccer from Ecuador.

Activity 4

Ss are going to identify the rules for capitalization, they are going to use the information in the box.

Name and last name

The pronoun I

Countries, cities and nationalities

At the beginning of a sentence

Abbreviations / Acronyms

Ss are going to use capital letters in the following cases:

a. This is **L**ionel **M**essi. **N**ame and last name

b. Get in touch with a **V**IP _____

c. Mark is **A**merican. He is from **N**ew **Y**ork. It's a city in **T**he **U**nited **S**tates. _____

d. Paul Pit is 25 and **I**'m 22 _____

e. **T**his is Paul. **S**he is sociable. _____



Production

Activity 5

Ss are going to read the ID card and they are going to complete the information in the box.



Name: Emma

Surname: Watson

Age: 32

City of origin: Paris

Nationality: British

(Name-Surname)

(Age)

(City of origin)

(Nationality)



Get in touch with a VIP

Activity 1. - Match the pictures with the names

- ✓ Enner Valencia
- ✓ Shakira
- ✓ Selena Gómez
- ✓ Messi
- ✓ Rihanna
- ✓ Johnny Deep
- ✓ Cristiano Ronaldo



Activity 2.- Solve the crossword with the information of famous people in the previous activity



Is a famous player soccer from Ecuador.

Is a famous singer and actress.

Plays the role of captain Jack Sparrow.

Is a famous player soccer from Portugal.

Is a famous black singer.

Is a famous singer from Colombia.

Is a famous player soccer from Argentina.

Activity 3. - Read the statements and circle the mistake. Then, correct them.

a. - Selena Gómez is and actress and soccer player.

b. - Cristiano Ronaldo is a singer from Portugal.

c. - Enner Valencia is a player soccer from United States.

d. - Shakira is a doctor from Colombia.

e. - Johnny Deep is a famous engineer.

f. - Rihanna is a teacher.

c. - Messi is a famous player soccer from Ecuador.

Activity 4. - Identify the rules for capitalization. Use the information in the box

Name and last name

The pronoun I

Countries, cities and nationalities

At the beginning of a sentence

Abbreviations / Acronyms

Use capital letters in the following cases:

- a. This is **L**ionel **M**essi. **N**ame and **L**ast name
- b. Get in touch with a **V**IP _____
- c. Mark is **A**merican. He is from **N**ew **Y**ork. It's a city in **T**he **U**nited **S**tates. _____
- d. Paul Pit is 25 and **I**'m 22. _____
- e. **T**his is Paul. **S**he is sociable. _____

Activity 5. - Read the ID card and write the profile



Name: Emma

Surname: Watson

Age: 32

City of origin: Paris

Nationality: British

(Name-Surname)

(Age)

(City of origin)

(Nationality)

UNIT 2

MY FAVORITE PEOPLE



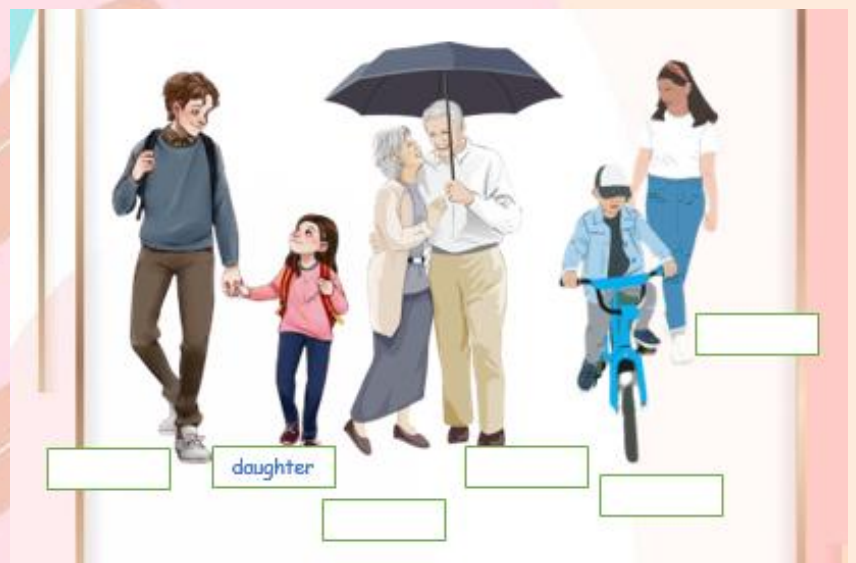


LESSON 1	Here's my family
GENERAL OBJECTIVE	Ss will be able to describe their family members.
SPECIFIC SKILL	Speaking: Collaborative skills.
LESSON STAGE	Practice
MATERIALS	Puzzle, dialog and pictures.
STRATEGY	Substitution
LANGUAGE	Words related to family members and human body.
ACTIVITY	Describe and identify family members.
TIME	30 minutes

Warm up

Activity 1

Ss are going to write the names of the members of the family in the boxes



Practice

Activity 2

Ss are going to read the descriptions and number the pictures about different families.

Activity 2.- Read the descriptions and number the pictures about different families.

I have a mom, and one sister.

I have a dad, a mother, a sister and a

I have a mom, a father, 3 brothers and a sister.

I have a mom, a father, 2 brothers and a sister

1

2

3

4

Activity 3

Ss are going to read the statements and complete the gaps using verb to be.

I **am** Paul. Mark is my father.

Lana **is** my mother.

Donal and Martha **are** my parents.

Katy **is** my sister and Mike is my brother.

My family **is** very funny.

Lana is my _____

Mark is my _____

Mike is my _____

Donal and Martha are my _____

Katy is my _____

Activity 4

the students are going to use the verb to be to complete the sentences.

Robert ___ my friend.

I ___ happy.

My mother ___ beautiful.

Paul ___ intelligent.

My parents ___ Albert and Mary.

Production

Activity 5

Ss are going to find the family members in the alphabet soap.

U	N	F	A	T	Q	G	R	A	N	D	F	A	T	H	E	R	1. _____
A	K	R	I	V	D	V	I	K	P	A	T	H	E	R	M	S	2. _____
A	B	I	J	P	N	B	Q	H	D	U	R	H	P	O	X	J	3. _____
N	N	P	P	S	L	Z	U	N	A	G	B	V	A	V	G	K	4. _____
B	Z	L	A	I	J	D	M	O	T	H	E	R	L	I	W	O	5. _____
W	I	V	S	X	J	C	S	I	S	T	E	R	O	Q	W	U	6. _____
H	U	B	O	O	B	R	O	T	H	E	R	R	N	M	E	T	7. _____
G	R	A	N	D	M	O	T	H	E	R	P	I	Q	T	N	J	8. _____
P	C	B	F	O	P	A	S	D	N	U	D	M	I	O	Z	O	9. _____
F	F	Y	X	M	Y	E	F	M	U	V	E	B	K	G	I	O	

Here is Family

Activity 1.- write the names of the members of the family



daughter



Activity 2. - Read the descriptions and number the pictures about different families.

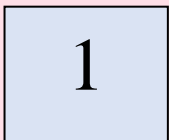


I have a mom, and one sister.

I have a dad, a mother, a sister and a

I have a mom, a father, 3 brothers and a sister.

I have a mom, a father, 2 brothers and a sister



Activity 3. – Read the statements and complete the gaps using verb to be.

I **am** Paul. Mark is my father.

Lana **is** my mother.

Donal and Martha **are** my parents.

Katy **is** my sister and Mike is my brother.

My family **is** very funny.

Lana is my _____

Mark is my _____

Mike is my _____

Donal and Martha are my _____

Katy is my _____

Activity 4. – Use the verb to be in the following sentences.

Robert ____ my friend.

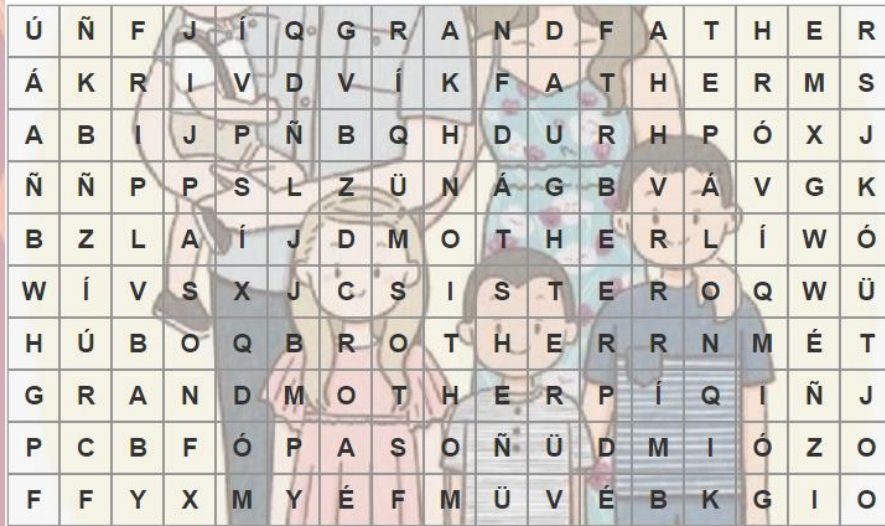
I _____ happy.

My mother _____ beautiful.

Paul ____ intelligent.

My parents ____ Albert and Mary.

Activity 5. Find the members of the family.



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____



LESSON 2	We Are All Unique
GENERAL OBJECTIVE	Ss will be able to describe other people using possessive adjectives.
SPECIFIC SKILL	Speaking: Collaborative skills
LESSON STAGE	Practice
MATERIALS	Pictures
STRATEGY	Substitution exercises
LANGUAGE	Words related to family members and the human body.
ACTIVITY	Practice questions and answers to improve oral skills.
TIME	30 minutes

Warm up

Activity 1

Ss are going to look at the pictures and they are going to choose the correct option.

small big
 old new
 short tall
 fat thin
 fat thin
 fierce gentle
 old new
 gentle fierce

Practice

Activity 2

Ss are going to solve the activities using possessive adjectives.

Possessive Adjectives								
	Singular					Plural		
Subject Pronouns	I	You	He	She	It	We	You	They
Possessive Adjectives	My	Your	His	Her	Its	Our	Your	Their
Her hair is long and blond.					His hair is short and black.			

Ss are going to join the pronoun with the correct possessive adjectives.

WE MY
I ITS
HE HER
YOU HIS
THEY OUR
IT YOUR
SHE THEIR

Activity 3

Ss are going to choose the correct words to solve the activity using possessive adjectives.

- 1.- It is **she / her** house.
- 2.- **I / my** have a dog.
- 3.- This is **our / we** farm.
- 4.- They love **they / their** school.
- 5.- **We / our** live in Spain.
- 6.- Has **she / her** got a ruler.
- 7.- Those are **his / her** glasses.
8. He is **my / I** grandfather.
9. That is **you / your** sandwich.
10. **It's / Its** legs are short.
11. He has a car. **Her / his** car is red.
12. I have a dog. **Its / his** tall is long.

Activity 4

Ss are going to write the correct possessive adjectives in the statements.

- 1.- I am Paul. ___ hometown is in Toronto.
- 2.- She is a doctor. ___ patients are good.
- 3.- We love cycling. Cycling is ___ hobby.
- 4.- Ben has a sister. ___ name is Lisa.
- 5.- I have a lot of books. ___ books are great.
- 6.- Mark and Bella are siblings. ___ parents are kind.

- 7.- You need to go back. ___ father is calling.
8.- The monkey is hurt. ___ tail is bleeding.

Production

Activity 5

Ss are going to choose one character and write a short description to share with your classmates. Then they are going to use possessive adjectives to describe your character.



Name: _____

Age: _____

Physical appearance: _____

Abilities: _____

Your idea: _____



We are all Unique

Activity 1.- look and choose the correct word.



small

big



old

new



short

tall



fat

thin



fat

thin



fierce

gentle



old

new



gentle

fierce

Activity 2.- Complete the activity using possessive adjectives.

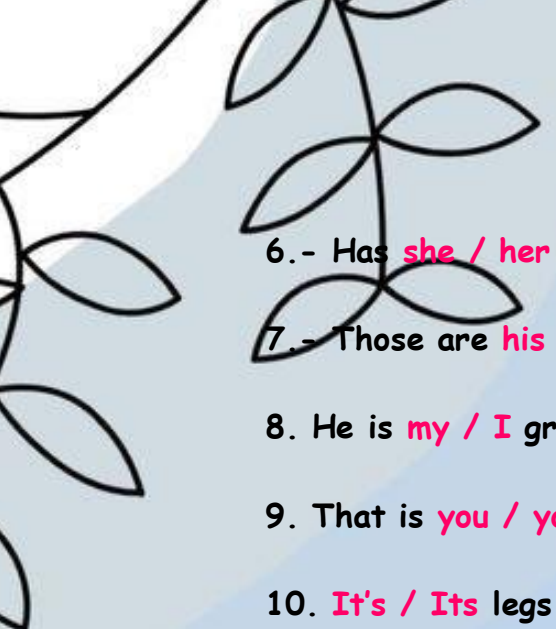
Possessive Adjectives								
	Singular					Plural		
Subject Pronouns	I	You	He	She	It	We	You	They
Possessive Adjectives	My	Your	His	Her	Its	Our	Your	Their
Her hair is long and blond. black.						His hair is short and		

Join the pronoun with the correct possessive adjectives.

WE MY
I ITS
HE HER
YOU HIS
THEY OUR
IT YOUR
SHE THEIR

Activity 3.- Choose the correct words

- 1.- It is **she / her** house.
- 2.- **I / my** have a dog.
- 3.- This is **our / we** farm.
- 4.- They love **they / their** school.
- 5.- **We / our** live in Spain.



6.- Has **she / her** got a ruler.

7.- Those are **his / her** glasses.

8. He is **my / I** grandfather.

9. That is **you / your** sandwich.

10. **It's / Its** legs are short.

11. He has a car. **Her / his** car is red.

12. I have a dog. **Its / his** tail is long.

Activity 4. - Write the correct possessive pronoun in the statements.

1.- I am Paul. ___ hometown is in Toronto.

2.- She is a doctor. ___ patients are good.

3.- We love cycling. Cycling is ___ hobby.

4.- Ben has a sister. ___ name is Lisa.

5.- I have a lot of books. ___ books are great.

6.- Mark and Bella are siblings. ___ parents are kind.

7.- You need to go back. ___ father is calling.

8.- The monkey is hurt. ___ tail is bleeding.



Activity 5.– Choose one character and write a short description to share with your classmates.

Use possessive adjectives to describe your character.



Name: _____

Age: _____

Physical appearance: _____

Abilities: _____

Your idea: _____



LESSON 3	A Variety of Families
GENERAL OBJECTIVE	Ss will be able to describe a family member.
SPECIFIC SKILL	Speaking: Collaborative skills.
LESSON STAGE	Practice
MATERIALS	Puzzle and dialog
STRATEGY	Substitution
LANGUAGE	Words related to family members and the human body.
ACTIVITY	Describing a family member.
TIME	30 minutes

Warm up

Activity 1

Ss are going to solve a puzzle about family members.

E	Y	C	U	S	N	W	Ñ	G	I	K	X	J	F	X
C	O	U	S	I	N	A	N	M	Á	Ü	É	B	Y	M
X	Á	A	H	S	O	K	I	W	B	Y	O	E	A	V
Ó	A	U	N	T	K	U	Ü	Q	G	G	Í	R	G	L
D	G	Á	Z	E	D	Ó	S	B	R	O	T	H	E	R
P	É	A	G	R	A	N	D	P	A	E	Q	I	U	X
X	A	Ú	Ú	C	D	E	Á	B	N	Q	L	G	G	S
N	Q	Z	U	Z	Y	P	E	H	D	Ü	É	G	D	Z
W	L	U	X	A	B	H	R	W	M	O	M	G	Q	H
É	P	U	N	C	L	E	E	L	A	I	B	W	Ú	H
Ñ	K	G	K	C	H	W	D	P	Á	É	T	Z	W	D

Practice

Activity 2

Ss are going to Read the short text and underline the body parts in blue and the adjectives in red.

I am Kate. I am 23 years old. I live with my mother, my grandfather and my sister Liza. We are similar and different at the same time. I am tall and thin. My hair is short, wavy and black. My eyes are big and brown. My mother is Mery. She is short. Her hair is long, straight and black. Her eyes are big and green. Josh is my grandfather. He is tall and thin- His hair is curly and red. His eyes are small and brown. His nose is thin. My sister is Liza. She is short. His hair is straight and red. His eyes are big and green. His nose is big.

Activity 3

Ss are going to go back to the text and locate the underlined words in the diagram. Follow the pattern **red** + **blue**.

The diagram features four characters with associated questions and comparison boxes:

- KATE:** a. short _____ b. _____ eyes. Similar: a. _____ b. _____
- LIZA:** a. _____ hair b. _____ eyes. Similar: a. _____ nose b. _____
- MERY:** a. _____ hair b. _____ eyes. Similar: a. _____ b. _____
- JOSH:** a. _____ b. _____ eyes. Similar: a. _____ b. _____

Activity 4

Ss are going to read the text and answer the questions.

I love my family. There are five people in my family. I have one brother and one sister. My brother is seven and my sister is two. My mom and dad make the rules for my family. My little sister gets in trouble sometimes. Our favorite thing to do as a family is to play games together.

1.- How many people are in the family?

2.- How old is the sister?

3.- Who gets in trouble sometimes?

4.- Who makes the rules?

5.- What does the family like to do best?

Production

Activity 5

Ss are going to draw and describe a member of your family.

I live with my _____ (family members)

This is my _____ (person you draw)

_____ (hair)

_____ (eyes)

_____ (nose)

_____ (physical appearance)



A variety of Families

Activity 1.- Solve the following puzzle



1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Activity 2. - Read the short text and underline the **body parts** in blue and the **adjectives** in red.

I am Kate. I am 23 years old. I live with my mother, my grandfather and my sister Liza. We are similar and different at the same time. I am tall and thin. My hair is short, wavy and black. My eyes are big and brown. My mother is Mery. She is short. Her hair is long, straight and black. Her eyes are big and green. Josh is my grandfather. He is tall and thin- His hair is curly and red. His eyes are small and brown. His nose is thin. My sister is Liza. She is short. His hair is straight and red. His eyes are big and green. His nose is big.

Activity 3. - Go back to the text and locate the underlined words in the diagram. Follow the pattern **red + blue**.



KATE

a.- short _____

Similar _____

a.- _____

b.- _____

LIZA

a.- _____ hair

b.- _____ eyes

Similar _____

a.- _____ nose

b.- _____



MERY

a.- _____ hair

b.- _____

JOSH

a.- _____

b.- _____ eyes



Activity 4. - Read the text and answer the questions.

I love my family. There are five people in my family. I have one brother and one sister. My brother is seven and my sister is two. My mom and dad make the rules for my family. My little sister gets in trouble sometimes. Our favorite thing to do as a family is to play games together.

1.- How many people are in the family?

2.- How old is the sister?

3.- Who gets in trouble sometimes?

4.- Who makes the rules?

5.- What does the family like to do best?

Activity 5. - Draw and describe a member of your family.

I live with my _____ (family members)

This is my _____ (person you draw)

_____ (hair)

_____ (eyes)

_____ (nose)



_____ (physical appearance)



UNIT 3

LEARNING WITH MOVIES



LESSON 1	What's playing at the movies?
GENERAL OBJECTIVE	Ss will be able to describe the experience of a movie.
SPECIFIC SKILL	Speaking: Collaborative skills.
LESSON STAGE	Practice
MATERIALS	Pictures, dialog and worksheet
STRATEGY	Chain
LANGUAGE	Words related to movies, art and cinema.
ACTIVITY	Describing a movie.
TIME	30 minutes
Warm up	
Activity 1	<p>Ss are going to write the words in the correct order.</p> <div style="border: 1px solid black; padding: 10px; text-align: center;">  <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 5px;"></div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px;">wildlife film</div> <div style="border: 1px solid black; padding: 2px;">fantasy film</div> <div style="border: 1px solid black; padding: 2px;">musical</div> <div style="border: 1px solid black; padding: 2px;">adventure film</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px;">comedy</div> <div style="border: 1px solid black; padding: 2px;">science fiction film</div> <div style="border: 1px solid black; padding: 2px;">scary film</div> <div style="border: 1px solid black; padding: 2px;">cartoon</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;">     </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 5px;"></div> <div style="border: 1px solid black; width: 40px; height: 20px; margin: 5px;"></div> </div> </div>

Practice

Activity 2

Ss are going to fill the blanks with the correct answer

1.- We went to see a _____. It was really funny.

2.- I don't like _____ movie. They are too scary.

3.- An _____ movie uses drawings and human voices instead of real people.

4.- She likes _____ _____ movies. They are about space and future.

5.- _____ movies often have a lot of car chases and fighting.

Activity 3

Ss are going to complete the conversation using the words in the box.

Meet
Animated movies
Time
O'clock
Sunday
Hi
Yes

Jim: Hello, Jill.

Jill: (1) Hi, Jim.

Jim: Do you like (2) _____?

Jill: (3) _____, I do. Why?

Jim: There's an animated movie on at the movie theater on

(4) _____ night. Do you want to go?

Jill: What (5) _____ is it on?

Jim: At six (6) _____.

Jill: That sounds great. Where could we meet?

Activity 4

Ss are going to complete the gaps using prepositions.

Jim: Hi, Jill. Do you want to watch a movie (1) on Saturday?

Jill: Hello, Jim. Sure. What do you want to watch?

Jim: The Polar Bears. It's a funny animated movie.

Jill: (2) _____ 3 p.m.

Jill: I'm sorry. I'm busy (3) _____ Saturday afternoon.

Why don't we watch it (4) _____ the evening?

Jim: I'm going to the store with my brother that evening. How about on Sunday morning? (5) _____ 10:30?

Jill: That sounds good!

Jim: Great!

Production

Activity 5

Ss are going to look at the schedule and write the questions and answers. Then Ss are going to choose one movie to describe it with a partner.

Cine Club Schedule					
Time	Weekdays			Weekend	
	Monday	Wednesday	Friday	Saturday	Sunday
3:00 PM		Toy Story		Pirates of the Caribbean	
5:30 PM	Shrek		Transformers		Pirates of the Caribbean
7:30 PM		Cinderella		Frankenstein	

a.- What time is Toy Story?

b.- What time is Cinderella?

c.- When is Pirates of the Caribbean?

d.- _____?

it's at 5:30 PM on Friday.

e.- _____?

it's on Monday.

f.- _____?

it's at 5:30 PM on the weekend.

My Favorite Movie

Name:

Gender:

Characters:

Spot:

Soundtrack:

What's playing at the movies?

Activity 1.- Put the words in the correct order.



wildlife film

comedy



fantasy film

science fiction film



musical

scary film



adventure film

cartoon



Activity 2.- Fill the blanks with the correct answer

1.- We went to see a _____. It was really funny.

2.- I don't like _____ movie. They are too scary.

3.- An _____ movie uses drawings and human voices instead of real people.

4.- She likes _____ movies. They are about space and future.

5.- _____ movies often have a lot of car chases and fighting.

Activity 3.- Complete the conversation using the words in the box

Meet
Animated movies
Time
O'clock
Sunday
Hi
Yes

Jim: Hello, Jill.

Jill: (1) Hi, Jim.

Jim: Do you like (2) _____?

Jill: (3) _____, I do. Why?

Jim: There's an animated movie on at the movie theater on

(4) _____ night. Do you want to go?

Jill: What (5) _____ is it on?

Jim: At six (6) _____.

Jill: That sounds great. Where could we meet?

Jim: Let's (7) _____ at the movie theater at five-thirty-

Jill: OK.

Activity 4.- Complete the gaps using prepositions

Jim: Hi, Jill. Do you want to watch a movie (1) on Saturday?

Jill: Hello, Jim. Sure. What do you want to watch?

Jim: The Polar Bears. It's a funny animated movie.

Jill: (2) _____ 3 p.m.

Jill: I'm sorry. I'm busy (3) _____ Saturday afternoon.

Why don't we watch it (4) _____ the evening?

Jim: I'm going to the store with my brother that evening. How about on Sunday morning? (5) _____ 10:30?

Jill: That sounds good!

Jim: Great!

Activity 5. - Look at the schedule and write the questions and answers.

Cine Club Schedule					
Time	Weekdays			Weekend	
	Monday	Wednesday	Friday	Saturday	Sunday
3:00 PM		Toy Story		Pirates of the Caribbean	
5:30 PM	Shrek		Transformers		Pirates of the Caribbean
7:30 PM		Cinderella		Frankenstein	

a. - What time is Toy Story?

b. - What time is Cinderella?

c. - When is Pirates of the Caribbean?

d. - _____?

it's at 5:30 PM on Friday.

e. - _____?

it's on Monday.

f. - _____?

it's at 5:30 PM on the weekend.

Choose one Cultural Event and describe it in front of the class.

My Favorite Movie

Name:

Gender:

Characters:

Spot:

Soundtrack:



LESSON 2	Cultural Events
GENERAL OBJECTIVE	Ss will be able to describe cultural events using prepositions.
SPECIFIC SKILL	Speaking: Collaborative skills.
LESSON STAGE	Practice
MATERIALS	Pictures, charts
STRATEGY	Chain.
LANGUAGE	• Words related to festivals and art events.
ACTIVITY	Describing cultural events.
TIME	30 minutes

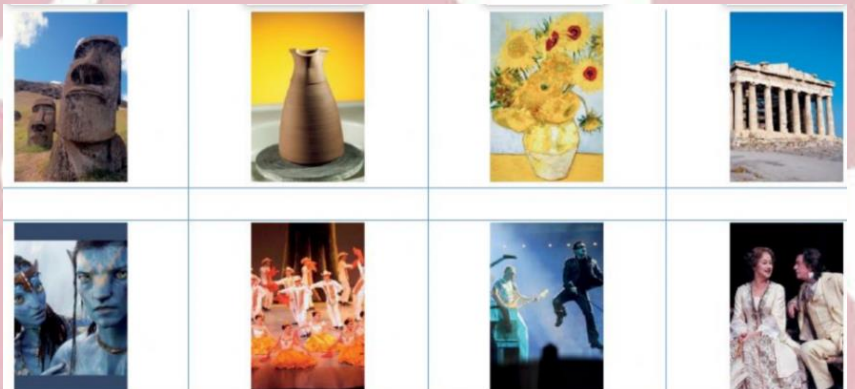
Warm up

Activity 1

Ss are going to Match the names with the pictures.

PAINTING, DANCE, CINEMA, ARCHITECTURE

THEATRE, SCULPTURE, MUSIC, CERAMICS



Practice

Activity 2

Ss are going to match the cultural festivals with the right picture.



Activity 3

Ss are going to complete the sentences using prepositions of time.

Prepositions of Time

When is the event?

It's **in** Octobre.

It's **on** September 10th.

It's **in** the morning / afternoon / evening.

It's **at** noon / 3:00 PM / night.

Conclusion

IN months

ON dates

IN long periods.

AT specific time.

a.- The reading festival is ___ February 1st. It's ___ the afternoon ___ 3:30 PM.

b.- The Jazz festival is ___ April. It's ___ the morning ___ 10:00 AM.

c.- The dance festival is ___ December. It's ___ Christmas ___ night.

d.- The art exhibition is ___ July. It's ___ July 20th ___ noon.

Activity 4

Ss are going to complete the chart about prepositions of time.

Sunday		the morning
spring	2013	
Tuesday	afternoon	noon / midday
February	winter	
my birthday	a weekday	the evening
a holiday		

at	in	on
10:30		

Production

Activity 5

Choose an art festival of your interest. Create a collage and describe it. Then share your project with your classmates.

My Favorite Cultural Event

Name: _____

Date: _____

Food: _____

Activities: _____

Customs: _____



Cultural Events

Activity 1.- Write down the names of the cultural events.

PAINTING, DANCE, CINEMA, ARCHITECTURE

THEATRE, SCULPTURE, MUSIC, CERAMICS



Activity 2.- Match the cultural festivals with the right picture.

ROCK FESTIVAL

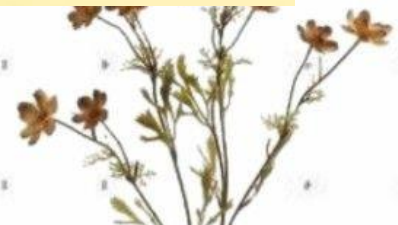
ART EXHIBITION

FOOD FESTIVAL

PHOTOGRAPHY EXHIBITION

THEATRE FESTIVAL

the darker
the night
the brighter
the stars





Activity 3.- Complete the sentences using prepositions of time.

Prepositions of Time	
When is the event?	Conclusion
It's in Octobre.	IN months
It's on September 10 th .	ON dates
It's in the morning / afternoon / evening.	IN long periods.
It's at noon / 3:00 PM / night.	AT specific time.

- a.- The reading festival is ____ February 1st. It's ____ the afternoon ____ 3:30 PM.
- b.- The Jazz festival is ____ April. It's ____ the morning ____ 10:00 AM.
- c.- The dance festival is ____ December. It's ____ Christmas ____ night.
- d.- The art exhibition is ____ July. It's ____ July 20th ____ noon.

Activity 4.- Complete the chart about prepositions of time.

Sunday	the morning	spring	2013
Tuesday afternoon	noon / midday	February	winter
my birthday	a weekday	the evening	a holiday
11:30	midnight	the weekend	Monday morning
May 7	the afternoon	night	the 1990s
summer	Monday evening	fall / autumn	bedtime

at	in	on
10:30		



darker
the night
nter
ne stars

dream on

little dreamer

Activity 5.— Choose an art festival of your interest. Create a collage and describe it. Then share your project with your classmates.

My Favorite Cultural Event

Name: _____

Date: _____

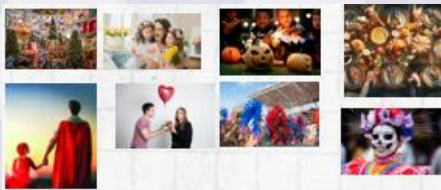

Food: _____

Activities: _____

Customs: _____

the darker
the night
the brighter
the stars



LESSON 3	Famous Fests
GENERAL OBJECTIVE	Ss will be able to describe an Ecuadorian Festival.
SPECIFIC SKILL	Speaking: Collaborative skills.
LESSON STAGE	Practice
MATERIALS	Crossword, pictures and mind map.
STRATEGY	Chain
LANGUAGE	Words related to festivals and holidays.
ACTIVITY	Describe a Famous Fest of Ecuador.
TIME	30 minutes
Warm up	
Activity 1	<p>Ss are going to Guess the names of the festivals and write down in the crossword.</p>  

Practice

Activity 2

Ss are going to Match Ecuador festivals with the correct name.

Carnival	
Semana Santa	
Inti Raymi	
Año Viejo (New Year's Eve)	
The Yancor Festival	

Activity 3

Ss are going to complete the sentences with the words.

Carnival - costumes - crowd - parade - fireworks - stalls
- perform - raise money - stage

1.- When the band came on _____ everybody started clapping to them.

2.- The _____ were so amazing. I guess, somebody spent a long time making them.

3.- The _____ in Brazil is the biggest in the nation.

4.- Did you see the _____ ? They lit up the whole sky!

5. Festivals are a great opportunity to _____ for special causes.

6.- I love looking at the _____ and always find something special to buy.

7.- The _____ took hours to pass through the town and the _____ started to get a bit bored.

8. Lots of dancers, musicians and acrobats _____ at summer festivals.

Activity 4

Ss are going to choose one festival of your country and make a mind map





Production

Activity 5

Ss are going to complete the text with the information of your mind map.

Many people _____ in
_____, an

(name of the festival)

(city)

amazing city in _____. The festival is
_____.

(country)

(date)

The _____ prepare several activities.

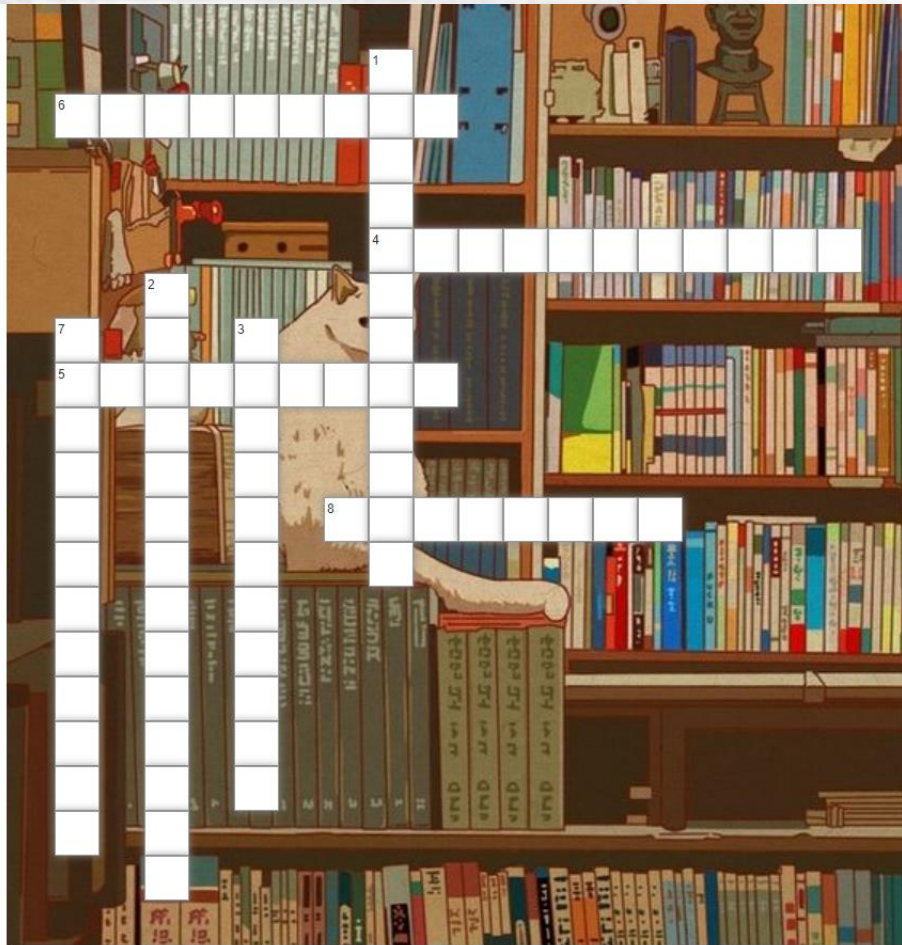
For example, _____

(artist)

(activities)

Famous Fests

Activity 1. - Guess the names of the festivals and write down in the crossword.



Activity 2.- Match Ecuador festivals with the correct name

Carnival



Semana Santa



Inti Raymi



Año Viejo (New Year's Eve)



The Yamor Festival





Activity 3. - Complete the sentences with the words

Carnival - costumes - crowd - parade - fireworks - stalls - perform - raise money - stage

- 1.- When the band came on _____ everybody started clapping to them.
- 2.- The _____ were so amazing. I guess, somebody spent a long time making them.
- 3.- The _____ in Brazil is the biggest in the nation.
- 4.- Did you see the _____ ? They lit up the whole sky!
5. Festivals are a great opportunity to _____ for special causes.
- 6.- I love looking at the _____ and always find something special to buy.
- 7.- The _____ took hours to pass through the town and the _____ started to get a bit bored.
8. Lots of dancers, musicians and acrobats _____ at summer festivals.



Activity 4. - Choose one festival of your country and make a mind map





Activity 5. - Complete the text with the information of your mind map.

Many people _____ in _____, an

(name of the festival)

(city)

amazing city in _____. The festival is _____.

(country)

(date)

The _____ prepare several activities. For example, _____

(artist)

(activities)



UNIT 4

IN THE STREET





LESSON 1	What Are You Doing?
GENERAL OBJECTIVE	Ss will be able to describe people's actions.
SPECIFIC SKILL	Speaking: Collaborative skills.
LESSON STAGE	Practice
MATERIALS	Puzzle, picture, dialog
STRATEGY	Dialog
LANGUAGE	Words related to actions and activities that people do.
ACTIVITY	Describing people's activities.
TIME	30 minutes

Warm up

Activity 1

Ss are going Write the numbers in the correct place with the pictures.

1. He is running

2. She is cooking

3. They are jumping

4. The girl is studying

5. She is dancing

6. The boy is swimming

7. The girl is painting

8. They are Reading

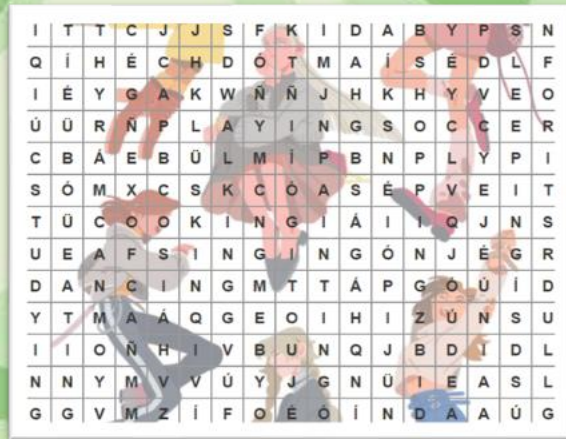
9. My sister is listening to music

Illustrations include: a boy running, a girl jumping rope, a girl swimming, a girl painting, a girl reading, a girl listening to music, a girl cooking, and two girls jumping rope.

Practice

Activity 2

Ss are going to Find the verbs in the puzzle.



Activity 3

Ss are going to complete the e-mail with the Present Progressive tense.

Present Progressive Tense

I	am	going to the cinema.
He She It	is	cooking.
You We They	Are	running in the park.

To: katy22@gmail.com

Subject: Hi!

Hello darling Katy!

I am writing (write) from my new house.

My siblings _____ (do) different stuff today. Mark and Mika _____ (not walk).

Paul _____ (not talk) on the phone.

He _____ (ride) her bicycle. And Liza,

well she _____ (dance) ballet. What

_____ you _____ (do)?

Lady

Activity 4

Ss are going to choose the correct verb.

1. - **They** _____ **in Chile for more than 20 years.**

- a) is living
- b) are living
- c) did living
- d) am living

2. - **Paul** _____ **more than one puzzle.**

- a) is solving
- b) will be solving
- c) was solving
- d) am solving

3. - **We** _____ **the Harry Potter movie**

- a) are watching
- b) is watching
- c) was watching
- d) are watch

4. - **Mike** _____ **soccer.**

- a) is play
- b) is playing
- c) are playing
- d) did playing

5. - **Mary** _____ **a delicious soup.**

- a) cooking
- b) was cooking
- c) is cooking
- d) was cooking

Production

Activity 5

Ss are going to look at the picture and describe what the people are doing.



What are you doing?

Activity 1.- Write the numbers in the correct place with the pictures.



1. He is running
2. She is cooking
3. They are jumping
4. The girl is studying
5. She is dancing
6. The boy is swimming
7. The girl is painting
8. They are Reading
9. My sister is listening to music

Activity 2. - Find the verbs in the puzzle.

Í	T	T	C	J	J	S	F	K	Í	D	A	B	Y	P	S	N
Q	Í	H	É	C	H	D	Ó	T	M	A	Í	S	É	D	L	F
I	É	Y	G	A	K	W	Ñ	Ñ	J	H	K	H	Y	V	E	O
Ú	Ü	R	Ñ	P	L	A	Y	I	N	G	S	O	C	C	E	R
C	B	Á	E	B	Ü	L	M	Í	P	B	N	P	L	Y	P	I
S	Ó	M	X	C	S	K	C	Ó	A	S	É	P	V	E	I	T
T	Ü	C	O	O	K	I	N	G	I	Á	I	I	Q	J	N	S
U	E	A	F	S	I	N	G	I	N	G	Ó	N	J	É	G	R
D	A	N	C	I	N	G	M	T	T	Á	P	G	Ó	Ú	Í	D
Y	T	M	A	Á	Q	G	E	O	I	H	I	Z	Ú	N	S	U
I	I	O	Ñ	H	I	V	B	U	N	Q	J	B	D	I	D	L
N	N	Y	M	V	V	Ú	Y	J	G	N	Ü	I	E	A	S	L
G	G	V	M	Z	Í	F	O	É	Ó	Í	N	D	A	A	Ú	G

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Activity 3. - Complete the e-mail with the Present Progressive tense.

Present Progressive Tense		
I	am	going to the cinema.
He She It	is	cooking.
You We They	Are	running in the park.

To: katy22@gmail.com

Subject: Hi!

Hello darling Katy!

I am *writing* (write) from my new house.
My siblings _____ (do) different stuff today. Mark and Mika _____ (not walk).

Paul _____ (not talk) on the phone.

He _____ (ride) her bicycle. And Liza, well she _____ (dance) ballet. What _____ you _____ (do)?

Lady

Activity 4. - Choose the correct verb.

1. - They _____ in Chile for more than 20 years.

- a) is living
- b) are living
- c) did living
- d) am living

2. - Paul _____ more than one puzzle.

- a) is solving
- b) will be solving
- c) was solving
- d) am solving

3. - We _____ the Harry Potter movie

- a) are watching
- b) is watching
- c) was watching
- d) are watch

4. - Mike _____ soccer.

- a) is play
- b) is playing
- c) are playing

d) did playing

5. - Mary _____ a delicious soup.

a) cooking

b) was cooking

c) is cooking

d) was cooking

Activity 5. - Look at the picture and describe what the people are doing.





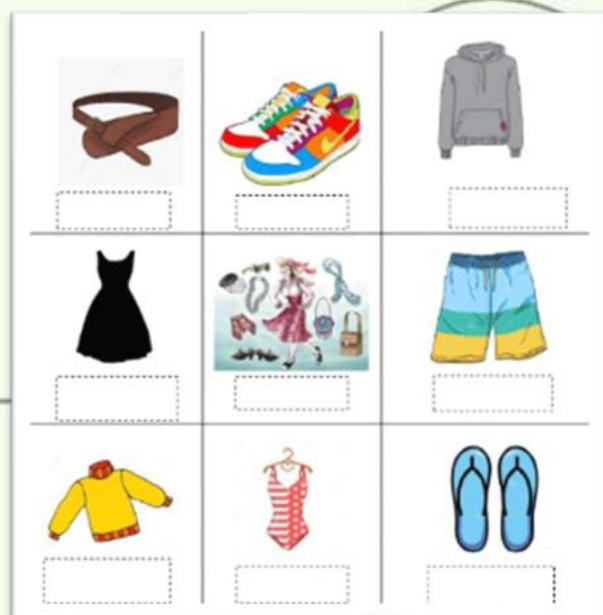
LESSON 2	Street Style
GENERAL OBJECTIVE	Ss will be able to describe people's outfits.
SPECIFIC SKILL	Speaking: Collaborative skills.
LESSON STAGE	Practice
MATERIALS	Pictures, collage.
STRATEGY	Dialog
LANGUAGE	Words related to street activities and clothes.
ACTIVITY	Describing people's outfits.
TIME	30 minutes

Warm up

Activity 1

Ss are going to Match the words with the images.

Sweater - belt - black dress - sandals - hoodie - sneakers - swimming suit - vintage clothes - swimming



What is this?
 This is a _____

What is that?

What are these?

What are those?

Production

Activity 5










Ss are going to look at the picture and work with a partner to describe the clothes.



Street Style

Activity 1. - Match the words with the images.

Sweater - belt - black dress - sandals - hoodie - sneakers - swimming suit -
vintage clothes - swimming trunk

 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>

Activity 2.- Choose the correct option in the statements

- 1.- Celebrities are stylish **unusual / trendy**.
- 2.- neckless are cute **accessories / lingerie**.
- 3.- A black dress is always in **trendy / classic**.
- 4.- Jeans are in **chic these days / classic**.
- 5.- Heels are **vintage / basic** accessories.

Activity 3.- Match the statements.

- | | |
|----------------------|------------------------------|
| Trend setter | makes clothing very popular |
| Thrift shop | really obsessed with fashion |
| Fashionista | second hand clothes |
| High-street fashion | affordable clothes |
| Conservative dresser | modest clothing |

Activity 4.- Complete the following information in the blanks

Reflect on Grammar					
Demonstrative Pronouns					
Affirmative					
Singular			Plural		
Near	This is a black skirt.		These are shorts.		
Far	That is a hat.		Those are sunglasses.		
Yes / No Questions					
Singular			Plural		
Near	Is this a black skirt?		Are these formal clothes?		
Far	Is that a new collection?		Are those sunglasses for boys?		
Wh-questions					
Singular			Plural		
What	is	this? that?	What	are	these? those?

What is this?

This is a _____



What is that?



What are these?



What are those?






Activity 5. - Look at the picture and work with a partner to describe the clothes.





LESSON 3	What's the Weather Like?
GENERAL OBJECTIVE	Ss will be able to talk about their neighborhood.
SPECIFIC SKILL	Speaking: Collaborative skills.
LESSON STAGE	Practice
MATERIALS	Pictures, text and collage
STRATEGY	Dialog
LANGUAGE	Words related to weather and neighborhood.
ACTIVITY	Describing activities and weather in the neighborhood.
TIME	30 minutes

Warm up

Activity 1	<p>Ss are going to put the words in the correct season.</p> <div style="text-align: center;"> <p>It's snowy and cold.</p>  <div style="display: flex; align-items: center; gap: 10px;"> <div style="border: 1px solid black; width: 80px; height: 30px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 80px; height: 30px;"></div> </div> <p>It's warm and cool.</p>  <div style="display: flex; align-items: center; gap: 10px;"> <div style="border: 1px solid black; width: 80px; height: 30px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 80px; height: 30px;"></div> </div> <p>It's windy and cold.</p>  <div style="display: flex; align-items: center; gap: 10px;"> <div style="border: 1px solid black; width: 80px; height: 30px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 80px; height: 30px;"></div> </div> <p>It's sunny and hot.</p>  <div style="display: flex; align-items: center; gap: 10px;"> <div style="border: 1px solid black; width: 80px; height: 30px; margin-bottom: 5px;"></div> <div style="border: 1px solid black; width: 80px; height: 30px;"></div> </div> </div> <div style="position: absolute; right: 0; top: 50%; transform: translateY(-50%); background-color: #4CAF50; color: white; padding: 10px; width: 150px;"> <ul style="list-style-type: none"> sweaters shorts caps sandals gloves coats t-shirts scarves sunglasses pants boots </div>
-------------------	--

Practice

Activity 2

Students are going to read the text and underline the frequency adverbs. Then read the text and answer the questions.

New York the capital city of United States, is next to the sea between two islands. This means the weather is always windy and cold. Some places have weather that usually changes. For example, in London it is usually cool, However, in one it sometimes changes from sunny to cloudy to rainy. In some places the weather changes. In Miami from November to May, it is usually sunny, but from June to October it usually rains

a.- What is the capital of United States?

b.- How often is it windy in the capital?

c.- How is the weather usually in London?

d.- Which months are usually sunny in Miami?

e.- How is the weather usually in July in Miami?

Activity 3

Students are going to read and match the sentences.

a.- It's sunny in my neighborhood,

b.- It's snowy in London,

c.- It's windy in Qatar,

d.- It's warm in Miami,

_____ 1.- people are wearing jackets and hoodies.

_____ 2.- people are surfing and playing volleyball.

_____ 3.- people are running and walking.

_____ 4.- people are doing activities indoors

SO

Activity 4

Ss are going to complete the gaps about your neighborhood.

Hi, my name is _____ and I live in _____

(name)

_____ Today I'm reporting on _____

(city)

(neighborhood)

It's _____, so people are wearing _____.

(season)

(clothes)

_____ and _____ It's very _____, so
people

(clothes)

(clothes)

(weather)

Production

Activity 5

Ss are going to create a collage, taking pictures of many people wearing different outfits and doing different actions, paste the pictures in the boxes.

Then share your project in the class.

My Project

What's the Weather Like?

Activity 1. - Put the words in the correct season

It's snowy and cold.



It's warm and cool.



It's windy and cold.



It's sunny and hot.



sweaters

shorts

caps

sandals

gloves

coats

t-shirts

scarves

sunglasses

pants

boots

Activity 2.- Read the text and underline the frequency adverbs.
Then Read the text and answer the questions.

New York the capital city of United States, is next to the sea between two islands. This means the weather is always windy and cold. Some places have weather that usually changes. For example, in London it is usually cool, However, in one it sometimes changes from sunny to cloudy to rainy. In some places the weather changes. In Miami from November to May, it is usually sunny, but from June to October it usually rains.

a.- What is the capital of United States?

b.- How often is it windy in the capital?

c.- How is the weather usually in London?

d.- Which months are usually sunny in Miami?

e.- How is the weather usually in July in Miami?

Activity 3. - Read and match the sentences.

a.- It's sunny in my neighborhood,

b.- It's snowy in London,

c.- It's windy in Qatar,

d.- It's warm in Miami,

SO

___ 1.- people are wearing jackets and hoodies.

___ 2.- people are surfing and playing volleyball.

___ 3.- people are running and walking.

___ 4.- people are doing activities indoor.

Activity 4. - Complete the gaps about your neighborhood.

Hi, my name is _____ and I live in
(name)

_____ Today I'm reporting on _____
(city) (neighborhood)

It's _____, so people are wearing _____,
(season) (clothes)

_____ and _____. It's very _____, so people
(clothes) (clothes) (weather)

are _____, _____ and _____.
(activities) (activities)

My neighborhood is famous for _____.
(place)

Activity 5.– Create a collage, taking pictures of many people wearing different outfits and doing different actions, paste the pictures in the boxes.

Then share your project in the class.

My Project



5. CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

This research was focused on determine the factors that help students to enhance speaking skills with Audiolingual method. Therefore, the conclusions of this research are the following:

- Speaking is one ability that is difficult to develop in students, and it is for this reason that teachers must emphasize greater prominence on the use of new methods and strategies that enable them to create useful and current materials, thereby facilitating how way in which language is learned.
- Participants who have learned the English language can put what they have learned into practice. As a result, teachers must devise a better methodology to be used in the project so that the results are reliable, clear, and useful.
- It is critical to identify and develop appropriate instruments for locating relevant information. A researcher's essence is to be immersed in everything related to the field.
- The outcomes of the instrument brought essential information to create didactic and creative activities that influence in the production of the oral communication allowing students to develop speaking skills.

5.2.Recommendations

On the findings of the research, some recommendations are made. These advices are as follows:

- The strategies of the audiolingual method can be applied in English classes to promote the participation of the students and the development of the speaking skills to acquire the language.
- Educators have to implement and update methods for the teaching and learning process, therefore they can warrant the acquisition of the foreign language with strong foundations.
- Traditional methods are good as the new ones, sometimes it could be difficult to apply. However, it is important to create new activities and innovate new ways to facilitate the learning process in students.
- Creative and didactive pursuits are attractive for learners, so those activities make interesting and funny the learning process.

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7. ANNEXES

7.1. Annex 1. Teachers' interview





UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

ENTREVISTA

PROYECTO: Audiolingual method to improve speaking skills in third-level college students at Instituto Superior Tecnológico 17 de Julio in the academic year 2021-2022.

Objetivo: Determine the perspective of the teacher and the benefits of the Audiolingual method in the development of oral expression in third-level college students at Instituto Superior Tecnológico 17 de Julio in the academic year 2021-2022.

 <p>UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS- INGLÉS</p> 
Audiolingual method to improve speaking skills in third-level college students at Instituto Superior Tecnológico 17 de Julio in the academic year 2021-2022.
Fecha:
Posición: Docentes de Inglés del Instituto 17 de Julio.
Objetivo: Determine the perspective of the teacher and the benefits of the Audiolingual method in the development of oral expression in third-level college students at Instituto Superior Tecnológico 17 de Julio in the academic year 2021-2022.
1. Do you use the methodology provided by the Ministry of Education or what methodology do you use? (Project Based Learning) CLIL <ul style="list-style-type: none">• Communicative Approach• Audio-lingual method• Gamification1. Multiple Intelligences2. Suggestopedia3. The Silent Way
2. Which of the methods mentioned above do you find most effective for practicing speaking with your students?

.....
.....
.....

3. **What kind of activities do you use to develop speaking skills in your students?**
.....
.....
.....

4. **Have you ever heard about the audiolingual method and the strategies it offers to improve speaking? What do you think of their strategies?**



- f) Dialogue
- g) Substitution Exercises.
- h) Repetition
- i) Transformation Exercises.
- j) Chain Exercises

5. **Do you think that the strategies of the audiolingual method can be effective to develop the ability to speak?**
.....
.....
.....

7.2. Annex 2. Students' survey



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CUESTIONARIO

 <p>UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS- INGLÉS</p> 
Audiolingual method to improve speaking skills in third level college students at Instituto Superior Tecnológico 17 de Julio in the academic year 2021-2022.
Fecha:
Paralelo:
Objetivo: Collect information to determine the benefits of the Audio-lingual method in the development of the oral ability in third level college students at Instituto Superior Tecnológico 17 de Julio in the academic year 2021-2022.
<p>1. How important do you consider the English Language in your academic life?</p> <p>a) Very important b) Important c) Slightly important d) Not at all important</p> <p>2. Why do you study English?</p> <p>a) I am interested in learning about the culture of other English-speaking countries. b) To acquire new ideas and broaden my perspective. c) I like the English language. d) To understand songs, movies, magazines, etc in the English language. e) I am interested in learning a new language. f) Because it is a graduation requirement.</p> <p>3. How often do you use English in your classes?</p> <p>a) Always ____ b) Sometimes ____ c) Rarely ____ d) Never ____</p> <p>4. What activities does your teacher use in class to practice speaking?</p> <p>a. Roleplay b. Dialogues</p>

- c. Repetition of words and phrases
- d. Pictures description
- e. Others

5. How does your teacher develop the speaking activities in the classroom?

- a. In pairs
- b. Individual
- c. Groups

6. What kind of material does your teacher use in class?

- a) Videos
- b) songs
- c) Presentations
- d) Speeches

7. Does your teacher develop recreational activities to develop speaking in class?

- a. games
- b. crafts
- c. projects
- d. others

8. Does your teacher emphasize the repetition of vocabulary and pronunciation of words?

- a) Always _____
- b) Sometimes _____
- c) Rarely _____
- d) Never _____

9. Does your teacher do dialogue memorization exercises and dialogue simulation in class?

- Yes _____
- No _____

10. What activities would you like to practice in your English classes?

- a) Learn new vocabulary
- b) Activities with games to practice speaking.
- c) Roleplay
- d) Reading books and presentations
- e) Dramatization

7.3. Annex 3. Validated instruments

Fecha de envío para la evaluación del experto:	24 de junio de 2022
Fecha de revisión del experto:	24 de junio de 2022

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.			
Formulación clara de cada pregunta.			
Comprensión de cada pregunta.			
Coherencia de las preguntas en relación con el objetivo.			
Relevancia del contenido			
Orden y secuencia de las preguntas			
Número de preguntas óptimo			

Observaciones:

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO	
CRITERIOS DE EVALUACIÓN	OBSERVACIONES

Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			
10	X			



C.C.: 1002188470

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7.4. Annex 4. Interviews applied to teachers





7.5. Annex 5. Surveys applied to students

